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| INSPIRED BY | Vincent Van Gogh | PRESENTED BY | Kylie Wickham |
| LEVELS | LOWER PRIMARY | Created: April 2018 | Last Updated: April 2020 |

MODULE 3: SUNFLOWERS COLLAGE

OVERVIEW:

In this activity students explore different textures and use their sense of touch to explore materials. Students will focus on being aware of what it feels like to cut through and feel different types of paper. Students will then create a collage based on Van Gogh's famous painting, 'Sunflowers'.



Thinking / Links / References: Maths, Shapes, Symmetry, Gardening and Nature, and the History of Art.



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5

| 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 3: | | | | | | |
| | <ul style="list-style-type: none"> • Texture • Shape | LEARNING OBJECTIVES Students will: <ul style="list-style-type: none"> • Look at Van Gogh's 'Sunflowers' and discuss the art conventions of colour, shape, mood, texture with a partner. (How do they feel when they see these images?) • Focus on using sensory descriptive language. • Discuss various papers and their tactile sensations. • Considering colour, texture and their feelings and reactions to the different papers. • Make a collage sunflower after choosing a variety of papers to create an image that reflects emotion and mood. | | | | |
| EQUIPMENT <ul style="list-style-type: none"> • Prime Paper Bright Asst • Craft Fun Foam Sheets • Basics Zart Scissors • Felt Sheets 24's Asst • Velvet Paper Asst 40's • Skeleton Leaves 50's Gold • Adhesive Paper Squares • Glitter Paper A4 20's Asst • Supertac Glue 550ml • Basics Buttons and other assorted embellishments • Assorted scrap/decorative papers | | MAKE <i>Students can do this activity using any choice of papers. Suggest setting up the tables in different colours. This will give the work variety and ensure that the final display doesn't all look the same.</i> STEP 1 – Start with an A4 piece of coloured paper. Cut a circle out of felt to be the centre of the flower. STEP 2 – Give students a lesson on cutting petals. There are various ways a student can cut, so start by introducing techniques such as templates, folding and cutting, drawing lines as a guide, and any others you can think of. STEP 3 – Starting with the heaviest paper (Craft Fun Foam Sheets) students can start to cut and glue down their own petals, using only a small amount of super tac at the base of each petal. STEP 4 – Continue to cut and glue petals, repeating this process until finished. STEP 5 – Buttons may be added to the centre of the flower to give it more texture and sensory depth. | | | | |
| | | EXHIBIT Mount on cover paper, or fold back each corner of the finished piece. Display together as a mural. What a wonderful field of sunflowers! | | | | |
| | | 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: Foundation Level

Explore & Express Ideas: Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017)

Visual Arts Practices: Experiment with different materials and techniques to make artworks (VCAVAV018)

Present & Perform: Create and display artworks (VCAVAP019)

Respond & Interpret: Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020)

Visual Arts Strands: Levels 1 and 2

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

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

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. |

