



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – VISUAL ARTS
YEAR 5

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the sample teaching and learning outline is based

One hour of teaching per week for one school term (10 weeks)

Visual Arts key concepts embedded

- Ideas
- Skills
- Production
- Responding

Prior knowledge

In previous years, students have explored ideas from varying times and cultures looking at the representation of different artistic styles, such as realistic, narrative and abstract art. They will have extended their understanding of the visual elements and conventions by exploring varying techniques and visual conventions to present artworks that communicate specific messages.

Students will have also explored the development and application of artistic techniques and processes by creating artworks that manipulate shapes, use a variety of lines, colours and textures, organise space and explore value to create an artwork. Students may or may not have been given presentation opportunities, and have had the opportunity to create artworks that have required them to apply a range of techniques suitable to selected art forms.

Previously, students may have explored, with guidance, artwork from different social, cultural and historical contexts. They make and respond to artwork, using visual art terminology to reflect on its purpose and meaning. Students demonstrate appreciation and respect for a range of artwork from different social, cultural and historical contexts. They respond to their own and others' artwork, reflecting on meaning using some visual art terminology.

Visual Art Skills

Students are inspired by exploration of artwork from varying times and cultures that represent different styles. Students continue to explore, make and respond to artwork from various artists and cultures that use materials and techniques to present a message to an audience. Students reflect on and apply the visual art elements and materials to replicate aspects of other artistic and cultural styles.

They begin to consider that artworks can have purpose or meaning and they have the opportunity to explore various styles in the application of the visual elements, selecting appropriate media, materials and technologies to create artwork that communicate messages. They explore and develop the use of visual art terminology to explain the effective use of visual art elements and artistic techniques and processes. Students explore the styles of artwork from different cultures and historical contexts and begin to consider how presentation can enhance the display and visual appeal of the artwork.

Students experience artwork from different social, cultural and historical times and demonstrate appreciation and respect for works of differing purpose and meaning. They explore and consider how the display of these artworks can enhance their visual appeal. As they make and respond to artworks, students explore the purpose of artwork and explore how the visual arts elements are used to communicate meaning. They have the opportunity to experience visual artwork from a range of cultures, times and locations in the style of artwork they are creating.

Across the year, different skills are emphasised in:

- Making **(M)**
- Responding **(R)**.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–2	<p>I> Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions</p> <p>I> Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork</p>	<p>R> Appreciation of the role of art from different times and cultures, and consideration of how the artist’s perspective is reflected in the artwork</p>	<p>How can we make artworks that communicate messages using exploration skills?</p> <p>In what way can we respond to the artworks from different cultures and time periods to show appreciation?</p> <p>How can science help us to understand the meaning of artworks and to locate them from different cultures and time periods?</p> <p>Teaching Concepts Symbolic drawing Cultural drawing Types of drawing styles Colour palette Elements of art – line and colour</p> <p>How can we use our pastels in different ways to create different effects in our drawings?</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Introduction to <i>Rock Art from the Ice Age</i> project • Inquiry discussion and image brainstorming. See suggested resource: <i>Hidden history: Aboriginal rock art in the Kimberley amongst the oldest in the world</i> https://www.sbs.com.au/topics/science/humans/explainer/hidden-history-aboriginal-rock-art-kimberley-amongst-oldest-world • See suggested resource: <i>Cave Art 101 National Geographic</i> https://www.youtube.com/watch?v=ZjejoT1gFOc • Review concepts of historical art timelines (prehistoric) and different types of viewpoints (birds eye view, 2D/3D view, x-ray view) • Discuss links between science and art • Overview of stencil processes with demonstration <p>Assessment: Formative</p> <ul style="list-style-type: none"> • Visually assess students’ interaction and input and focus. • Visually assess students’ drawings and use of media. • Verbally assess students’ ability to make personal statements about the meaning of subject matter and suggest reasons for its creation. • Verbally assess students’ personal responses. <p>LA 1 (60 min)</p> <ul style="list-style-type: none"> • Class watches the video links on prehistoric art. Teacher facilitates post-viewing discussion with images of artworks viewed. Class is divided into groups. Each group is given colour images of artworks from both Prehistoric European Rock Art and Indigenous Rock Art. Encourage students to use descriptive words. Ask students to make verbal observations about what they can see in the photographs of the artwork. Encourage students to use descriptive words. Ask students to share why they think this artwork was made (Purpose). Students complete a KWL chart to summarise the viewing and discussion of the video links and photographs. • See resource: <i>KWL Charts</i> https://sites.google.com/site/theamazingworldofteaching/kwl-charts

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–2	<p>S> Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none"> • colour (expressive colours, natural colours) • line (implied lines for movement and depth) • space (shading – creating illusion of depth) • value (gradations of value) <p>to create artwork</p> <p>S> Use of techniques, art processes, and experimentation with art forms, such as digital imaging, screen printing or illustration</p>	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>How can we use different types of drawing media to get different results in our drawings?</p> <p>What are the elements of art? (Line, space, colour, value, shape, texture.)</p> <p>Teaching Concepts</p> <p>Stylistic drawing Line drawing Value drawing Elements of art Reflection language Colour palette (Natural) Composition Stencil making</p> <p>How can I be inspired by the style of artwork from other cultures to make my own artworks with a similar message or purpose?</p>	<ul style="list-style-type: none"> • Students begin with creating ideas about the images viewed by selecting a prehistoric animal to draw. Students watch teacher pastel demonstration and then collaboratively add drawings to a large roll of brown paper in conte crayon or pastel using only colour palettes from Aboriginal Ochre Rock Art colours. • Students start by preparing the brown paper to look and feel like a crumbling rock surface by adding cracks by drawing broken lines in white pencil and pastel then with conte chalks and or crayon (white, brown and yellow), creating patches of colour which are rubbed into the paper with fingers and blending stumps. To create a textured surface, with creases and crevices, students can also tear and crumble sections of the paper. • Students should look closely at photographs of the Prehistoric Rock Art before drawing these animals and human figures, using pastels to draw the outlines in black and reddish-brown colours, similar to the mineral pigments used in prehistoric artworks. • Ask students to share their ideas about the drawings they have made, using key terminology to discuss which drawing they like best and why. Which animal do they think would be the best for using as a source image to create a drawing from. Focus on keywords relating to viewpoint, colour palette and style. <p>LA 2 (40 min)</p> <ul style="list-style-type: none"> • Discuss how prehistoric cultures used colours made by using materials from the earth. See resource <i>Prehistoric Colour Palette</i>. http://www.visual-arts-cork.com/artist-paints/prehistoric-colour-palette.htm • Discuss the representation of human beings in the rock art images (photographs or video resource – see suggested links above). Discuss the style of the figure drawings and the hand prints. Students discuss why they might have been created in this way. • Students draw an outline of both their hands onto stencil paper and cut out the outline of each of their hands. Students watch a teacher demonstration of sponging technique over the hand print stencil. Students then place their hands over the brown paper created in the last lesson, aiming to create a balanced composition. They used natural colours that reflect the same colour scheme as

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1–2		<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>How can I share my ideas and feelings about my prehistoric animal drawings?</p>	<p>prehistoric artists and sponge this over the top of the hand print. Students pull away the stencil to reveal the hand print outline. Discuss positive and negative space with students viewing the hand prints.</p> <p>Reflection (20 min)</p> <ul style="list-style-type: none"> Ask students to share their ideas about the drawings they have made, using key terminology to discuss which drawing they like best and why. Which animal do they think would be the best for using as a source image to create another drawing. Focus on keywords relating to viewpoint, colour palette and style. Ask students to identify by pointing out on the pastel drawing where colour, implied line and space have been used to create the cave art drawings. Students use a word bank provided by the teacher to describe the types of lines and shapes that have been created in the drawing.
3–4	<p>I> Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions</p>	<p>R> Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork</p>	<p>What is prehistoric art? Why are there lots of drawings of animals in prehistoric artworks?</p> <p>Teaching Concepts</p> <p>Style Depth Media testing Image transfer Observational drawing x-ray drawing How can I make a drawing that reflects the style of prehistoric art?</p>	<p>Teaching</p> <ul style="list-style-type: none"> Overview of the element of line (focus on use of implied lines for movement and depth) Overview of the element of space (focus on positive and negative space, and creating the illusion of depth) Overview of shape (focus on convex, concave shapes) Discussion of media testing and practicing the use of tools and equipment as a way to explore art making techniques Discuss different styles of art (realistic, expressive, abstract, symbolic) Discuss and explore different cultures from the prehistoric periods (Aboriginal rock art, Palaeolithic rock art, ancient African rock art). Discuss how the prehistoric artist's perspective is reflected in the work See suggested resource: <i>Ice Age</i> movie sequence showing the animals walking through the cave with cave paintings See suggested resource: <i>Aboriginal x-ray art</i> https://www.kunwinjku-aboriginal-art.com/aboriginal-x-ray.html

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3–4	<p>I> Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork</p> <p>S> Development and application of artistic techniques and processes with:</p>	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are</p>	<p>How do we effectively use drawing equipment to create a series of different animal's drawings?</p> <p>What is an implied line?</p> <p>How can we create a sense of depth in a rock art drawing?</p> <p>Teaching Concepts</p> <p>Scale</p> <p>Positive space</p> <p>Negative space</p> <p>Composition</p> <p>Subject matter</p> <p>Colour scheme</p> <p>Outline</p>	<p>Assessment: Formative</p> <ul style="list-style-type: none"> Anecdotal notes to assess students' understanding of teaching concepts. Visually assess students' ability to understand the teaching concepts. <p>LA 3 (60 min)</p> <ul style="list-style-type: none"> Using realistic colour photographic images of animals from in Australian Rock Art, the teacher allocates students the various A4 source images. The class create a range of small A4 drawings to fill a page in 2B, 4B and 6B pencil. Aim to complete three animal drawings showing different pencil drawing techniques. The animals you select to draw should be inspired by prehistoric animals in the photos discussed in week one or animals from the <i>Ice Age</i> film clip. The observational drawings are completed in an x-ray style and/or a prehistoric style. Teacher discusses the differences in both examples with students. Students pick images based on an animal from either the students own research from the internet (reference images) or a range of photos provided by the teacher in lesson one. Students use graphite pencil and/or umber/black/sepia coloured drawing ink to create one design drawing with a focus on line, implied lines for movement and depth, one design drawing with a focus on space using shading to create the illusion of depth) and one design drawing focusing on value producing gradations of value to create a contrasting effect (separate animal from background like rock art style) and texture (textures created with a variety of tools, materials and techniques; patterning). Teacher should demonstrate for students the drawing of the animal outline and the use of different line qualities (implied) to build up shape and form using an outline and to focus on areas of value in the drawing to create contrast. Teacher to photocopy student designs and scale down to A5 for the next lesson. Teacher and students to discuss ways that the drawings from weeks one to four could be displayed to share the messages and style of this type of art form. Students and teacher to record ideas for display. Teacher and students display rock art drawings in the classroom or school.

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3–4	audience and feedback	used to communicate meaning and purpose in artwork	<p>What is a prehistoric style of drawing?</p> <p>Have I provided some feedback to my peer on their animal drawings?</p>	<p>Assessment: Formative Anecdotal notes to assess students’ understanding of the teaching concepts in preparation for introducing the Summative Assessment.</p> <p>Reflection (20 min)</p> <ul style="list-style-type: none"> • Students verbally evaluate their drawings. Teacher divides the class into groups. Each group is given one of their planning drawings, using the information provided on the elements of art, the students are required to create a reflection on their drawing. They are to focus on how they have used different types of lines, space, shape and value, textures and colours to create the design drawing. • Students annotate their drawings after sharing verbally in pairs or small groups. They can read these reflections back to the class audience by holding up their drawing and reading the reflection out loud to the class or by attaching sticky notes to the drawing and sharing this with a peer. • Students share drawings and get feedback from a peer on how they have reflected the prehistoric style in the drawing. They should focus on consideration of the peer’s feedback on things they did well to reflect the style and things they can improve in the final artwork to reflect the prehistoric style. • Annotated drawings should show an understanding of the use of line, space, value, texture and colour to create the rock art animal drawings.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
5–6	<p>I> Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork</p> <p>P> Presentation and display of artwork to enhance visual appeal/aesthetics</p>	<p>R> Appreciation of the role of art from different times and cultures, and consideration of how the artist’s perspective is reflected in the artwork</p> <p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>How can I write about prehistoric artworks to better understand their messages or purpose?</p> <p>What are techniques?</p> <p>What are the elements of art?</p> <p>How can I write about the use of the elements of art in an artwork?</p> <p>What is a prehistoric artwork?</p> <p>What is my first impression of this artwork?</p> <p>Who are the Kandiwal and Kalumburu people in the northwest Kimberley (WA)?</p> <p>Why do I think this artwork was made?</p> <p>What is the message of this artwork?</p> <p>Teaching Concepts</p> <p>Analysis</p> <p>Personal response</p> <p>Subjective impressions</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Introduction to analysis of an artwork using the STICI image analysis model • Suggested resource: Critical analysis framework: STICI. <i>Note that this resource is an assessment activity for Year 9. The framework on page 5 is the key part of this resource and can be applied to suit Year 5.</i> https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year9 • Teacher discusses Aboriginal x-ray designs from Arnhem Land, NT. Teacher re-caps prehistoric art making techniques, colour schemes, tools and processes • Discuss and revise the elements of art (line, shape, texture, colour and value). • Teacher discusses final designs and planning considerations to display the final design • Consider the A4 scale of the work and framing the final ceramic slab artwork <p>Assessment: Summative</p> <p>Students complete the planning stages by filling in the analysis STICI template provided by the teacher for the image analysis. This is to be recorded for evidence.</p> <p>LA 5 (60 min)</p> <ul style="list-style-type: none"> • Teacher discusses and shows examples of an artwork from Aboriginal x-ray designs from Arnhem Land (a key example of rock art in the Kimberley from the Kandiwal and Kalumburu, in the northwest Kimberley (WA)). • Discuss why people analyse artworks and how this process can help artists and viewers of the work to understand what the artwork is about. Discuss the example of scientists working with Australian researchers and Aboriginal Traditional Owners in Kandiwal and Kalumburu, in the northwest Kimberley to analyse art in over 200 sites. Why are they doing this? What can we learn about the artwork through this process? Teacher to discuss that x-ray designs were first created on rock paintings. The designs are now created in many media, including bark and acrylic painting. This style of art is found in Arnhem Land, in the Northern Territory.

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5–6	<p>I> Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork</p> <p>P> Presentation and display of artwork to enhance visual appeal/aesthetics</p>	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>Interpreting Judging</p> <p>What is an x-ray drawing and what are its features? What is a silhouette? What is a pigment? What are the natural prehistoric colours? How can I mix colours? How can I apply colour to a surface? How can I create a thin outline?</p> <p>Teaching Concepts Scale Painting brushwork Painting line work Painting Surfaces X-ray design Appropriation Referencing Personal Response</p>	<ul style="list-style-type: none"> • Class to receive a copy of colour A4 image of the artwork, Aboriginal rock art in the Ubirr Rock Art Shelter, x-ray drawings of fish and turtle, Kakadu National Park, Northern Territory, Australia and examples of bark painting. • Suggested resources below to assist with analysis activity Suggested resource: https://parksaustralia.gov.au/kakadu/pub/gunbim.pdf Suggested resource: https://www.metmuseum.org/toah/hd/ubir/hd_ubir.htm • Ubirr: https://parksaustralia.gov.au/kakadu/do/rock-art/ubirr/ • Discuss referencing the image and the websites with the class. • Using STICI analysis framework, students respond to the selected Aboriginal rock art from Kakadu National Park. Students will use the headings and pair discussion from class to assist in writing the analysis. Students will need to ensure responses use appropriate art language in full sentence answers. • Teacher provides a word bank of art terminology for students to select from in writing the analysis. Teach students to use the hamburger or TEEL paragraph structure. • Teacher discusses an A grade example and provide a vocabulary and/or glossary list with definitions for students to reference. • Teacher models a completed example of each section of the STICI analysis model by leading a discussion with the class and writing the responses on the whiteboard. • Students choose the animal they would like to feature in the painting and find a good photograph of it on the internet. Copy the photograph and its web address and paste them into a Word document. Save the document onto a USB or laptop/hard drive/or student account. Search for images of the inside of your animal by typing the name of your ‘animal’ and ‘organs,’ ‘skeleton,’ ‘anatomy’ or ‘x-ray’ into a search engine. (Warning: some images of animal insides might be a bit disturbing for some students or ages groups – use this teaching strategy with caution.) Add these images and their web addresses to your saved document so that all the information fits onto one page. • Student or teacher to print page of source images and references to glue into visual diary. Students will use these images for the next lesson’s activity.

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5–6			Warm and Cool Mixing Colours Brush line work Planning for artwork display	<p>LA 6 (40 min)</p> <ul style="list-style-type: none"> Teacher is to recap the style of x-ray drawings and paintings. It is suggested that teacher use a recall strategy to recap the analysis session such as Recite/Recall/Apply <ul style="list-style-type: none"> Recite: students read or identify information Recall: students can remember information without reading it Apply: students can use information to problem solve in the painting design. Teacher demonstrates creating an x-ray painting by painting a silhouette of the animal, often in white, and then adding the internal details in red or yellow. For red, yellow, and white paints, the artist uses natural ochre pigments. Teacher discusses and shows examples of Arnhem land colours used to create an x-ray design. Class will focus on applying creating an A4 scale x-ray acrylic painting with written annotations at the base or on the back of the design. Students will combine one prior prehistoric animal drawing with the x-ray style and aim to make the animal a focal point in the composition by using contrasting colour like the example artworks viewed in the analysis. Students will work from photographs for this painting activity. With teacher guidance, students to pick a frame for their final painting design in black paper and to attach the painting to the frame when dry and display in the class. <p>Reflection (20 min)</p> <ul style="list-style-type: none"> Teacher leads questioning to allow students to self-reflect on their understanding of the artwork used for the analysis task. Students could write down things they could improve on for the next analysis task and could read other students analysis tasks to provide feedback. Students verbally provide feedback (Think/Pair/Share) to peers on the final design x-ray paintings and animal design drawings. Focus on planning for the future ceramic slab artwork.

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7–8	<p>I> Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork</p> <p>S> Use of techniques, art processes, and experimentation with art forms, such as digital imaging, screen printing or illustration</p> <p>S> Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none"> • shape (convex, concave) • colour (expressive colours, natural colours) • line (implied lines for 	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p> <p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>How will we utilise our production time effectively to meet the deadline?</p> <p>How will we reflect on others artworks as well as our own?</p> <p>Have we maintained a sense of prehistoric style in our design work?</p> <p>What does an effective design look like?</p> <p>What is a clay slab?</p> <p>How can I choose colours to show the prehistoric style in my artwork?</p> <p>How can I use line, space and shape to make my artwork look like the animal I have selected?</p> <p>Teaching Concepts</p> <p>Natural colour</p> <p>Contrast</p> <p>Slab processes</p> <p>Safety with tools</p> <p>Image transfer</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Discussion of ceramic slab and under glazing production skills and ceramic art making terminology • Discussion of how painting techniques and under glazing techniques are similar • Ceramic slab work and underglaze process demonstration • Work, Health and Safety considerations when working with ceramic tools <p>Assessment: Summative</p> <ul style="list-style-type: none"> • Students are to complete the painted ceramic rock art slab using stoneware or paper clay and underglaze. Teacher observation to be recorded as anecdotal notes as evidence. • Photographs of student using the ceramics equipment to produce the print recorded for evidence along with anecdotal notes. <p>LA 7 (60 min)</p> <ul style="list-style-type: none"> • Teacher discusses and reviews ceramic slab making processes. • Students watch a demonstration on how to create a ceramic slab using a hand roller • Suggested resource: <i>How to Make Clay Slabs for Hand Building Pottery</i> https://www.thesprucecrafts.com/making-clay-slabs-2746176 • Watch a teacher demonstration of the correct and safe use of ceramic tools. • Teacher demonstrates transfer of animal image on to A4 scale clay slab, using photocopies of the design drawings that have been cut out so they can be traced around. Teacher shows students how to use both the positive and negative space of the stencil created from the drawings. • Students cut photocopies of their drawings to create stencils, then the animal templates are placed onto the wet clay slab. • Students can sponge over the top of the stencil in natural colours and remove the stencil to reveal the outline of the animal. Students then add colour with a brush or sponge to the inside of the animal shape.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
7–8	<p>movement and depth)</p> <p>S> Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none"> space (shading – creating illusion of depth) texture (textures created with a variety of tools, materials and techniques; patterning) value (gradations of value) <p>to create artwork</p>	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>Positive space Negative space Aesthetics</p> <p>How will I know if I have achieved my goals?</p> <p>How do I create an underglaze painting?</p> <p>Is my rock art slab an effective one? How can I tell this?</p> <p>What feelings and messages does my rock art slab create?</p> <p>How can I give helpful feedback to another peer on a prehistoric rock art slab that they have made?</p> <p>Can I improve on my use of slab, drawing and or painting skills for the next project?</p>	<ul style="list-style-type: none"> Students then outline the shape of the animal by using a thin brush and black underglaze Students then let the artwork dry to create colour layers in the next lesson in different colours. <p>LA 8 (40 min)</p> <ul style="list-style-type: none"> Teacher reviews and demonstrates the slab and stencil transfer process again. Teacher shows and reviews an example of an effective animal transfer and a not so effective transfer from last clay painting session, discussing the use of space, texture and value with the class. Students self-reflect and verbally assess their own progress by comparing their slab work with their compositional design drawing. Students set production goals and verbally plan their work for the studio session, showing some awareness of time management to ensure they create at least two animal stencil transfers onto the clay slab using at least two different natural colours. Students should have coloured the background of the clay slab by using the stencil method and should have added contrasting colour to the inside of the animal outline All animals must be outlined in black underglaze Students continue to add animals and hand prints to the rock art slab using the stencil and painting methods. Students can create a series of layers by using different colours in the background. As an extension, some students may be able to create an x-ray design transfer by using a white underglaze to fill in over the top of the stencil sponged animal outline. <p>Reflection (20 min)</p> <ul style="list-style-type: none"> Students complete a peer and self-reflection on the slab paintings created using underglaze. Students use visual art terminology from a provided word bank, to describe about how visual art elements, ceramic techniques have helped to

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				create an artwork that reflects a style from a different culture and time period to share a message. They use peer feedback to develop these responses into verbal or written responses in pairs or as a new show and tell report back to the class.
9–10	<p>P> Presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience and feedback</p> <p>P> Presentation and display of artwork to enhance visual appeal/aesthetics</p>	<p>R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p>	<p>Do I like my rock art? What is working well in my composition? What do I like about another person’s prehistoric rock art slab? Where could I display my finished artwork at home or at school to share the message of my work work with other people? What message does my rock art slab communicate? Have I used an x-ray technique to enhance the design work on my rock art slab and make it look like the prehistoric style?</p> <p>Teaching Concepts Exhibits Backgrounds Self-reflection</p>	<p>Teaching</p> <ul style="list-style-type: none"> Revise ceramic and painting skills, tools and equipment Revise visual art terminology for the prehistoric art cultural period Discuss and introduce display conventions for ceramics slab work Discuss and show examples of working back into slabs with acrylic paint media Discuss and review x-ray designs and techniques <p>Assessment: Summative</p> <ul style="list-style-type: none"> Students are to complete the reflection on the final prehistoric rock art ceramic slabs. Complete the reflection on the worksheet provided. Artist reflection is to be recorded for evidence. Photos of the student’s final ceramic rock art slabs are to be recorded for evidence. <p>LA 9 (60 min)</p> <ul style="list-style-type: none"> Teacher reviews and demonstrates again the x-ray painting process. Students self-reflect and verbally assess their studio work progress. Students set production goals and verbally plan their work for the studio session, showing some awareness of time management to ensure they create at least one x-ray painting over the top of one animal stencil print. Students paint over the top of the animal designs onto the slabs which have been fired using traditional x-ray painting methods with a thin fine brush and white acrylic paint (only after slab is fired in the kiln). Students go onto create a series of repetitive and unique hand print transfers on a large roll of brown paper to use a back ground display for the exhibition of the ceramic slabs. Students can add to the paper as a class set, creating overlapping hands to cover the brown paper.
9–10	<p>P> Presentation and reflection of</p>			

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	ideas, feelings and opinions in artwork, including consideration of audience and feedback	R> Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork	Peer reflection Media testing Colour schemes Have I used any of the elements of art in my design? How should I display this work? Have I successfully displayed a prehistoric style in my work? Did I help to set up a display exhibition of my work? What is the message of my artwork? What could I improve upon next time when working with clay and paint media?	<ul style="list-style-type: none"> Students create this background by using different coloured natural paints and inks and blowing through a straw over the top of the hand as a stencil print. Students can tear and collage natural coloured paper to also attach to the exhibit background paper. <p>LA 10 (40 min)</p> <ul style="list-style-type: none"> Teacher demonstrates display of slabs discussing different options. Teacher discusses the background of hand prints and reviews different options for combing the pastel drawings, acrylic paintings, ceramic slabs and background hand prints for students to pick from. Students select a drawing and their slab work and install this in the place set up by the teacher, for example a display in the library on prehistoric art. Students can work back into the hand printed background in pastel media by hand colouring sections of the hand prints and adding small drawings of animal outlines. Students apply an awareness of style through the selection of line and colour schemes on the brown paper for the exhibition. Students review the class set of ceramic slabs and using visual art language describe what they like about the prehistoric rock art they have made throughout the unit. Students identify the art elements of line, shape, space, value, texture and colour in the verbal or written descriptions of the work using a word bank. Students identify areas they could improve in the verbal or written descriptions of the work using a word bank. <p>Reflection (20 min)</p> <p>Students complete a peer and self-reflection on the final clay ceramic artworks and if time permits also on the pastel drawings and acrylic paintings made earlier in the unit. This can be completed as a writing task or as a verbal reflection in pairs. Students could present back to the class the reflections made while holding up artworks or drawing arrows off provided photographs of the artworks.</p>