

INSPIRED BY	Claude Monet	PRESENTED BY	Kylie Wickham
LEVELS	LOWER & MIDDLE PRIMARY	Created: April 2018	Last Updated: April 2020

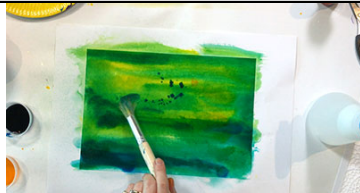
MODULE 4: MAKE A MONET POND

OVERVIEW

In this activity students will explore colour theory and mark making to create a Monet inspired pond with water, plants and fish!



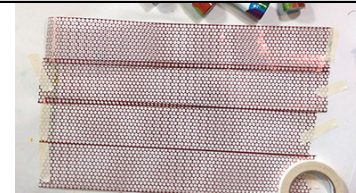
Thinking / Links / References: Monet's Water Lilies



STEP 1



STEP 2



STEP 3

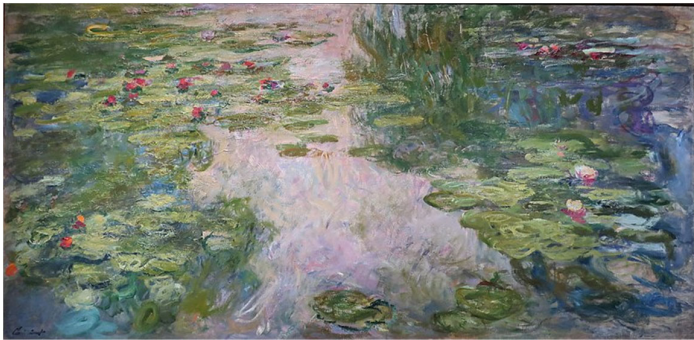


STEP 4



STEP 6

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 4:						
	<ul style="list-style-type: none">• Colour• Shape	<p>LEARNING INTENTIONS</p> <p>Students will:</p> <ul style="list-style-type: none">• Discuss Monet's water lilies images.• Investigate what's in the water? What's on top? What's below the surface? What is growing? What is swimming? What colours and patterns are to be seen? What shape?• Look at images of water lilies in nature and what their qualities exhibit.• Explore colour theory: warm and cool palettes.• Discuss feelings (sensory perception) that is associated with colours.				
		 <p>Water lilies, Claude Monet 1917</p>				

EQUIPMENT <ul style="list-style-type: none"> • Two sheets of diffusing paper per student • Colour Apps • A3 Cartridge Paper 130gsm • Honeycomb paper • Stencilling paper • Stippling brush • Acrylic paint (cool colours) • Water spray • Food dye • Joggle eyes 	MAKE <p><i>PART 1</i> STEP 1 – Using only cool colours, let students experiment and play with the application of food dye on diffusing paper and set aside to dry. This will form the water background. STEP 2 – Take a second piece of diffusing paper and let students experiment with Colour App markers, using warm colours. Set aside.</p> <p><i>PART 2</i> STEP 3 – Take a piece of A3 cartridge paper and tape it to a table. Then tape a sheet of honeycomb paper over the top. STEP 4 – Use the stipple brush to work acrylic paint (cool colours) over the honeycomb paper.</p> <p><i>PART 3</i> STEP 5 – Tear warm coloured paper into fish shapes and glue to background. Now add a Joggle Eye to each fish. STEP 6 – Using papers of cool colours, tear ripples or leaves and glue over the water and partially over the fish.</p>				
	PRESENT <p>Display in a quilted/grid-like format, so all works are displayed next to each other - creating a giant pond.</p>				
	REFLECT <p>Develop questions to ask students. 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) 				

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 ([VCAVAV026](#))

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](#))

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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