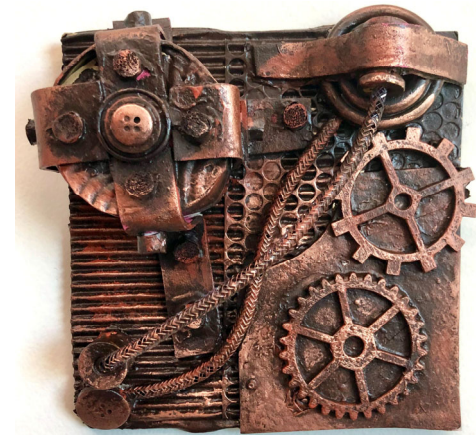










COURSE SUBJECT	Steampunk	PRESENTED BY	Hamish Betts
LEVELS	Middle / Upper Primary	DATE CREATED	2019
Steampunk Robots			
<p><i>INTENT:</i></p> <p>Explore the techniques, materials and processes associated with 'steampunk' by designing and creating a robot.</p> <p><i>Students will select and apply materials and use techniques to design and build a robot – finishing with painting techniques specific to the 'steampunk' art genre.</i></p>			



					
Chapter 1 Exploring Media	Chapter 2 A Few More Things	Chapter 3 Painting the Piece	Chapter 4 Dry Brushing	Chapter 5 Metallic Finish	Chapter 6 Materials Table
					
Chapter 7 Steampunk Robots	Chapter 8 Basic Structure	Chapter 9 Construction & Detail	Chapter 10 Painting Your Robot	Chapter 11 Dry, Robot	Chapter 12 The Finishing Touch

Artist/Consultant Workshop Plan	Victorian Curriculum Strands			
	Explore & Express	Visual Arts Practices	Present & Perform	Respond & Interpret
Steampunk Robots				
ART LANGUAGE Elements & Principles <ul style="list-style-type: none"> Form Texture Shape Colour 				
Introduction Discuss Steampunk. What is it? <ul style="list-style-type: none"> Show examples of Steampunk in different modes of media: Film, comics, popular culture. 				
Chapter 1: Exploring Media Create sample with focus on surface, texture and 'finish' (end surface) <ul style="list-style-type: none"> Introduce students to the art materials, media and techniques they will be using. Discuss construction methods and demonstrate use of material: corrugated cardboard, double sided tape, glue wooden cogs etc. Demonstrate how to join, glue, and stick things together. Create a small sample piece of steampunk, to explore the media. 				
Chapter 2: A Few More Things Things to consider: <ul style="list-style-type: none"> Discuss embellishing the sample piece by using intricate features and making the artwork look detailed - and like it "works" 				

<p>Chapter 3: Painting the Piece</p> <ul style="list-style-type: none"> Mix PVA with Burnt Umber acrylic paint to increase the binding ability of the paint. <p>Discuss and demonstrate painting the piece and covering the entire the surface, what brushes to use and how to apply the paint to delicate areas.</p> <p>Allow work to dry.</p>				
<p>Chapter 4: Dry Brushing</p> <ul style="list-style-type: none"> Finish drying work. Use hairdryer if needed. Use Red Oxide acrylic paint for the dry brushing part <i>*this needs to be a lighter colour than the base coat</i> Dry brushing doesn't require a lot of paint. One 'blob' of paint can be shared between several students. Use a stiff bristled brush – such as a hog hair brush. Load a small amount of paint on the brush and then 'brush' most of the paint off. Brush across the surface to highlight the textural elements of the sample piece. 				
<p>Chapter 5: Metallic Finish</p> <p>Create a metal finish to the piece to complete the 'Exploring Media' sample piece.</p> <ul style="list-style-type: none"> Apply a small amount of Rub 'n' Buff with finger tip Use lightly and apply with a gentle motion to highlight the textural elements further. These test pieces can be joined together to make cubes or used to create a wall mural. 				
<p>Chapter 6: Materials Table</p> <p>Display the materials so your students can explore and collect what they need for their robots.</p> <ul style="list-style-type: none"> Thinking and discussion of ideas and how you can use materials. 				

<p>Chapter 7: Steampunk Robots</p> <p>Time to create and design!</p> <ul style="list-style-type: none"> • Look, discuss and analyse Steampunk images – use thinking activities. • Looking 10x2 activity: Students analyze a steampunk example and recording the features of the artwork. *See activity sheet below • Venn diagram activity: This is an extension of the looking 10x2 strategy and gives students the opportunity to compare and contrast the artwork, - fine-tuning their observations. *See activity sheet below • Create a Success Criteria with students they can refer to. • Design time: Sketch design with pencil – use this design to guide construction process. • Keep design fluid, so it can be changed, added to or adjusted. • Refer back to materials to assist design ideas. 				
<p>Chapter 8: Basic Structure</p> <p>Time to start putting materials together and considering how things will be joined. Discuss and demonstrate methods of constructing the basic structure:</p> <ul style="list-style-type: none"> • Using tabs to join • Creating templates by tracing objects • Creating strength and stability (and balance) in your robot construction using reinforcing and multiple points of contact. 				
<p>Chapter 9: Construction & Detail</p> <p>Build your own robot alongside your students to help facilitate learning. This allows you to demonstrate and make mistakes on your work.</p>				
<p>Chapter 10: Painting Your Robot</p> <p>*Repeat STEP 3: Painting the Piece</p> <ul style="list-style-type: none"> • Ensure students are careful with painting on the base coat. Apply the paint gently to avoid knocking small detailed parts and embellishments off. • Avoid paint that is too thick and lumpy. Apply smooth thin coat, that covers the entire robot. • Be mindful to apply paint into all the small points and details (nooks & crannies) 				

<p>Chapter 11: Dry, Robot</p> <p>*Repeat STEP 4 – Dry Brushing</p> <ul style="list-style-type: none"> • Remind students of dry brushing technique • Be mindful of supporting any fragile parts of the robots • Apply technique to entire surface of the robot 				
<p>Chapter 12: The Finishing Touch (It's Alive)</p> <p>*Repeat STEP 5 – Metallic Finish</p> <ul style="list-style-type: none"> • Remind students of 'highlighting' technique • Take time - work from one area and migrate across the robot to ensure good coverage. • Reinforce learning by having a peer assessment with students. Consider the success criteria and discuss the features of Steampunk. • Students can then identify the positive outcomes and elements of each other's work (using post it notes) using art language and the elements success criteria. • link to other curriculum areas 				

Thinking & links

Steampunk is a retro-futuristic way of looking at design through the lens of Victorian England. Its birth can be linked back to the imaginations of Jules Verne and H.G. Wells and various other authors that visualised the distant future using technologies of their time: steam-powered flying space crafts for example!

These ideas gave birth to an art/craft movement that reimagines contemporary objects, such as phones, computers and vehicles through the technologies and aesthetics of the 19th Century steam-powered age.

Often described as an alternative history or evolution of technology. Artwork and objects are characterised using cogs, brass and timber in its design, and almost always uses steam-powered and hand-riveted construction. It deviates from the route of electronics, where everything is ergonomic, compact and built for comfort and efficiency.

This online workshop will use the identifying principles of the sub-genre art movement and focus on skills, techniques and materials. Allowing students to explore, create and respond using their own success criteria. The art activities will incorporate construction, modelling and painting.

Graphic novels/comics: (Alan Moore) *The League Of Extraordinary Gentleman*. (DC Comics) *Gotham By Gaslight*

Films: (Terry Gilliam) *Time Bandits*. (Dennis Sisterson) *Wild Wild West*. (Hayao Miyazaki) *Howl's Moving Castle* and Robert Zemekis's *Back to the Future Part III*.

Additional Notes from Hamish Betts

Exploring media: The goal of the session is for the teachers to see the media and process in isolation. To create a small sample that helps them keep in mind the process and the end finish or 'look' before going into the design and the creative process. The intention of this is to assist the students to consider the final details and surface features as an intentioned element of their art making process. I introduce the unit with a quick explanation, and discussion on steampunk - what it is and what learning can be experienced. Students will then make a sample piece that can either be joined with the other pieces to create a collaborative mural or be taken home as a teaser of what is to come. After this is complete, students will explore the full creative process in future sessions; this includes construction, possibly papier mache, base-coating, dry-brushing and applying gold/copper rub.

Responding and Interpreting: Reflecting on the learning is important. Understanding, identifying and problem solving is all part of creating a love for learning through the Visual Arts. Encourage students to give peer feedback relating to how each other has met the 'success criteria' and identify in what ways they have achieved.

Mapping to the Victorian Curriculum

Explore & Express Ideas:

Levels 3 and 4 - Explore ideas and artworks from different cultures and times as inspiration to create visual artworks ([VCAVAE025](#))

Levels 5 and 6 - Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs ([VCAVAE029](#))

Visual Arts Practices:

Levels 3 and 4 - Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks ([VCAVAV026](#))

Levels 5 and 6 - Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks ([VCAVAV030](#))

Present & Perform:

Levels 3 and 4 - Explore different ways of displaying artworks to enhance their meaning for an audience ([VCAVAP027](#))

Levels 5 and 6 - Create and display art work considering how ideas can be expressed to an audience ([VCAVAP031](#))

Respond & Interpret:

Levels 3 and 4 - Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures ([VCAVAR028](#))

Levels 5 and 6 - Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts ([VCAVAR032](#))

Materials List

Each participant needs access to (an overflow) of these materials - and where possible, without limit.

CODE	PRODUCT NAME & DESCRIPTION	Required Item
General Items		
	Boxes	
	Card	
	Recycled Materials	
	Bottle Tops, etc.	
Tools & Equipment		
BR100	Hog Hair Brushes Asst 60's Round	✓
TQ445	Plastic Painting Bowls 13cm Asst 10's	✓
PK201	Palette Pad Disposable 23 x 30cm 40's	✓
PK207	Palette Flat # 6 25 x 28cm	✓
AA120	Low Melt Glue Gun	✓
AA121	Low Melt Glue Sticks 100mm 10's	✓
AT212	Double Sided Tape 50m x 12mm	✓
SC013	Basics Zart Scissors 170mm	✓
Products & Materials		
CB301	Box Board 1800um 76x102cm 10's	
BW300	Balsa Wood School Box 3 – CSP – Sheets	
CB260	Cardboard Tubes Asst 60's	
BW810	Papier Mache Tube 12x4cm 50's	
EG001	Egg Cartons 6 well 24's	
PA051	Cardboard Cone 12cm Medium 10's	
CB868	Cardboard Wheels 100's Assorted	
DE9000	Poly Blocks Assorted	
DE285	Poly Half Circles 25's	
CO003	Construction Foam A3 10's	
RD1003	Dowel Rod 6mm x 90cm 30's Natural	

RD1001	Dowel Rod 6mm x 30cm 10's Coloured	
CN503	Popstick 1000's Natural	
PA590	Straws Asst sizes 1100's	
CN210	Wooden Spool 50's Natural Asst Sizes	
SP004	Craft Fun Foam Sheet 20's Asst	✓
GL050	Glitter Shaker Bottle 6's Empty	
CB130	Corrugated Natural Card A4 20's	✓
WG930	Glitter Stretch Tubing Asst 180m	
CN538	Wooden Gears & Cogs Asst 100's	✓
TQ005-SI	Mirror Round Plastic 12mm 25's Silver	
SM008	Basics Buttons Asst 600g approx. 1400pcs	✓
PA208	Honeycomb 10m Asst 4's	✓
PT590-AU	Rub 'n Buff 15mL Autumn Gold / Copper	✓
BG120	Glass Seed Beads 100g Assorted	✓
BR800	Cotton Filter 100's	✓
PT202-BU	Chromacryl Paint 2L Burnt Umber (or similar)	✓
PT202-BS	Chromacryl Paint 2L Burnt Sienna (or similar)	✓
AA240	PVA Glue 4L	✓

Zart School Customer Order Form

This order must be accompanied by an official school/organisation purchase order and signed by the appropriate person.

Name	Department
------	------------

School/Organisation _____

Delivery Address

Phone Number	State	Postcode
--------------	-------	----------

To help serve you better, what is the best time to contact you regarding this order?

Do you want to PICK UP this order? If YES, please select location AND specify time/day:

Do you want to PICK UP this order? If YES, please select location AND specify time/day:

Customer Service Centre, Box Hill North: Yes / No

Zart Warehouse, Noble Park North (Pickups only, shopping not available): Yes / No

Pick Up Time/Date:

HOW TO USE THIS FORM

To help us process this order promptly please print neatly, with a black or blue pen only.
Clearly identify the item, colour, size and quantity required.

Minimum order value for all FAX, POST and EMAIL orders is \$50.00 (ex GST); orders below this value will be charged a processing fee of \$8.95 (ex GST).

There is NO minimum order value charge on ONLINE orders.

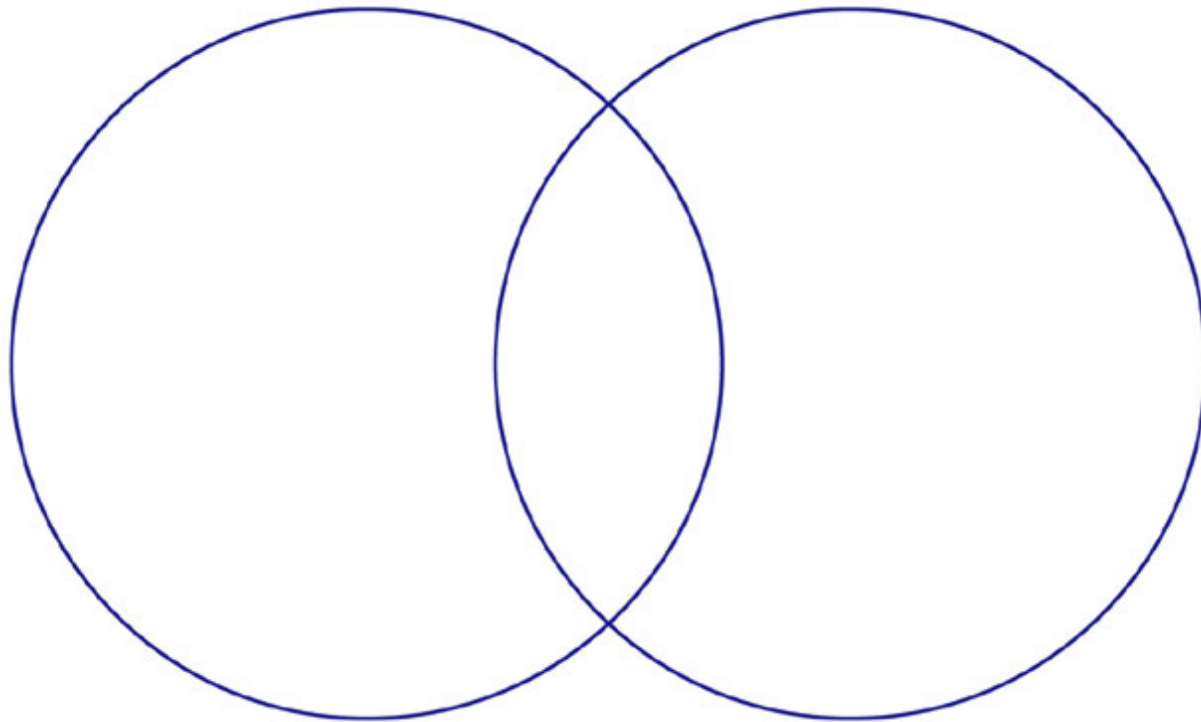
Freight charges apply to all orders, please refer to our latest catalogue or visit www.zartart.com.au for details.

[illegible]

CHAPTER 7 - ACTIVITY SHEET
VENN DIAGRAM

NAME:

Steampunk



CHAPTER 7 - ACTIVITY SHEET
10x2 WORKSHEET

10 x 2	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
<i>Think & Reflect</i>	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

REFERENCE IMAGES & INSPIRATION

