MODULE 3: City Landscape Hundertwasser Style

OVERVIEW

In this activity students will explore themes in observational drawing to create a colourful cityscape using shapes found in architecture. Drawing on previous units in this module and through rigorous discussion of images by Hundertwasser related to cities, students will select shapes to use as buildings, trees, etc. and draw these onto paper using thick black marker. Finally students will use water-colour paints or food dyes to add colour and dramatic effects to their Hundertwasser city landscapes.

Thinking / Links / References: Shapes in architecture, refer to Australian Suburban House, Howard Arkley
### MODULE 3:

#### EQUIPMENT
- A3 Cartridge Paper 130gsm
- Black Markers
- Oil Pastels
- Watercolour paints
- Aqua Brush

#### PROCESS

**STEP 1** – Refer to previous drawing units in this module (Module 1: Observational Drawing, and Module 2: Contour Exploration). Ask students to select preferred shapes to use as buildings, trees, etc. and draw these onto paper using thick black marker.

**STEP 2** – Add contour lines, making sure there are gaps large enough to apply colour in between.

**STEP 3** – Using oil pastels or watercolour paints, add colour to the drawing. It is not necessary to colour everything. This is entirely up to the individual.

**EXTENSION** – Try using food dyes as well. The food dyes will resist the oil pastels to create different effects.

#### EXHIBIT
Mount on coloured card/paper, allowing the students to select their preferred colour. Discuss the best way to display, and whether you might include some of Hundertwassers works as well.

Develop questions to ask students. For example;
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 contexts.

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.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Research</th>
<th>Experiment</th>
<th>Art Making</th>
<th>Exhibit</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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 threedimensional 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?</td>
<td>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.</td>
</tr>
</tbody>
</table>
Zart School Customer Order Form

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

Purchase order number: (Required to process this order)  Delivery Date required:

Name  Department

Your Email Address

School/Organisation

Delivery Address

Phone Number  State  Postcode

To help serve you better, when is the best time to contact you regarding this order?

Do you want to PICK UP this order? If YES, please select location AND specify time/day:

Customer Service Centre, Box Hill North:  Yes / No
Zart Warehouse, Noble Park North (Pick ups only, shopping not available):  Yes / No

Pick Up Time/Date:

HOW TO USE THIS FORM

To help us process this order promptly please print neatly, with a black or blue pen only. Clearly identify the item, colour, size and quantity required.

Fax to: (+61) 3 9898 6527
Email to: orders@zartart.com.au
Alternatively, visit our website for quick and convenient shopping.

Minimum order value for all FAX, POST and EMAIL orders is $50.00 (ex GST); orders below this value will be charged a processing fee of $8.95 (ex GST).

There is NO minimum order value charge on ONLINE orders.

Freight charges apply to all orders, please refer to our latest catalogue or visit www.zartart.com.au for details.

<table>
<thead>
<tr>
<th>CODE</th>
<th>PRODUCT NAME &amp; DESCRIPTION</th>
<th>QTY</th>
<th>UNIT PRICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA107</td>
<td>Cartridge 130gsm A3 297mm x 420mm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM705</td>
<td>School Markers Black 48's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS039</td>
<td>Basics Oil Pastels Large 48's Asst</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT857</td>
<td>Koh-I-Noor Watercolour 18's Asst</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BR464</td>
<td>Aqua Brush Set Asst 8's</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature:  TOTAL

Fax to: 03 9898 6527  Shop Online at www.zartart.com.au