

## Learning Opportunity Three: *Exploring and Responding*

In this learning opportunity, students will focus on the particular art elements of shape, texture and colour, expanding their knowledge of these elements. Students will be introduced to the picture book by Jeannie Baker called *Mirror*, which shows the comparison of two boys and their families, one in Sydney and the other in Morocco. Students will be able to apply their knowledge of the particular elements through focusing on specific illustrations that exist in *Mirror* as well as their own artwork created in the previous lesson.

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

The **AusVELS standard** that will be used as part of this learning opportunity is from the 'exploring and responding' strand in level 4, and is as follows; 'students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements and techniques. They identify and describe key features of arts works from their own and other cultures' (VCAA, 2012).

The **learning objectives** which will be achieved by the students are:

- Demonstrate a thorough understanding of the art elements of shape, colour and texture.
- Identify the specific art elements of colour, shape and texture within particular art works.

The **required resources** are: *Mirror* by Jeannie Baker, art book, pencils, glue, whiteboard, whiteboard marker, coloured photocopies of pages from *Mirror*, the collage of the dream view created in the previous lesson: one between each pair, required activities to complete (checklist).

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

**Discussion of particular elements:** Class will come together as a whole, where the teacher writes three elements of art onto the board: colour, texture and shape. As the class have previously found knowledge of the elements, teacher will ask students to explain what each element means in reference to art. This discussion should be colour including the primary and secondary colours, complementary colours as well as warm and cool colours (National Gallery of Art, 2013). Texture will be referred to as how a surface actually feels and looks (National Gallery of Art, 2013). The class will discuss shape as a flat area that is enclosed by the use of edges or through a particular outline to achieve a two dimensional shape, with many different shapes being used by artists (National Gallery of Art, 2013).

**Reading of *Mirror*:** Teacher will read *Mirror* by Jeannie Baker to the class. Before beginning to read, teacher will explain to the class to take particular note of the illustrations on each page of the book.

**Analysis of *Mirror* and dream view collage:** Students will be instructed to find a partner to work with. Each pair will be given a coloured photocopy of a page from the book, *Mirror*, which includes both a scene from Sydney and a scene from Morocco (the two focuses in the story). Using the page they are given, they are to work together to find particular examples of the three elements. They will also choose to use one of the pair's collage that was created in the previous lesson, which was a collage of the dream view from their bedroom, where they will reflect on the artwork. However, teacher will give each student a checklist of what is expected, which can be found on the 'LO3- Exploring and Responding' PDF. Each student is to complete their work in their art books.

**Presentation of analysis:** Students will gather together, where one by one, each pair will go up to the front of the group, display their particular illustrations that they had to focus on, including from *Mirror* and the dream view collage. They will then give examples of how both Jeannie Baker and the student incorporated the particular elements of shape, colour and/or texture into the artworks.

The **assessment of students** includes:

Conference: the whole class discussion of particular elements allows for the teacher to understand how well the student's knowledge still is of the elements of art which was the focus of the previous unit of work.

Checklist: students will be given a checklist which will include what they are required to complete in the lesson. This will allow the teacher to then use the checklist as a guide of assessing the students when correcting their art books.

# CHECKLIST

## **What needs to be included in your art book?**

- ✓ Describe the illustrations involved in your pair's page of *Mirror*. (What do the illustrations show you?)
- ✓ Identify an example of each element: colour, texture and shape, in the illustrations of *Mirror*.
- ✓ Describe the bedroom view collage you are focusing on. (What can you see in the collage?)
- ✓ Identify an example of each element: colour, texture and shape, in the collage.

## **What needs to be included in your presentation to the class?**

- ✓ Display the page you have from *Mirror*.
- ✓ Identify an example of colour, texture or shape that you found in *Mirror*.
- ✓ Identify an example of colour, texture or shape that you found in the dream view collage.