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LEVELS	ALL PRIMARY LEVELS	Created: April 2018	Last Updated: April 2020

MODULE 2: SHAPES AND SYMBOLS

OVERVIEW

In this activity students will create a free-standing sculpture exploring art conventions: line, shape and balance. They will explore artist Joan Miro's use of symbols to create their free-standing sculptures.



Thinking / Links / References:



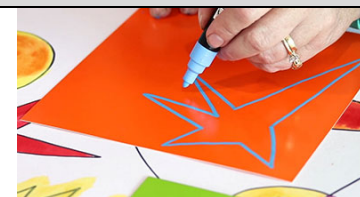
STEP 1



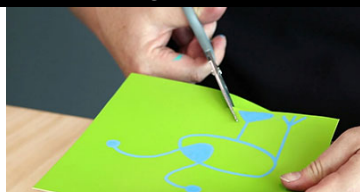
STEP 2



STEP 3




STEP 4



STEP 5



STEP 7

Resources, Materials and IT Requirements	ART Elements and Principles	Artist/Consultant Workshop 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• Colour• Line• Balance	<p>LEARNING INTENTION</p> <p>Students will:</p> <ul style="list-style-type: none">• Examine the use of symbols in Miro's work.• Explore the art elements; line and shape.• Create free-standing sculptures, considering the art principle of 'balance'. <p>RELATED ARTWORK</p> <div></div> <p>Caress of a Bird, Joan Miro</p>				

<p>EQUIPMENT</p> <ul style="list-style-type: none"> • 'Miro symbols' reference sheet made by students • A3 Cartridge Paper 130gsm • Black markers • Poster Colour paints (blue, red & yellow) • Paint brushes • Cardboard squares • Posca markers (bullet) • Scissors 	<p>DISCUSS</p> <p>Develop questions to ask students.</p> <p>For example:</p> <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) 5. What is a freestanding sculpture? 6. What do you notice about Miro's work? Why do you think the artist chose to present their work in this way? 7. Which colours and shapes do you see in the work? Why do you think the artist chose these colours and shapes for their work? 8. What kind of personality do you think Miro had? <p>MAKE</p> <p>PART 1:</p> <p>STEP 1 – Start by exploring a range of symbols based on Miro's work. Students draw shapes that appeal to them using a black marker.</p> <p>STEP 2 – Try combining more than one symbol to create new shapes. Encourage the use of thick and thin lines. Use Poster Colour paints to experiment adding colour.</p> <p>PART 2:</p> <p>STEP 3 – Create a reference chart of symbols by reproducing multiple designs from the exploration and combining them on one page.</p> <p>PART 3:</p> <p>STEP 4 – Students now choose their favourite shapes from the reference chart and draw using Posca markers on white or coloured cardboard.</p> <p>STEP 5 – Cut the shapes out. Try cutting outside the line rather than on the line.</p> <p>STEP 6 – Now using Posca markers complete the drawing.</p> <p>PRESENT</p> <p>STEP 7 – In groups of four, students can create a freestanding sculpture by making slit cuts and sliding their work together.</p> <p><i>Warning: There will be mathematical problems in this process as sculptures that are top heavy and not balanced will not stand well. This is part of the teamwork and problem-solving process for the students.</i></p>				
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	<p>REFLECT</p> <p>Students can work as individuals or students can work collaboratively to present and explain:</p> <ul style="list-style-type: none">• Which colours and shapes did you choose for your freestanding sculpture and why did you choose them?• Which part of the activity did you find most enjoyable?• Describe your freestanding sculpture in one word.• How did Miro's work inspire the creation of your own collage?				
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Mapping to the Victorian Curriculum

Visual Arts Strands: Levels 1 & 2

Explore and Express Ideas: Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (VCAVAE021)

Visual Arts Practices: Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022)

Present and Perform: Create and display artworks to express ideas to an audience (VCAVAP023)

Respond and Interpret: Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas (VCAVAR024)

Visual Arts Strands: Levels 3 & 4

Explore and Express Ideas: Explore ideas and artworks from different cultures and times as inspiration to create visual artworks (VCAVAE025)

Visual Arts Practices: Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks

Present and Perform: Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027)

Respond and Interpret: Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples (VCAVAR028)

Visual Arts Strands: Levels 5 & 6

Explore and Express Ideas: Explore visual arts practices as inspirations to create artworks that express different ideas and beliefs (VCAVAE029)

Visual Arts Practices: Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)

Present and Perform: Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)

Respond and Interpret: Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples (VCAVAR032)

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.

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