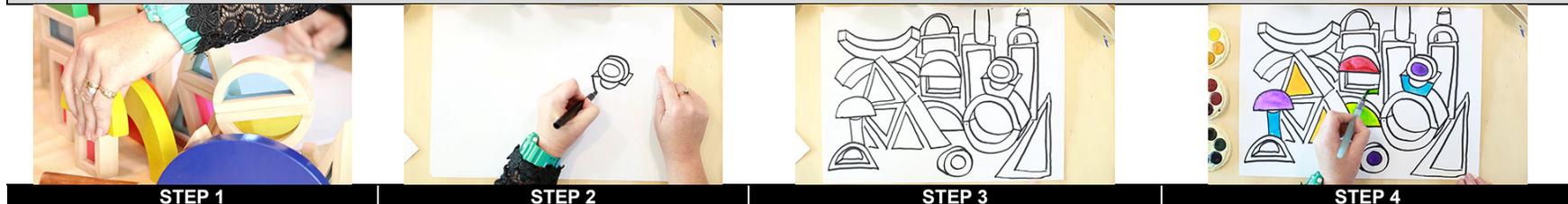


| | | | |
|--|-----------------------------|--------------|---------------|
| INSPIRED BY | Friedensreich Hundertwasser | PRESENTED BY | Kylie Wickham |
| LEVELS | ALL PRIMARY LEVELS | DATE CREATED | April 2018 |
| MODULE 1: Observational Drawing | | | |
| OVERVIEW | | | |
| <p>In this activity, students will develop their observational drawing skills to create an artwork in response to an arranged set of objects. Students will arrange play blocks to create their own cities and then use markers to draw what they see. Using Hundertwasser as inspiration, students could then add colour by using watercolour paints or oil pastels to complete their drawn cityscapes.</p> | | | |



Thinking / Links / References: Architecture and spatial awareness



| Resources, Materials and IT Requirements | ART Elements and Principles | Artist/Consultant Lesson Plan | Zart DREAMER Steps | | | |
|--|---|--|--------------------------------|-----------------------|-------------------|---------------------|
| | | | Discuss & Research/ Experiment | Art Making | Exhibit | Response |
| | | | Victorian Curriculum Strands | | | |
| | | | Explore & Express | Visual Arts Practices | Present & Perform | Respond & Interpret |
| MODULE 1: | | | | | | |
| | <ul style="list-style-type: none"> • Shape • Line • Colour | LEARNING OBJECTIVES <ul style="list-style-type: none"> • Define what is observational drawing? • Develop an understanding of observational drawing. • Explore the concepts of drawing from real life objects • Develop an understanding about the concept and differences between observational drawing and imaginative drawing which is the act of drawing images that are in your head. | | | | |
| EQUIPMENT <ul style="list-style-type: none"> • A3 Cartridge paper 130gsm • Discovery Light & Colour Blocks • Thick black markers • Water colour discs • Aqua brush | | MAKE STEP 1 – Students first get to play with the blocks. Ask them to collaboratively build a city down the middle of the tables. Students really become engaged in this activity at any age! STEP 2 – Students then are given an A3 piece of cartridge paper and a marker and are asked to draw what they can see. This may be just different block shapes at first. (The purpose of using a marker rather than a pencil is so students cannot rub out mistakes or worry about them) STEP 3 – Ask students to produce an observational drawing of just a section of their block city, or of all that they can see. STEP 4 – <i>Extension:</i> Add colour by using watercolour paints or oil pastels. Not all shapes need to be coloured in. | | | | |
| | | EXHIBIT Mount onto cover paper and display collectively as a mural. Let students select the mounting paper colour. As part of this experience, take photos of the students while they build and draw their city. Display photos with the artwork as it has progressed. Consider creating a larger display for these artworks to be exhibited in. Use colourful cartons or large cylinders as base structures. The student's artwork can then cover these shapes and create a spectacular 'city' type display. | | | | |
| | | Develop questions to ask students. For example; <ol style="list-style-type: none"> 1. How was it made? (Material & process/what did you do?) 2. What do you see? (Art language: art principles & elements) 3. What does it mean? (Deeper/higher order thinking) 4. Is it good/do you like it? Why? (Personal response) | | | | |

Mapping to the Victorian Curriculum

Visual Arts Strands:

Explore & Express Ideas: Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.

Visual Arts Practices: Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present & Perform: Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.

Respond & Interpret: Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural

The DREAMER Steps®

The step-by-step instructions in this document are offered to you – the teacher – as a guide, but if they are delivered word by word to your students, the outcome would be very uncreative. It is in this context that we introduce to you the DREAMER Steps® to teaching art. DREAMER stands for Discussion, Research, Experiment, Art Making, Exhibit and Response. DREAMER is our initiative to create a common language among teachers in art education. We hope it will stand the test of time and we would like to encourage you to use it in your art making classes.

The DREAMER Steps® should be undertaken with thoughtfully directed questions, so that the teacher challenges thinking and harnesses creative outcomes from each individual. "Teacher talk" – or more precisely "teacher questioning technique", plays a huge role in determining how students are encouraged to achieve their individual potential. Some activities are more challenging than others and so the teacher must know the students' skill levels and interests when choosing an activity to ensure teaching and learning is differentiated. Moreover, assessment should be ongoing throughout the learning experience, rather than just an evaluation of the final artwork.

| Discussion | Research | Experiment | Art Making | Exhibit | Response |
|---|--|---|--|---|---|
| Discussion is the first DREAMER Step and it is initiated through questions that will encourage students to share their knowledge of a particular story or theme in response to the artist's artwork. Students share what they know and raise questions about what they want to know. E.g., What media did the artist use? What did the artist base the artwork on? This information will be used to create an artwork in response, along with the students' visual interpretation of the artist's work. | At this step, students find out answers to the questions they have asked. In the process of research, students may delve into other aspects of that topic. Students discover more about it and associated links that may take them in a completely different direction. They research and collate information about the artist and artwork, through library books, magazines and the Internet. Family and friends are sometimes a great resource to gain knowledge from. Based on their research, students build up a record of elements that might be incorporated into their own artworks. | Art making can be a multimedia exploration and there are techniques, skills and processes that have to be learned, such as, colour mixing, joining techniques of different media, printmaking, collage and construction, to achieve the desired results. Allow students time to experiment with a variety of media that are relevant to the artist's artwork. | The steps taken prior to Art Making will allow the students to make informed decisions about their artwork and provide them with the confidence to create a unique work of art. They must remember to respect the work of the artist, but the desired effect and the overall impression are in their hands. A technique, media and/or element is chosen. Students will present their own interpretations of what they see and know, and they will use their skills to convey this in their own work. | Exhibiting the artworks may take on a whole new meaning if the results of discussion, research and media experimentation are included. Visual Journals may record their findings and be worthy of viewing alongside the finished artwork. Some thought needs to be given to the exhibition space and the type of audience anticipated, for example, can the exhibition space be enhanced with draped fabric or boxes of varying heights on which to place any three-dimensional work? What information does the audience need to know? Should the artist's artwork, that the work is based on, be included in the display? Should acknowledgements be made of the artist? | Response to the student artwork should take on some form of self-assessment. The process should be discussed and through exchange of ideas and opinions, students may learn from their peers. Students might send images of their artwork to the artist or a gallery. |

Zart School Customer Order Form

This order must be accompanied by an official school/organisation purchase order and signed by the appropriate person.

