

INSPIRED BY	Vincent Van Gogh	PRESENTED BY	Kylie Wickham
LEVELS	MIDDLE & UPPER PRIMARY	Created: April 2018	Last Updated: April 2020

### MODULE 2: STARRY NIGHT LINE EMBOSMING

#### OVERVIEW

In this activity students will explore embossing foil with a focus on the art element of line. To begin, students will consider the artwork, 'Starry Night' by Vincent Van Gogh and discuss the variety of line Van Gogh uses, and how it relates the weather and the season. Students will then create an artwork in response.



#### Thinking / Links / References:



STEP 1



STEP 2



STEP 3



STEP 4

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					
<b>MODULE 2:</b>				Explore & Express	Visual Arts Practices	Present & Perform	Respond & Interpret	
<b>LEARNING OBJECTIVES</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Line</li> <li>• Colour</li> <li>• Texture</li> </ul> <ul style="list-style-type: none"> <li>• Discuss how Van Gogh uses line to describe the elements of weather in his painting.</li> <li>• Interpret meanings and ideas expressed in VanGogh's representations of the sky and landscape. How does it make you feel? What time of the day is it? What season is it?</li> <li>• Develop and create an expressive artwork focusing on texture, line and colour.</li> <li>• Identify and explain their expressive choices to a partner and explain what inspired their painting.</li> </ul>								
<b>EQUIPMENT</b> <ul style="list-style-type: none"> <li>• Alum Embossing Foil A4</li> <li>• Ballpoint Pen</li> <li>• Adhesive Paper Squares Metallic</li> <li>• Cover Paper 125gsm A3 Assorted</li> <li>• Washi Tape 8's Asst</li> <li>• Masking Tape</li> <li>• Newspaper or</li> <li>• Craft Fun Foam Sheets</li> </ul>		<b>MAKE</b> <b>STEP 1</b> – Take a sheet of A4 Aluminium Foil. Cover the edges of the foil with masking tape to prevent injury or tape the foil sheet down at the corners to paper. <b>STEP 2</b> – Cut or tear strips of metallic adhesive paper and washi tape and stick them to the foil in a random fashion. It is ok if there are gaps in between. <b>STEP 3</b> – Turn foil over and place over a soft surface (newspaper or foam sheets). Tape down at the corners if desired. With a ballpoint pen or pointed object, start creating a line drawing by pressing into the back of the foil. Be sure to use a variety of lines. Consider patterns and textures such as stippling, dots, dashes, long lines, etc. <b>STEP 4</b> – Once complete, turn the work over again to reveal the embossing showing through the coloured adhesive paper.						
		<b>EXHIBIT</b> Mount onto coloured cover paper using double sided tape.  Students have created a work of line and movement, paying homage to Van Gogh's use of line and texture.						

	<p>Develop questions to ask students. For example;</p> <ol style="list-style-type: none"><li>1. How was it made? (material &amp; process/what did you do?)</li><li>2. What do you see? (art language: art principles &amp; elements)</li><li>3. What does it mean? (deeper/higher order thinking)</li><li>4. Is it good/do you like it? Why? (Personal response)</li></ol>				
--	--	--	--	--	--

## Mapping to the Victorian Curriculum

---

### Visual Arts Strands: Levels 3 and 4:

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

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

### Visual Arts Strands: Levels 5 and 6:

**Explore & Express Ideas:** Explore visual arts practices as inspiration 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 & Perform:** Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)

**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.

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.