



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – VISUAL ARTS YEAR 3

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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 been exposed to art from different cultures and artworks that use a variety of techniques to communicate a message. They will have explored some of the visual elements of shape, line, colour, space and texture and will have considered how different creative techniques can be used to create artworks with familiar ideas.

Students will have also explored some art making processes by creating artworks that further develop their artistic skills through experimentation with shape (symmetrical shapes; simple tessellating shapes), colour (warm, cool colours), line (horizontal, vertical, diagonal, spiral; lines that show motion), space (overlapping to show depth; horizon line), texture (different manufactured and natural materials) to create an artwork.

Students may have had the opportunity to display past artworks that they have made and have been introduced to the concept of an audience for an artwork. Students will, in their prior years, have demonstrated an appreciation of the choices made when creating and displaying their artworks.

Previously, students may have responded to artwork, and students can identify how the elements are used in their work and explore why people make art. They will have shared responses which identify the elements of art, such as shape, line, colour, space and texture, in artworks they view with others and artworks they have made.

Visual Art skills

Students will demonstrate an appreciation and respect for a variety of artwork, as they begin to explore artworks from other cultures such as the styles and symbols of Indigenous Australian and Asian cultures. Students will, in their art making, replicate aspects of artwork from other cultures.

Students will continue to explore the visual art elements, in conjunction with different materials, media and/or technologies, to experiment with a variety of techniques and use simple and direct art processes in artwork to present an idea to an audience. They will begin to respond through reflection to the visual art elements and materials used in artwork and will start to consider where and how artwork can be displayed.

Students will identify artwork from other cultures, making literal observations about the artworks purpose or meaning. They will start to use selected visual art terminology in the identification of visual art elements used in their own artwork and the artwork of others. Students demonstrate appreciation and respect for works of differing purpose and meaning. They have the opportunity to experience visual artworks 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 other cultures, such as styles and symbols of Indigenous Australian and Asian cultures</p> <p>S> Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> • colour (tints – mixing white; shades – adding black) • texture (etching by scratching through surfaces; texture quality – matte, sheen) <p>to create artwork</p>	<p>R> Appreciation and respect for a variety of artwork</p>	<p>What types of cultures make artworks with painted faces or faces that use colour in artworks?</p> <p>What is colour?</p> <p>What types of colour exist?</p> <p>What is texture?</p> <p>What types of texture exist?</p> <p>What is shape?</p> <p>What types of shape exist?</p> <p>What is expressive art?</p> <p>What is a portrait artwork?</p> <p>What is a collage?</p> <p>Teaching Concepts</p> <p>Portraits</p> <p>Colour palette</p> <p>Collage</p> <p>Elements of art – line and shape</p> <p>Space</p> <p>Colour schemes</p> <p>How can we use different types of colour to get different</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Introduction to <i>Expressive Faces</i> project. • Inquiry discussion and image brainstorming. Discuss and preview artworks in an Indigenous Australian style and artworks of Asian culture with a theatrical focus. • Focus on images of artworks by Pablo Picasso, Jandmarra Cadd, Craig Redman and Chinese Opera Masks. • See suggested resource: Jahmarley http://jandamarrasart.com/artwork/jahmarley/ • See suggested resource: Craig and Karl http://www.craigandkarl.com/# • See suggested resource: Pablo Picasso https://www.pablocicasso.org/picasso-paintings.jsp • See suggested resource: Chinese Opera https://www.travelchinaguide.com/intro/arts/chinese-opera.htm • Review concepts of expressive art and realistic art, portraits, body markings and masks. Discuss links between costume and art making, discuss mask making to represent culture. • Overview of collage processes with demonstration. <p>Assessment: Formative</p> <ul style="list-style-type: none"> • Visually assess student interaction and input and focus. • Visually assess student’s drawings and use of media • Verbally assess student ability to make personal statements about the meaning of subject matter and personal responses. <p>LA 1 (60 min)</p> <ul style="list-style-type: none"> • Class looks at different examples of artworks of portraits that use facial body markings or expressive colour to paint the face in the suggested artists and art styles above.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–2	<p>S> Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in artwork</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p>	<p>results in our drawings? What are the elements of art? (Line, space, colour, value, shape, texture.)</p> <p>Teaching Concepts Stylistic drawing Colour</p>	<ul style="list-style-type: none"> • Teacher facilitates post-viewing discussion with images of artworks viewed. Class to divide into groups. Each group is given colour images of artworks from both European (Picasso), Indigenous (Jandamarra Cadd), Contemporary (Craig Redman) and Asian (Chinese theatre masks) styles. Encourage students to use descriptive words from a word bank. Ask students to make verbal observations about what they can see in the photographs of the artwork. Ask students to share why they think each artwork was made (purpose). Students complete a visible thinking exercise to summarise the viewing and discussion of the images and photographs. • See resource: <i>Artful Thinking Palette</i> http://pzartfulthinking.org/?page_id=2 • Students begin with looking at the images provided and on sticky notes or large sheets of butcher’s paper start to record their observations using the strategy called Looking: Ten Times Two. See resource reference: http://pzartfulthinking.org/?page_id=2 • Students watch teacher demonstration of the strategy and then attempt the Ten Times Two observation independently. • Ask students to share their ideas about the observations they have made, using a word bank to discuss which artwork they like best and why. Focus on keywords relating to shape, colour, line and style. • Students watch the teacher demonstrate selecting coloured paper from pre-prepared boxes for the colour wheel challenge and watch the teacher tracing, cutting and gluing the selected paper to the colour wheel template. • Students are given a colour wheel template and are asked to place colours onto the colour wheel using a triangle shape template and scissors. Students are to practice selecting the colour, tracing over the colour paper with the triangle template and cutting out the colour paper swatch and gluing it down onto the colour wheel. • Extension – if time permits, ask students to create a collage of the colour wheel from found papers, fabric samples, wrappers and food packaging labels. Revise

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1–2	I> Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork	R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures	Texture Space 2D 3D Expressive portrait Primary colour Secondary colour Warm colour Cool colour	<p>the concept of warm and cool colours and mixing primary colours to create new secondary colours.</p> <p>LA 2 (40 min)</p> <ul style="list-style-type: none"> • Discuss and explore warm and cool colours and different colour schemes. • See suggested resource: <i>Warm and Cool Colors</i> http://www.dreamhomedecorating.com/warm-and-cool-colors.html • See suggested resource: <i>Colour Wheel Complementary Colours and Split-Complementary Colours</i> http://www.dreamhomedecorating.com/color-wheel-complementary.html • Overview of the element of colour (tints – mixing white; shades – adding black) • Discuss and demonstrate how to mix acrylic paint to make new colours • Review primary and secondary colours and how they are made • Teacher to demonstrate how to mix colour, how to work from a set primary colour palette to make secondary colours, and how to create tints and shades by adding white and black to colours. • Students to produce a colour wheel in acrylic paint demonstrating an ability to select and mix colours and to produce a range of tints and shades on a tonal value scale on A3 cartridge paper. Teacher can provide a template for students to work on or students can draw the colour wheel and paint in the sections and then draw the five step value scale and paint in the sections. • Students are to label the colours they have used by selecting labels from the word bank provided. <p>Reflection (20 min)</p> <ul style="list-style-type: none"> • Ask students to share their ideas about the colour wheel collage/painting they have made, using key terminology to discuss which one (pure colour or mixed colour) they like best and why. Focus on keywords relating to shape, colour palette, texture and style. Students use a word bank provided by the teacher to describe the types of colours and shapes that have been created in the drawing.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
3–4 3–4	<p>I> Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork</p> <p>S> Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> shape (asymmetrical shapes; composite shapes; space around shapes; organic) line (thick, thin, dashed, continuous, broken) to create artwork 	<p>R> Appreciation and respect for a variety of artwork</p>	<p>What is expressive art? What is modern art? What is a portrait? What is warm colour and cool colour? What is a mask? What are collage techniques? Which cultures use masks? What is realistic colour? What is expressive colour?</p> <p>Teaching Concepts Collage techniques Layering Colour emotions Complementary colours Shape – organic Shape – geometric Line Media testing Expressive colour Realistic colour</p> <p>Who is Picasso?</p>	<p>Teaching</p> <ul style="list-style-type: none"> Overview of the element of shape (asymmetrical shapes; composite shapes; space around shapes; organic). Overview of the element of line (thick, thin, dashed, continuous, broken). Discuss 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). Discuss the following questions as a class: <ul style="list-style-type: none"> how and why have portraits been used through history? what is the importance or meaning when using colour in a face mask? Review images of colourful portraits and masks from week one. What is collage? What are some techniques used in collage (e.g. curling paper, pop-out paper)? Suggested resource: <i>Weiner Elementary Pablo Picasso</i> https://www.weinerelementary.org/picasso-and-collage.html Suggested resource: <i>Weiner Elementary Craig and Karl</i> http://www.craigandkarl.com/# What are some of the specific collage techniques that have been used in some of the images? Show and use stimulus photographs/images to discuss complementary colours. <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 black and white photographs of images of self-portraits taken by the students or the teacher and printed, the teacher allocates students the various A4 source images. The students create a collage over the top of the self-portrait photograph using sections of the face as a template.

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3–4	<p>P> Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other's artwork, and identifying meaning in artwork from other cultures</p>	<p>Who is Craig Redman? What is a line drawing? What is a contour drawing? What is a blind contour drawing? What are facial features? How can we create a collage?</p> <p>Teaching Concepts</p> <p>Scale Templates Layering Positive space Negative space Composition Subject matter Colour scheme Outline Organic shape Design Contour drawing Broken line Continuous line What types of line have I used to create my design drawing?</p>	<ul style="list-style-type: none"> Teacher demonstrates how to draw black lines onto the photocopy to separate the face into sections using organic lines and shapes. Teacher demonstrates how to save/keep the facial features (eyes, nose and mouth) and the hair line for layering later in the collage activity. Teacher demonstrates tracing around the face shapes onto different coloured card and then cutting these sections out. Teacher demonstrates placing the cut out coloured card back together to recreate the face shape. Teacher selects a complementary colour for the hair and traces this onto coloured card and cut out. Teacher demonstrates placing this over the top of the face so that the paper edges overlap slightly. Students produce face collage using understanding of colour developed in the last sessions and in the teacher demonstration. Students use PVA glue to stick the layers down and teacher to explain that this will dry clear. Teacher should demonstrate for students the drawing of different organic shapes and students should try to vary the colour, scale and size of the organic collage shapes that they select. Teacher and students discuss ways that the collage could be displayed to share the messages and style of this type of art form. Teacher and students display collage faces in the classroom or school. <p>LA 4 (40 min)</p> <ul style="list-style-type: none"> Teacher discusses and shows examples of line drawings, such as contour and blind contour drawings. See resource Line Drawing: A Guide for Art Students: https://www.studentartguide.com/articles/line-drawings Discussion focuses on 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 introduces and discusses the concept of design drawing and composition. Teacher demonstrates portrait contour drawing and then shading using a pencil.

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3–4	<p>P> Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p>	<p>What techniques have I used to make the portrait seem like it has been contrasted with the background colours?</p> <p>What is an expressive style of drawing?</p> <p>Have I provided some feedback to my peer on their portrait collage drawing?</p> <p>Which artwork viewed shares similarities with my artwork (style)?</p> <p>Teaching Concepts: Facial features Contour drawing Reflection Drawing surfaces Drawing media</p>	<ul style="list-style-type: none"> • Students create a series of portrait feature drawings (eye, nose, mouth) to fill an A3 page of cartridge paper using 2B graphite pencil of facial features. • Teacher demonstrates step-by-step examples to define and focus on line and tone. Students draw the nose and mouth and eyes at least twice. • Students now watch teacher demonstration of portrait contour drawing. • Teacher uses black fine line pen or black india ink to draw a continuous outline of the face. For the first drawing, there is no looking at the page while drawing from looking at the face photo. • For the second attempt at the drawing, students can look 4–5 times at the drawing page. • For the third attempt at contour drawing, students can be looking back and forth between the photograph and the paper as many times as they like, but it must be a continuous line drawing without lifting the pencil. • Students to draw contour line of facial features (eyes, nose, mouth, eyebrows) over the top of the now dry face collage from last session. • Students can draw in graphite pencil first until they are happy with the drawing and then go over these pencil lines with a thick black marker after watching the teacher demonstration. <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 shares their collage contour drawing, using the information provided on the elements of art (line, colour, shape), the students are required to create a reflection on their drawing based on sharing peer feedback. • Reflections are to focus on how they have used different types of lines, space, shape and colours to are used to create the portrait drawing. • Students annotate their drawings after sharing verbally in pairs or small groups.

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				Students 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 sticking post it notes to the drawing and sharing this with a peer.
5–6	<p>I> Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures</p> <p>P> Presentation and consideration of where and how artwork is displayed</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p> <p>R> Appreciation and respect for a variety of artwork</p>	<p>How can I write about artworks to better understand their messages or purpose?</p> <p>What are art making techniques?</p> <p>What are the elements of art?</p> <p>What is a portrait artwork?</p> <p>Why do I think this artwork was made?</p> <p>What is the message of this artwork?</p> <p>Can I explore the way this artwork has been made?</p> <p>What is an interpretation?</p> <p>What is a description?</p> <p>Teaching Concepts</p> <p>Personal response</p> <p>Subjective impressions</p> <p>Interpreting</p> <p>Describing</p> <p>Observing</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Introduction to analysis of an artwork using a simplified Feldman’s analysis model. • Teacher explains that the students are going to expand their art vocabulary. • Discuss and revise the elements of art (line, shape, texture, colour and value). • Teacher discusses two works of expressive portraits by the focus artists Jandamarra Cadd and Pablo Picasso. <p>Assessment: Summative</p> <p>Students are to complete the analysis by filling in an analysis STICI template or by completing a Venn diagram on the two images after the whole class discussion. Notes sheet or Venn diagram to be 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 two artworks and class to receive a copy of colour A4 image of both artworks. Teacher shares some factual information about the artist Pablo Picasso and then shows his artwork <i>Head of a Woman in a Hat, 1962</i>. Teacher then shares some factual information about the artist Jandamarra Cadd and shows his artwork <i>Jahmarley</i>. Explain that these artworks are from different cultures and have different meanings. • Students can participate in many ways in the analysis task: they can contribute in pairs verbally, round robin stations with sticky notes, they can add ideas to a large sheet of butcher’s paper or brainstorm with the teacher on the whiteboard. Focus on checking student understanding of key terminology based on the elements of art through each stage of the analysis. • Describe: think like a detective and simply list what you see.

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5–6	technologies, when creating artwork	identifying meaning in artwork from other cultures	Colour schemes Mixing colour Tints Shades Acrylic painting Water colour painting Source photos Media testing	<ul style="list-style-type: none"> Teacher discusses that expressive portraits are often made of people important to the artist or people who are very well known in the culture or society. Teacher demonstrates researching and referencing for students using ICT. Students select a portrait of a person that is well known to develop the portrait project further. Students create a brainstorm of people that inspire them from their local community, such as family members, teachers, friends, coaches etc. Include reasons why they are inspiring in the brainstorm. Students choose one inspirational person, locate and save a photo of them on their tablet/laptop or bring in a photo from home or select from a range of portrait photos provided by the teacher. Try to focus on community members or family members where there is an opportunity for students to take their own source photos. Students select colours for the final work and create a colour scheme for the portrait design by identifying which colours suit the person chosen for the portrait. Teacher assists students to identify complementary and harmonious colour schemes. Students mix colours they would like to use by creating a two or four step colour scheme using complementary pair colours, and then tints and shades of these colours. Students paint the selected colour scheme using acrylic paint onto a photocopy of the important person photo portrait. <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 artworks 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 colour scheme designs for the paintings. Focus on planning for the future expressive painting and collage artwork.

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7–8	<p>I> Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork</p> <p>S> Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> • shape (asymmetrical shapes; composite shapes; space around shapes; organic) • colour (tints – mixing white; shades – adding black) • line (thick, thin, dashed, continuous, broken) <p>to create artwork</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p> <p>R> Personal responses discussing the use of visual art elements in their own and other’s</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 expressive style in our design work?</p> <p>How can I mix colours to show the expressive style in my artwork?</p> <p>How can I use line, colour, space, texture and shape to make my artwork look like the person I have selected?</p> <p>Teaching Concepts</p> <p>Colour</p> <p>Contrast</p> <p>Colour mixing processes</p> <p>Printing</p> <p>Pattern</p> <p>Safety with tools</p> <p>Image transfer</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Discuss colour mixing and paint application techniques to enhance production skills and art making. • Discuss how painting techniques and collage techniques are similar with regard to layering. • Demonstrate caring for and cleaning paint brushes and equipment. • Demonstrate acrylic painting, simple print transfer and collage process. • Explain Work, Health and Safety considerations when working with painting and collage media. <p>Assessment: Summative</p> <ul style="list-style-type: none"> • Students are to complete an A3 scale painted and collaged expressive portrait of a person of significance in their community using acrylic, watercolour, colour paper, magazine pages and PVA glue on mixed media card. Teacher observation is to be recorded as anecdotal notes as evidence. • Photographs of students using the painting and collage equipment to produce the expressive portrait are recorded for evidence along with anecdotal notes. • <i>See Year 3 Assessment activity – Complementary Colour Faces.</i> <p>LA 7 (60 min)</p> <ul style="list-style-type: none"> • Teacher discusses and reviews colour mixing process. • Students watch a teacher demonstration on how to transfer photograph (enlarged to A3 of selected person) to the mixed media cardboard. • Students shade back of photo in graphite pencil 6B and then, using a ball point pen, trace over the lines of the portrait with the graphite face down on the card surface. Students should create a faint outline using this transfer method which they can then outline with firmer pressure when the photo is removed. Students can work directly on top of the photo glued to the board if needed, if the student cannot transfer the photo by tracing over the lines. • Teacher demonstrates dividing the portrait into sections, using organic line and shape (see and view Craig Redman’s portraits as an example). Teacher then

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
7–8	<p>S> Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> space (simple perspective – foreground, middle-ground, background) texture (etching by scratching through surfaces; texture quality – matte, sheen) to create artwork 	artwork, and identifying meaning in artwork from other cultures	<p>Positive space Negative space Aesthetics How will I know if I have achieved my goals? How do I create an expressive painting? How do I make a pattern? Is my colour scheme an effective one? How can I tell this? What feelings and messages does my artwork create? How can I give helpful feedback to another peer on a portrait that they have made? Can I improve on my use of painting skills for the next project?</p>	<p>starts to demonstrate mixing the tints and shades of the acrylic colour required for the colour scheme and applies this to sections of the portrait painting.</p> <ul style="list-style-type: none"> Students draw in the organic line sections for the face, and commence mixing and applying colour with acrylic paint to the portrait design. Students then let the artwork dry to create collage sections in the next lesson in different colours. <p>LA 8 (40 min)</p> <ul style="list-style-type: none"> Teacher demonstrates how to apply paint to surfaces that will print a pattern. Students use foam rollers apply paint and printing inks to surfaces to create pattern paper, such a bubble wrap, netting, hessian, and make imprints using forks and other pattern stamping tools onto coloured, white and black paper. Teacher shows and reviews with the class an example of an effective print transfer and a not so effective print transfer discussing the use of colour, texture, line and shape. Students create at least two pattern paper print transfers onto the coloured paper using at least one complementary colour scheme. Students continue painting the sections of the face and continue to produce pattern paper using the printing and painting methods. Students can create a series of layers by using different colours and mixing white to create tints and mixing black to create shades into the colour face backgrounds. <p>Reflection (20 min)</p> <ul style="list-style-type: none"> Students complete a peer and self-reflection on the face paintings created using acrylic. Students use visual art terminology from a provided word bank, to describe about how visual art elements, and painting techniques have helped to create an artwork that reflects an expressive style to share a message. They use peer feedback to develop these responses into verbal responses in pairs while looking at the work completed at desks.

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9–10	<p>P> Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p>	<p>Do I like my portrait art? What is working well in my composition? What do I like about another person’s expressive portrait? Where could I display my finished artwork, at home or at school, to share the message of my work with other people? What message does my art communicate about my chosen person? Have I used any of the elements of art in my design? How should I display this work?</p> <p>Teaching Concepts Layering Surfaces Mixed media Templates Shape Collage</p>	<p>Teaching</p> <ul style="list-style-type: none"> Revise collage, painting skills, tools and equipment. Revise visual art terminology for the expressive art style. Discuss and introduce display conventions for finishing the portrait work such as adding facial features, outlining these facial features in black and adding pattern sections to the portrait. Discuss and teach how to create a frame for a work of art. Discuss and show examples of working back into portrait with paint markers. <p>Assessment: Summative</p> <ul style="list-style-type: none"> Students are to complete the reflection on the final painting and collage artwork. Complete the reflection using the interview questions provided. Record reflections for evidence – interviews can be filmed by the teacher. Photos of the student’s final paintings are to be recorded for evidence. <p>LA 9 (60 min)</p> <ul style="list-style-type: none"> Teacher reviews and demonstrates the collage process. Students self-reflect and verbally assess their studio work progress. Students verbally share ideas to plan for finishing their work for the studio session, showing some awareness of overlapping and texture techniques to ensure they create a collage of pattern paper in some sections of the portrait painting. Students are provided with a second photocopy of the portrait and use this to create templates for organic shapes, they trace around the templates on the pattern printed paper, which has dried and start to collage these pattern paper shapes into the painting using Craig Redman’s art works as reference. Students use large black markers to draw in the facial features, such as the eyes, nose, eye brows and mouth in large tick bold lines. Students use paint markers to continue draw pattern into parts of the portrait and to add more colour to sections of the face.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
9–10	<p>P> Presentation and consideration of where and how artwork is displayed</p>	<p>R> Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures</p>	<p>What could I improve upon next time when working with paint media?</p> <p>Have I successfully displayed an expressive style in my work?</p> <p>Did I help to set up a display exhibition of my work?</p> <p>What is the message of my artwork?</p> <p>Teaching Concepts</p> <p>Exhibitions</p> <p>Sharing artworks</p> <p>Backgrounds</p> <p>Framing</p> <p>Self-reflection</p> <p>Peer reflection</p> <p>Media testing</p> <p>Colour schemes</p>	<ul style="list-style-type: none"> Students are to then paint the background of the portrait in black to contrast the colourful figure against its background. See resource: Artist Jandamarra Cadd and show his artwork <i>Jahmarley</i>. <p>LA 10 (40 min)</p> <ul style="list-style-type: none"> Teacher demonstrates display of class paintings discussing different options for framing and cropping the work with coloured paper (A2). Students share the paintings with the people they based them on by inviting the guests to attend the exhibit in the school or classroom display. Students can share thoughts and feelings about the work by discussing an awareness of the expressive style through the selection of line and colour with the visitors. Students can frame their paintings by sticking them onto A2 coloured card. 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. <p>Reflection (20 min)</p> <p>Students complete a peer and self-reflection on the final painted artworks. 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 to the class group or in pairs. Students can review the class set of expressive paintings and using visual art language describe what they like about the portraits they have made throughout the unit. Suggested questions to ask during reflection activity.</p> <ul style="list-style-type: none"> What are the features of your mask painting that you are really pleased with? What did you use to make it happen? What was difficult or challenging? How could you use your mask? Does your mask have an emotion? Is there a background story to your mask (possible integration with English)?