

Learning Opportunity Four: *Creating and Making*

In this learning opportunity, students will discuss the meaning behind the picture book *Mirror*, in that all families are a mirror of each other in the way they care and love one another. This will allow students to create a poster representing their family, involving each family member, words to describe the family and other concepts to represent the family. Students will then work in pairs to assess the work of their peers through the use of a simple rubric.

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 incorporated into this lesson is as part of the 'creating and making' strand which is 'at Level 4, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings'.

Students will achieve the following **learning objectives** during the course of the learning opportunity:

- Describe the meaning behind picture books through having a detailed focus on the illustrations.
- Construct a high quality poster, exhibiting a well-developed level of art creativity.

The **required resources** that will be required as part of this lesson will be: *Mirror* by Jeannie Baker, A2 poster paper, a range of art resources; paint, textas, crayons, pastels, coloured paper, foam shapes, coloured craft sticks, coloured pom poms, feathers and pipe cleaners, etc. paint brushes, scissors, glue, art books, 'Peer assessments of posters' handouts.

The **activities that will be undertaken** are:

Discussion of *Mirror*: Class will gather as a whole where the teacher will remind students of the story of *Mirror*. Teacher will ask students how the illustrations explained to us about particular concepts of family. This includes that it shows that even though the two families are different in their lifestyle, clothes they wear, environment they are a part of, etc., they are the same. This is through the love of the families, in that they look after each other, they love each other and are always there for one another. This is why the book is called *Mirror*: the families are a mirror of one another (Baker, n.d.).

Information of the poster task: Students will be instructed that for today they are going to be representing their whole family on poster paper. On the poster, it is required that the family surname will be placed on the poster, each family member will be included, 3 words also have to be included on the poster which describe each student's family, and the students then have free range of what else they are going to include as part of their family poster. The teacher will ask the students to say some words that they might draw on their poster, including love, fun, happy, etc.

Creation of family poster: It will be up to each student what type of materials will be used to create the poster, with a number of different materials available to use. The students will have the rest of the lesson to complete their poster. Students will be reminded that it is the creative minds of individuals, expecting each poster to be different to the rest of the class.

Peer assessment: Students will be split up into groups of three, where they will be given three different student's posters to assess. Each student will have the 'Peer assessment of poster' handout, which will allow the students to assess the work of their peers. Each student will complete the handout, cut the page into each assessment and then will be given to the student whose poster was assessed. Teacher will go through each point with the class before they begin the poster to ensure the whole class understands what is required as part of the task.

Students will be assessed through:

Peer assessment: students will work in groups to assess the posters of three different students. They will use the 'peer assessments of poster' handout to be able to assess the poster. Once completed, the students will hand the peer assessments back to the students whose posters they assessed. The use of peer assessment allows for the students to work as a team through the use of communication as well as developing responding skills. Peer assessment also allows for the students to learn what they need to improve on their work next time they are required to complete an activity of similar nature.

Peer Assessments of Posters

Circle the answer which is most appropriate for the particular poster.

Name of student whose poster is being assessed:

Student has used a range of materials as part of the poster.	Excellent	Good	Poor
The student has included the family surname, each family member and words to describe the family.	Excellent	Good	Poor
Student has been creative in designing the poster.	Excellent	Good	Poor
The presentation of the poster is neat.	Excellent	Good	Poor

Name of student whose poster is being assessed:

Student has used a range of materials as part of the poster.	Excellent	Good	Poor
The student has included the family surname, each family member and words to describe the family.	Excellent	Good	Poor
Student has been creative in designing the poster.	Excellent	Good	Poor
The presentation of the poster is neat.	Excellent	Good	Poor

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