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

**MODULE 4: Exploring Sunflowers Through Printing**

**OVERVIEW**  
Students will explore fundamental printing skills by experimenting with the mark making capabilities of plasticine as a printing tool. Students will take time to consider the sensory experience of holding, manipulating and printing with plasticine.



Thinking / Links / References:



**STEP 1**      **STEP 2**      **STEP 3**      **STEP 4**

**STEP 5**

Resources, Materials and IT Requirements	ART Elements and Principles	Artist/Consultant Lesson Plan	Zart DREAMER Steps			
			Discuss & Research/ Experiment	Art Making	Exhibit	Response
			Victorian Curriculum Strands			
Explore & Express	Visual Arts Practices	Present & Perform	Respond & Interpret			
<b>MODULE 4:</b>						
	<ul style="list-style-type: none"> <li>• Pattern</li> <li>• Texture</li> <li>• Shape</li> </ul>	<p><b>LEARNING OBJECTIVES</b> Students will:</p> <ul style="list-style-type: none"> <li>• View images of Van Gogh's Sunflowers and plan their design.</li> <li>• Consider the use of pattern they can see in Van Gogh's paintings.</li> <li>• Share how they feel when they see these images;</li> <li>• Plan and make a sunflower image based on their observations, using Van Gogh work as inspiration.</li> </ul>				
<p><b>EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• A4 Cartridge Paper 130gsm</li> <li>• Washable Paint Pad 6's Assorted</li> <li>• Plasticine 500g</li> <li>• Modelling Tools</li> <li>• Basics Oil Pastels Cool &amp; Warm Asst 48's</li> <li>• Colour Apps Asst 6's</li> <li>• Blacklead Pencils</li> </ul>		<p><b>MAKE</b></p> <p>Students may practice drawing flower shape lightly with grey lead.</p> <p><b>STEP 1</b> – Roll a small amount plasticine into a ball about the size of a 5c piece. Take a mark making object, such as a serrated modelling tool or Popstick, and press into the ball to give it a texture.</p> <p><b>STEP 2</b> – Using Washable Paint Pads and plasticine ball, begin stamping the centre of the paper. Start with the centre of the flower, then proceed to the outer petals.</p> <p><b>STEP 3</b> – Continue to stamp using a variety of colours or until the flower is complete and the desired effect created</p> <p><b>STEP 4</b> – Fill in the surrounding background using Colour App markers.</p> <p><b>STEP 5</b> – Extension: For upper levels, a dark pastel can be used to strengthen areas of their flower. Don't be too specific - See what evolves.</p>				
		<p><b>EXHIBIT</b></p> <p>Mount on cover paper in a colour of the student's choice. Display together as a mural. This is a bright display experience.</p>				
		<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: 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.

