



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – VISUAL ARTS
YEAR 1

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Disclaimer

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)

Context for program

Year 1 students

Visual Arts key concepts embedded

- Ideas
- Skills
- Production
- Responding

This teaching and learning program explicitly address skills from each of these four areas.

Prior knowledge

In Pre-primary, students will have had an opportunity to participate in exploration of, and experimentation with, the visual art elements of shape, colour, line and texture in both a range of natural and manufactured materials.

They will have explored, through tactile techniques and processes, experimentation with the elements of shape (familiar shapes, simple 2D shapes), colour (primary colours, secondary colours), line (curved, straight, wavy, zigzag), texture (familiar objects) to create artwork.

Students will have focused art making on a variety of techniques, to create 2D and 3D artwork inspired by personal experiences and will have created artwork that is ready for display. They will have participated in the sharing of their own artwork with others.

In responding and interpreting their arts experiences, students will have participated previously in appreciation of where and how artwork is displayed in the local community. They will have shared things they like about their artworks and artworks shared with peers.

Visual Art Skills

Students will demonstrate ideas for art making through exploration, and experimentation with, the visual art elements of shape, colour, line, space and texture and are introduced to the visual element of space. They will be encouraged to explore a range of different materials, media and/or technologies when creating artwork.

Students will begin to respond to the visual art elements and materials used in artwork and will start to consider and appreciate different types of artwork, and where and how it is displayed. Students will present artwork that communicates ideas to specific audience(s) and they will express feelings and ideas about artwork they view and make.

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.

The Early Years Framework (EYLF) defines curriculum 'as all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development' (Commonwealth of Australia, 2009, p 45).

This learning program explicitly links to the following *EYLF* outcomes:

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

[Commonwealth of Australia. (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment, and Workplace Relations.]

The integration of the EYLF outcomes may vary depending on the individual students and application of the suggested teaching and learning program.

National Quality Standards (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, are reflected in the planning.

<https://www.acecqa.gov.au/nqf/national-quality-standard>

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/ways-of-teaching>

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/ways-of-teaching-video>

National Quality Standard, Quality Area 1 – Educational program and practice

1.1 The educational program enhances each child’s learning and development.

1.1.1 Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

1.1.2 Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.

National Quality Standard, Quality Area 3 – Physical environment

3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

National Quality Standard, Quality Area 5 – Relationships with children

5.1 Respectful and equitable relationships are maintained with each child.

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2 The dignity and rights of every child are maintained.

5.2 Each child is supported to build and maintain sensitive and responsive relationships.

5.2.1 Children are supported to collaborate, learn from and help each other.

5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

[Based on: Guide to National Quality Standard (ACECQA). Used under Creative Commons [Attribution 3.0 Australia](#) licence.]

Teaching activities have been designed using the iSTAR model.

- Inform/inspire
- Show
- Try/transfer
- Apply
- Review.

[Based on iSTAR – A model for connected practice within and across classrooms. Western Australian Primary Principals' Association.]

The learning opportunities for students integrate aspects of the Arts inquiry, production and reflection skills with Howard Gardener's Multiple Intelligences. These activities are listed within the teaching program; however, these can also be found at the end of the planning document, with explicit links to the intelligences.

Assessment

There are a range of suggested assessment activities within the teaching and learning program. When assessing, acknowledge individual needs by selecting the appropriate strategy (e.g. observation, anecdotal notes, learning stories, video interviews, visual representations, written work...) to reflect, interpret and inform future planning. Suggested assessments are provided throughout the outline. Teachers will need to select the timing, type and number of assessments in line with their own school assessment policy. For more information regarding ways of assessing, refer to:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/ways-of-assessing>

Big Question: What do living things look like?

Week 1–4	<p>Ideas Exploring ideas and improvising with ways to represent ideas</p> <p>Skills Developing skills and processes</p> <p>Production & Presentation Sharing the arts through performance, presentation or display for an audience</p> <p>Responding Responding to and interpreting the arts</p>
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<p>Visual Art Skills</p> <p>Ideas Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture Exploration of different materials, media and/or technologies, when creating artwork</p> <p>Skills Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) • line (broken, jagged, dashed) • space (background, foreground) • texture (changes in texture; transfer of texture) <p>to create artwork Exploration of tactile techniques, such as mixed media, colour mixing or drawing</p> <p>Production Use of a variety of techniques, to create 2D and 3D artwork that communicate an idea to an audience Display of artwork</p> <p>Responding Appreciation of different types of artwork, and where and how it is displayed Personal opinions, feelings and ideas about artwork they view and make</p>
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Focus Questions	Intentional teaching opportunities	Learning Opportunities & Resources
<ul style="list-style-type: none"> • What do you notice about all of Eric Carle drawings and illustrations of the living things? 	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Show the students a variety of Eric Carle books and YouTube clips of his painting technique and animated videos. 	<p>Suggested web reference resource: http://exploring-eric-carle.strikingly.com/</p> <p>Students engage with the books and animated video resources</p> <ul style="list-style-type: none"> • Suggested book resources: <i>The Very Hungry Caterpillar</i>, <i>The Very Quiet Cricket</i> and <i>Mister Seahorse</i> by Eric Carle • Suggested video resource: https://www.youtube.com/watch?v=75NQK-Sm1YY

<ul style="list-style-type: none"> • What's going on in this picture? • What do you see that makes you say that? • What more can we find? 	<ul style="list-style-type: none"> • Lead a discussion of the images as they are on display: point out colours, textures, shapes. • Ask students to: <ul style="list-style-type: none"> ▪ Look carefully at works of art ▪ Talk about what they observe ▪ Listen to and consider the views of others ▪ Discuss multiple possible interpretations. • See web reference resource: http://exploring-eric-carle.strikingly.com/ • Use an oral sharing strategy (inside outside circles) to share ideas about the animals displayed. 	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=75NQK-Sm1YY • https://www.youtube.com/watch?v=YdiGEjz5b0Q • http://www.eric-carle.com/home.html <p><i>Play</i> – Students play move like a caterpillar, move like a seahorse, move like a cricket and display understanding of the features of the animals by making their bodies into these shapes.</p> <p>Teacher can provide age-appropriate music to suit the environment of the animal or animal's environment sounds such as the ocean, crickets or munching sounds of an insect eating.</p>
<ul style="list-style-type: none"> • Where can you see examples of shape in the artworks (geometric shapes)? • Where can you see examples of colour (primary colours / secondary colours)? • Where can you see examples of line (broken, jagged, dashed)? 	<p>Show</p> <ul style="list-style-type: none"> • Compare real-life photos of animals with Eric Carle's animal pictures. Suggested focus on animals from the book resources (Caterpillars, Crickets and Seahorses). • Discuss collage technique. Specifically, for example, discuss how Eric Carle has made his picture look like a cricket (it has four legs, it has antenna, he has used grey and black paint on the body, he has used red colour for the eyes, he has created texture in the paint to show the wings). • Watch the video Eric Carle inspired Praying Mantis collage http://www.youtube.com/watch?v=nZ_ft-FHEd8 • Observe how the artist creates the collage in the style of Eric Carle. See web reference resource: http://exploring-eric-carle.strikingly.com/ 	<p><i>Explore</i> images of real insects in the story viewed using the classroom devices or a pre-prepared collection of images provided in colour by the teacher.</p> <p>Suggested web resource: <i>Sea Horses – Real life photos</i> https://www.gettyimages.com.au/photos/sea-horse?sort=mostpopular&mediatype=photography&phrase=sea%20horse</p> <p>Suggested web resource: <i>Crickets – Real life photos</i> https://www.gettyimages.com.au/photos/cricket---insect?sort=mostpopular&mediatype=photography&phrase=cricket%20-%20insect</p> <p>Suggested web resource: <i>Caterpillars – Real life photos</i> http://www.gardenswithwings.com/identify-caterpillars.html</p>
<ul style="list-style-type: none"> • Where can you see examples of space (background, foreground) 	<p>Try/Transfer/Tell</p>	<p><i>Describe</i> what they know about the animal and show understanding by picking the correct animal picture and matching it to its name label.</p> <p>Students identify which photos have shapes, lines and colours in them.</p>

<ul style="list-style-type: none"> • Where can you see examples of texture (changes in texture; rough, smooth)? • What animal have you chosen? • Where does the animal live? • What types of colours are in the animal photo? 	<ul style="list-style-type: none"> • Give the students a choice of three animals (real life). Each student selects one animal photo. • Look at the picture and determine the colours, texture and shapes. Ask the students to share their ideas with a partner. • Model/demonstrate how to paint using Eric Carle’s style and techniques to combine colours and create a variety of textures. Demonstrate and show overlapping a section of colour card in the shape of a seaweed over the seahorse to create space (background, foreground). 	<p>Suggested web resource: <i>Sea Horses – Real life photos</i> https://www.gettyimages.com.au/photos/sea-horse?sort=mostpopular&mediatype=photography&phrase=sea%20horse</p> <p>Suggested web resource: <i>Crickets – Real life photos</i> https://www.gettyimages.com.au/photos/cricket---insect?sort=mostpopular&mediatype=photography&phrase=cricket%20-%20insect</p> <p>Suggested web resource: <i>Caterpillars – Real life photos</i> http://www.gardenswithwings.com/identify-caterpillars.html</p>
<ul style="list-style-type: none"> • What equipment can be used to make our coloured pattern paper? • What are collage tools? • How can I overlap a shape? • How can I create a background and a foreground in my picture? • How can I share my artmaking with others? 	<p>Apply</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Show a completed painted paper, one colour on each side to explain how we will be using the paper. Students choose appropriate colours for their animal and a variety of tools to create texture. Students paint one or more sheets of paper including the background sky and grass or ocean colours depending on the colours they require. <p>Lesson 2</p> <ul style="list-style-type: none"> • Display the collage technique using source photos from prior learning as a reference. Students use their painted paper to create their animal by cutting the different geometric and organic shapes needed and glueing onto an A3 background. All the leftover scraps made by the class are then made available to the whole class to create a collaged background appropriate to their animal. • Focus on reviewing and demonstrating how to overlap shapes (such as leaves for the 	<p>Suggested resource: http://www.eric-carle.com/slideshow_collage.html https://study.com/academy/lesson/eric-carle-art-techniques.html</p> <p>Suggested set up / See web reference: http://www.artteachersmile.com/painted-paper-illustrations-in-the-style-of-eric-carle/</p> <p>Cut a roll of butcher paper for each of your tables. You will re-use this for each class. Prepare a tray for each table with the paint and tools students will need:</p> <ul style="list-style-type: none"> • foam roller • wooden stylus sticks • sponge stamps • brushes • paint scrapers and/or Texture stamps • toothbrushes, plastic forks • bits of textured fabric. <p>Place two colours at each table. Put out one mass coverage tool, rollers for example, and a second mark-making tool, e.g. a stamp or scraper. Try to put different mark-making tools at each table. Demonstrate the roller to show how to load it and how much pressure to put on the roller. Also, demonstrate one of the stamp tools and just quickly point out the other tools available. Outline the goal to produce one main colour with another colour stamped over it or rolled over it. This means classroom movement. Demonstrate how to pick up a painted paper and carry it safely to the next station.</p>

	caterpillar and seaweed for the seahorse to create space, e.g. background and foreground).	
<ul style="list-style-type: none"> • What do you like about your own work? • Is there anything you would change? • What could you do with your artwork now? • What types of shapes did you use? • What types of colours did you use? • What types of lines did you use? 	<p>Review</p> <ul style="list-style-type: none"> • When all artwork is complete, display in the classroom or library. • All students participate in a Gallery Walk to view other students' work. • Each student selects another student's work and thinks of three things he/she likes about it. 	<p>See suggested resource reference, I like, I wonder, Next Steps: http://www.theteachertoolkit.com/index.php/tool/gallery-walk</p>
<p>What kinds of evidence should have been collected by this time?</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Anecdotal notes to assess students' understanding of teaching concepts. • Visually assess student ability to understand the teaching concepts. <p>Evidence can take the form of portfolios, evidence of media testing artworks, photographs of work in progress, teacher's diagnostic observations, anecdotal notes, videos or teacher observations of commentary and personal reflection by students throughout the making process.</p> <p>Sample Summative Assessment Task</p> <ul style="list-style-type: none"> • Students are to complete a painted and collaged animal that they have chosen using acrylic, colour paper, PVA glue on mixed media card. Teacher observation is to be recorded as anecdotal notes as evidence. Photographs of student using the painting and collage equipment to produce the expressive portrait are recorded for evidence along with anecdotal notes. See Year 1 assessment activity Eric Carle inspired animal collage. • Students are to complete the gallery walk by recording and/or sharing responses after the whole class discussion. This is to be recorded for evidence. 		

Big Question: What do living things look like?

Week 5–8	<p>Ideas Exploring ideas and improvising with ways to represent ideas</p> <p>Skills Developing skills and processes</p> <p>Production & Presentation Sharing the arts through performance, presentation or display for an audience</p> <p>Responding Responding to and interpreting the arts</p>
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<p>Visual Art Skills</p> <p>Ideas Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture Exploration of different materials, media and/or technologies, when creating artwork</p> <p>Skills Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) • line (broken, jagged, dashed) • space (background, foreground) • texture (changes in texture; transfer of texture) <p>to create artwork Exploration of tactile techniques, such as mixed media, colour mixing or drawing</p> <p>Production Use of a variety of techniques, to create 2D and 3D artwork that communicate an idea to an audience Display of artwork</p> <p>Responding Personal opinions, feelings and ideas about artwork they view and make</p>
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Focus Questions	Intentional teaching opportunities	Learning Opportunities & Resources
<ul style="list-style-type: none"> • What types of animals can you see in the story? • Where do these animals live? • What's going on in this picture? 	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Show the students the picture book suggested resource and have large A3 images available of the rainbow fish to display on a pin board or interactive board. Watch clip to investigate the different facts and features of fish. Write down 	<p>Students engage with the books and animated video resources</p> <ul style="list-style-type: none"> • Suggested book resource: <i>The Rainbow Fish</i> by Marcus Pfister • Suggested video resource: <i>The Rainbow Fish Read Aloud Books for Children</i> https://www.youtube.com/watch?v=QFORvXhub28 • Suggested resource: <i>Fish Educational Video for Kids</i> https://www.youtube.com/watch?v=TJN3gJoZqLY

<ul style="list-style-type: none"> • What do you see that makes you say that? • What more can we find out about this special fish? • What colours can we see on the Rainbow fish? • What shape is the Rainbow fish? • What shapes are in the background of the story? • How do we know the Rainbow fish is bigger than the smaller fish? 	<p>some questions you know have as a result of this research.</p> <ul style="list-style-type: none"> • Read <i>The Rainbow Fish</i> by Marcus Pfister. Talk about what is real and what is imaginary in the story. Discuss why the fish gave away his scales and what might have happened if he didn't. • Lead discussion of the images as they are on display: <ul style="list-style-type: none"> ▪ Point out the many colours in the fish's scales, the dull colours in the fish without shiny scales, the shape of the fish scales, the texture of the scales, the lines used to create the shape of the fish and other sea life. • Ask students to: <ul style="list-style-type: none"> ▪ Look carefully at works of art ▪ Talk about what they observe • Students summarise discussion using the one-minute sentence strategy. 	<p><i>Play</i> – students model the story through play by being one of the fish in the story by moving as though they were swimming in the story. Students call out thoughts to the Rainbowfish about the shiny scales. Teacher can provide prompting towards keywords such as 'I like your colourful scales'; 'I like the wiggly lines you make when you swim'.</p> <p>Teacher can provide age-appropriate underwater music and/or nominate a single student to cover in colourful sticky notes, who can walk around the room offering to share his colourful 'scales' with students that ask.</p>
<ul style="list-style-type: none"> • Where can you see examples of shape in the artworks (geometric shapes) ? • Where can you see examples of colour (primary colours / secondary colours)? • Where can you see examples of line (broken, jagged, dashed)? • Where do fish live? • What kinds of fish live in cool water? • What types of fish live in warm water? 	<p>Show</p> <ul style="list-style-type: none"> • Compare images of real fish with the rainbow fish. Explain that different types of fish live in different parts of the ocean. Show images of fish that live in warm water such as tropical fish and fish that live in cooler water, such as Trout. Students create a brainstorm with the teacher prompting on the whiteboard, of the different sea creatures from the story. • Demonstrate and show the oil pastel drawing and blending technique. Specifically, for example, discuss how secondary colours can be made by pulling two primary colours together or by blending one primary colour over the top of another primary colour. 	<p><i>Explore</i> images – students source images from www.getfishing.com and other websites or pre-prepared collection of images provided in colour by the teacher. <i>Identify</i> by locating a creature from the sea that they would like to focus on adding to the story. Teacher prompting and demonstration is needed to research creatures that are described in the story, e.g. small fish, large fish, octopus. Students arrange ideas in a graphic organiser, such as a Venn diagram.</p> <p>See suggested resource reference: <i>Oil Pastel Techniques: Oil Pastel Techniques for Kids</i> https://www.youtube.com/watch?v=AxSD3mGDHk</p> <p>See suggested resource reference: <i>Fish in Warm and Cool Colours</i> https://www.pinterest.com.au/pin/48202658486763615/</p>

<ul style="list-style-type: none"> • What type of sea creature will I use for my oil pastel drawing? • How can I make a secondary colour? • Have I used geometric shapes and lines in my background? • Have I used organic shapes and lines in my foreground? 	<p>Try/Transfer/Tell</p> <ul style="list-style-type: none"> • Students select three types of sea creatures (e.g. prawn, fish, octopus). • Ask students to think about what colours and lines would look good on this sea creature. Ask students to share their ideas with a partner. • Model for students how to create a drawing using a template of a sea animal shape. • Students cut around the photocopy of these images to create a shape to trace around in pencil. • Students watch teacher blending primary and secondary colour to create secondary colours. • Students watch teacher drawing background shapes and water patterns using curvy, broken, dashed and jagged lines. • Students complete media tests creating colour and lines for the project. 	<p><i>Describe</i> what they know about where fish live. Students do this by identifying photos of different animals and where they live by sticking images to a Velcro board or a whiteboard (can be done as matching activity on an interactive whiteboard). Teacher to prepare images from prior learning (crickets, seahorses, caterpillar, butterflies) and combine these with photos of sea creatures (fish, starfish, big fish, small fish, tropical fish, octopus). Teacher to provide labels for land animals and sea/river animals and students to correctly match photos to labels.</p> <p><i>Explore</i> oil pastel media by creating colour mixing media tests of blending primary colours together to create new colours on both white and coloured background papers.</p> <p><i>Explore</i> oil pastel media by creating media tests using different types of lines to fill an A4 page using both primary and secondary colours.</p> <p><i>Create</i> a collage of the blending tests by cutting them into geometric and organic shapes and sticking them into groups. Students select correct colour and shapes and place into warm and cool colour groupings on an A3 page.</p>
<ul style="list-style-type: none"> • What equipment can be used to make our coloured pattern paper? • How can I create space in my picture to make the fish really look like he is under water? • What types of lines can be used to show water patterns in my oil pastel drawing ? • Have I used rough texture in my drawing ? • Have I used smooth texture in my drawing? • Have I used different kinds of shapes and lines in my drawing? 	<p>Apply</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Show students how to trace around the selected sea creature shape with pencil. Demonstrate how to add colour to the inside of the sea creature using warm colours only and cool colours to the seaweed and rocks in the background. • Students choose appropriate colours for the sea creature oil pastel drawing. • Students select appropriate shapes for the sea creature drawing. • Students explain to peers and teacher their choice of lines, shapes and colours on the artwork through news story styled presentation. • Students add glue and glitter to the empty scales/parts on the sea creature. 	<p><i>Explore</i> use of oil pastel drawing media by <i>using</i> a black crayon or oil pastel and draw the basic shape of the fish (oval). Add scales, fins, bubbles, focusing on organic and geometric shapes etc. Add background seaweed, sand (can glue sand on later if part of texture discussion).</p> <p>Remind students that the rainbow fish was very colorful so they need to color almost all the scales, the seaweed, sand etc. Instruct students to leave a few of the scales empty. The empty scales will be covered with glitter to create rough texture and smooth texture contrasts.</p> <p>See suggested resource reference: <i>How to draw a fish. Animation</i> https://www.youtube.com/watch?v= uJcX0pPuqA</p> <p>See suggested resource reference: <i>Wax resist painting: The Rainbow Fish</i> https://www.youtube.com/watch?v=fjzmJHEsvzY</p> <p>See suggested resource reference: <i>Foil Fish from packagings</i> https://www.youtube.com/watch?v=YJSlaeZWTul</p>

<ul style="list-style-type: none"> • Where did I use warm colours in my drawing? • Where did I use cool colours in my drawing? • How can I share my artmaking with others? • What do I now know about the sea creatures and where they live? 	<p>Lesson 2</p> <ul style="list-style-type: none"> • Demonstrate adding colour to background of fish over the top of the oil pastels (see resource web reference), students can choose to make parts of the drawing 3D by adding strips of coloured paper in the background from found scraps and packaging collected from home or school. • Students select cool colours from a range of paper choices and cut into jagged lines to represent seaweed. • Students use glue to attached paper strips to large sheets of coloured blue card. • Students add glue and sand to base of picture to assist in representing space. • Teacher demonstrates cutting sea creature drawing out and gluing onto the prepared coloured A3 card. • Students place sea creature so that the picture shows an awareness of space (background, foreground). 	<p>Through <i>discussion</i> the students and teacher can explore ideas about recycling and share ideas about why the rainbow fish must live in clean water and why it is important not to throw rubbish in the ocean so the fish does not have a dirty home or messy place to live. Interview a classmate to find out where they live (teacher to focus on clean water in oceans and rivers).</p> <p>Students could create more than one fish and add fish to a peer’s composition or could combine all the fish into a class background of the ocean, adding their sea weed, rocks and sand to the card to create a collaborative artwork at teacher direction.</p>
<ul style="list-style-type: none"> • What do you like about your own work? • Is there anything you would change? • What could you do with your artwork now? • What types of shapes did you use? • What types of colours did you use? • What types of lines did you use? 	<p>Review</p> <ul style="list-style-type: none"> • When all artwork is complete, display in the classroom or library. • All students participate in a 3-2-1 strategy to summarise learning about the theme. This should be completed as a class, with students orally contributing the 3-2-1 questions as a group. • Role play with final artworks – students to role play meting another fish and discussing their wonderful colours, lines and shapes they have on their scales. 	<p>See suggested resource reference: <i>The teacher toolkit 3-2-1</i> http://www.theteachertoolkit.com/index.php/tool/3-2-1</p>

What kinds of evidence should have been collected by this time?

Formative Assessment

Anecdotal notes to assess students' understanding of teaching concepts. Visually assess student ability to understand the teaching concepts.

Evidence can take the form of evidence of media testing artworks, photographs of work in progress, teachers' diagnostic observations.

Sample Summative Assessment Task

Students are to complete an oil pastel drawing that they have chosen using oil pastel and/or crayon, colour paper, PVA glue and sand and/or glitter on mixed media card.

Teacher observation is to be recorded as anecdotal notes as evidence. Photographs of student using the painting, drawing and collage equipment to produce the expressive artwork based on the rainbow fish story are recorded for evidence along with anecdotal notes.

Big Question: What do living things look like?

Week 9–10	<p>Ideas Exploring ideas and improvising with ways to represent ideas</p> <p>Skills Developing skills and processes</p> <p>Production Sharing the arts through performance, presentation or display for an audience</p>
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<p>Visual Art Skills</p> <p>Ideas Exploration of different materials, media and/or technologies, when creating artwork</p> <p>Skills Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) <p>to create artwork</p> <p>Exploration of tactile techniques, such as mixed media, colour mixing or drawing</p> <p>Production Use of a variety of techniques, to create 2D and 3D artwork that communicate an idea to an audience</p> <p>Display of artwork</p>
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Focus Questions	Intentional teaching opportunities	Learning Opportunities & Resources
<ul style="list-style-type: none"> • What might it be like to live in the ocean with the Rainbow fish? • What ways can I move my body to look like a fish? • What colours might I need to have on my fish costume? 	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Show the students the images of hats and costumes created to be worn by people celebrating <i>The Rainbow Fish</i>. • Discuss the celebration of Book week and explain why people might dress up as a fish. • Students participate in a song and movement sequence/dance to imagine what it would be like to be a fish in the ocean. Teacher provides blue and green streamers for students to move around and between. 	<p>Students engage with images of costumes created based on the Rainbow Fish book for Book Week. See suggested resource reference: <i>Discover ideas about Rainbow Fish Costume</i> https://www.pinterest.com.au/pin/552535448028591195</p> <p>Students to imagine what it might be like to be a fish by participating in a song and dance session where they can create movements like a sea creature would. Students to make bubble sounds and fish swishing sounds as they move around to the music.</p> <p>See suggested resource reference: <i>Captain McFinn's Fish Dance</i> https://www.youtube.com/watch?v=JKsUGf2LNG4</p> <p>See suggested resource reference: <i>Baby Shark Dance</i> https://www.youtube.com/watch?v=XqZsoesa55w</p>

<ul style="list-style-type: none"> • What colours can be found where the rainbow fish lives? • What shape is the fish costume? • What lines can I use to decorate my fish? 	<p>Show</p> <ul style="list-style-type: none"> • Compare rainbow fish pictures with the final costume drawing ideas. • Ask students to consider what changes have been made to make the fish wearable – direct students responses to things like the hole to fit it over the head, arms etc. • Demonstrate and show the students how to create a fish hat by joining two pieces of cardboard cut into the shape of a fish together. • Demonstrate and show the students how to add colour to the fish outline with watercolours or by collaging pre-cut scales onto the card. • Show student’s images of seaweed and water patterns and discuss how we can include these in the costume to make it look like we live under water in the sea like the rainbow fish. 	<p><i>Explore</i> images of seaweed and compare these with the colourful pictures of the rainbow fish – ask what is the same and what is different (focus on colour, line and shape).</p> <p>See suggested resource reference: https://www.gettyimages.com.au/photos/seaweed</p>
<ul style="list-style-type: none"> • How can I make a secondary colour? • Have I used geometric shapes in my design? • How can I attach the colour scales to my costume? • How can I make my scales look 3D? 	<p>Try/Transfer/Tell</p> <ul style="list-style-type: none"> • Demonstrate creating a fish shape using templates and coloured card. • Model selecting a range of primary and secondary colours from sticky dots and coloured card provided and show students how to create more scales by folding paper and adding glue and glitter. • Students choose three colours that they will use on the body of the fish hat costume and the teacher records these choices. Teacher presents examples of colour pattern and how to create a pattern using colourful scales using secondary and primary colours. • Demonstrate layering the scales by starting in the middle of the fish and working in rows to layer the colours to create a pattern. • Add the fins to the fish body. Using teacher assistance, students join the two fish bodies to 	<p>See suggested resource reference: https://www.gettyimages.com.au/photos/seaweed</p>

	<p>create a hat that can be worn at the assembly parade or at the book week display.</p> <ul style="list-style-type: none"> Students can create other costume items as directed by the teacher by gluing paper plates to large pre-drawn fish shapes, by adding foil and shiny paper collages to large pre-drawn fish shapes, or by creating fish fins and tails to wear on the body (cut a hole in the top for the head). *Teacher discretion to be used depending of the type and group of learner needs. 	
<ul style="list-style-type: none"> What is a pattern? Where can I display my artwork to share it? 	<p>Apply</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Show students how to create fish body and scales. Students produce two fish shapes on coloured card and then create and attach scales which are semi-3D (folded in half) and laid in a pattern and attached to the fish body. <p>Lesson 2</p> <ul style="list-style-type: none"> Demonstrate painting sections of the large card fish and adding water lines cut from tissue paper and streamers to create the water and seaweed lines. Ask students to look closely at photos of seaweed and to describe the colour, shapes and lines. Students finish adding scales, fins and tails to fish hat costume and start to cut and glue blue and green water and seaweed lines using different types of lines to the base/back of the fish. 	<p>See suggested resource reference: https://www.pinterest.com.au/pin/552535448028591195</p> <p>See suggested resource reference: https://www.gettyimages.com.au/photos/seaweed</p> <p>See suggested resource reference: http://www.greenhawps.co.uk/news/p2-andquot-the-rainbow-fishandquot-assembly-/</p>
<ul style="list-style-type: none"> What do you like about your own work? 	<p>Review</p> <ul style="list-style-type: none"> When all artwork is complete, display the collaborative fish costumes artwork at an assembly or at a presentation to other classes, 	<p>See suggested resource reference: http://www.greenhawps.co.uk/news/p2-andquot-the-rainbow-fishandquot-assembly-/</p> <p>See suggested resource:</p>

<ul style="list-style-type: none"> Where can you share your artwork? 	<p>at a book reading or school event, or as a moving installation video recording. Students perform to music and images projected onto a screen or wall. Students view peer artworks and come up with musical water sounds that the fish in the selected artwork might be making.</p> <ul style="list-style-type: none"> Students record verbally in an interview with finished artwork or a photo record of display how they felt (feelings) like acting as a fish in its environment and wearing or presenting the artworks to music. 	<p><i>Beautiful Coral Reef Fish, Relaxing Ocean Fish, & Stunning Aquarium Relax Music</i> https://www.youtube.com/watch?v=cC9r0jHF-Fw</p> <p>Demonstrate these fish sounds by making a musical gallery walk as students move in the artworks around the designated space.</p> <p>Seeing a photo of the completed artwork display or by watching a video recording back of the display and music/ dance presentations with the artwork students reflect in writing on the things they like that make the artwork look like it belongs under water in the sea like the rainbow fish.</p>
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What kinds of evidence should have been collected by this time?

Formative Assessment

- Anecdotal notes to assess students' understanding of teaching concepts.
- Evidence can take the form of evidence of media testing artworks, photographs of work in progress, teachers' diagnostic observations, anecdotal notes, videos or teacher observations of commentary and personal reflection by students throughout the making process.

Sample Summative Assessment Task

- Students are to complete a collage onto a pre-cut fish shape to create a hat or other costume item based on the story of the rainbow fish that can be used in an assembly item using coloured card PVA glue and/or glitter on mixed media card. Teacher observation is to be recorded as anecdotal notes as evidence. Photographs of student creating or wearing the costume artwork based on the rainbow fish story are recorded for evidence along with anecdotal notes.

Visual Arts Year 1 – What do living things look like? (Sample Play and Learning Opportunity Web)

	Ideas	Skills	Production & Presentation	Responding
Spatial	Students create drawings of fish, crickets, caterpillars and seahorses using visual images, imagination and expression.	Students identify shapes, lines and colours in pictures.	Complete a Gallery Walk of student artwork.	Role play simple improvised drama around the theme of sea creatures.
Bodily/ Kinaesthetic	Move like a: <ul style="list-style-type: none"> • caterpillar • cricket • bee 	Students move their bodies in a variety of ways to create geometric and organic shapes.	Students wear their collaborative fish costumes at an assembly or at a presentation to other classes.	Students, individually or in groups, provide feedback on various artwork, from fellow peers as well as published art.
Musical	Students move to a variety of different sound effects or musical pieces.	Students imagine what it would be like to be a fish by participating in a music session where they create sounds like a sea creature.	Students make their completed artwork come to life with sound. They can animate their artwork by making sounds themselves or use sound effects provided by the teacher.	Students view peer artwork and, in groups, create soundscapes that accompany the sea creatures.
Linguistic	Use graphic organisers and/or word walls to organise sea creatures and create comparisons between them.	Read the story of <i>The Rainbow Fish</i> by Marcus Pfister. Discuss what is real and what is imaginary in the story. Pose a question: what might have happened if the fish didn't give away his scales?	Students choose appropriate colours for a sea creature oil pastel drawing. Students explain their choice of lines, shapes and colours.	Students participate in a 3-2-1 strategy to summarise learning about sea creatures. Each student can complete the 3-2-1 independently using own artwork to extend art vocabulary by selecting words from a teacher provided word bank.
Logical Mathematical	Create a collage by cutting paper or card into geometric and organic shapes. Students select a variety of colours and shapes and stick on an A3 page.	Students select three colours of card. With teacher direction, they fold scales in half and attach them to the body of the fish to form a pattern of scales.	Students create and continue patterns.	Give students a choice of three photos of real animals. Each student selects one animal. Students examine their photo and determine the colours, texture and shapes on the animal.
Interpersonal	Role play one of the fish in <i>The Rainbow Fish</i> story. Develop and extend the existing story.	Through discussion, explore ideas about recycling and share thoughts about why the Rainbow Fish must live in clean water.	Students create a class collection of fish artwork (e.g. collage/drawing/3D work). Combine all of the artwork into	Students use sticky notes to respond to peers' artwork. Students pose and share questions for a peer to answer

			a class montage of the ocean, adding seaweed, rocks and sand to create a collaborative work.	about the colour, lines or shapes used in the artwork.
Intrapersonal	Students research different facts on sea creatures. Pose questions to inform a mini inquiry.	Students explore differences between land and sea animals and the places they live.	Students complete verbal interviews on their artwork with a peer or buddy class.	Students take photos and reflect on photos of the completed collection of artwork.

Acknowledgements

Adapted from: McEneely, E. (2017). *Painted Paper Illustrations in the style of Eric Carle*. Retrieved February, 2019, from <http://www.artteachersmile.com/painted-paper-illustrations-in-the-style-of-eric-carle/>

Adapted from: The Teacher Toolkit. (n.d.). *Gallery Walk*. Retrieved February, 2019, from <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>