

Learning Opportunity One: Exploring and Responding

Students will have the opportunity to be introduced to the artwork of Jeannie Baker, through exploring how she creates the illustrations within her picture books. The focus will be on the story *Window*, by Jeannie Baker, which will lead to the students responding to the work of Jeannie and the story, *Window* through the completion of a worksheet.

The **intended participants** for this learning experience will be primary school children who are in the year level of grades 3 and 4.

The **AusVELS standard** which will be incorporated as part of the learning opportunity comes from level 4 as part of the 'exploring and responding' strand, and is 'students use art language to describe and discuss the communication of ideas, feelings and purpose in other people's arts works' (VCAA, 2012).

By the end of the learning opportunity, students will have achieved the following **learning objectives**:

- Understand the technique used by Jeannie Baker to create illustrations within picture books.
- Analyse and interpret illustrations within particular picture books.

The **required resources** are: *Window* by Jeannie Baker, 'The Artistic Work of Jeannie Baker' worksheet, pencils; grey lead and coloured, crayons, textas, etc.

The **activities which will be conducted** include:

Whole class discussion: Children will gather as a whole, where the teacher will ask if anyone has heard of Jeannie Baker, including being familiar with any of her picture books. This will lead to the introduction of Jeannie Baker, an artist and author who has been very successful with the creation of many picture books, including *Window*, *Mirror* and *Where the Forest Meets the Sea* (Walker Books). Teacher will inform the class that Jeannie's picture books are unique because she uses collages to create the illustrations in each of her picture books. Children will be asked what a collage is, being reminded that a collage is a piece of artwork that is able to be made using particular amounts of different pieces, which are then glued together. Usually bits of paper are used; however Jeannie uses a number of different materials (Jeannie Baker). Class are told that Jeannie uses real materials to create her parts of her collages, for example, uses real sand to create sand in the illustration, feathers used for particular animals, etc. (Jeannie Baker, n.d.).

Reading of *Window*: Teacher will then read *Window* to the class. Before the story begins, teacher will have children take special interest of the illustrations on each page, as well as if they can notice what is different about this picture book compared to many other picture books, which is that there are no words included in the story. A discussion will be had on these points after the story is finished.

Worksheet activity: Students will each be given 'The Artistic Work of Jeannie Baker' worksheet to complete which focuses on the work of Jeannie Baker and the story of *Window*.

The **assessment of students** includes:

-Consultation: Teacher will ask questions to the class, which will allow for the identification of what the children understood most about the artwork used in *Window* and how it assisted in being able to understand the story. Teacher will also roam the room whilst the students are completing the worksheet, consulting students in groups about the questions on the worksheet, in order to stretch the children's thinking.

-Correction: Teacher will correct each student's 'The Artistic Work of Jeannie Baker' worksheet. This will allow for a thorough assessment of the knowledge and understanding obtained from each student during this learning opportunity.

The Artistic Work of Jeannie Baker

1. Who is Jeannie Baker?

2. What is a collage?

3. What makes the illustrations in Jeannie Baker's picture books *special* compared to other picture books?

4. List two materials that you think Jeannie Baker may have used to make the collages of her story, *Window*.

- _____
- _____

5. Identify two changes that exist in the story *Window*.

- _____

- _____

6. Why are we able to understand the story of *Window* when there are no words in the book?

7. In the first box, draw a setting that is shown in *Window*. In the second box, draw another setting that is in *Window* that is different to the first setting you have drawn. Use your coloured pencils, crayons, textas, etc., to complete your drawings.

