

UNIT OVERVIEW

Teacher/Class:	Date:
Unit Title: Observational drawing - Environment	Learning Area: The Arts
Focus: Sea shells	Strand: Visual
<p>Achievement Objectives: Level 2: ACHIEVEMENT OBJECTIVES AND STRANDS</p> <p># Developing Practical Knowledge in the Visual Arts (PK) Students will identify and explore elements and principles of the visual arts, using a variety of techniques, tools, materials, processes, and procedures.</p> <p># Developing Ideas in the Visual Arts (DI) Students will develop visual ideas in response to a variety of motivations, using imagination, observation, and invention with materials.</p>	
<p>Specific Learning Outcomes: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> * Students can identify and discuss different forms, patterns and textures * Students can develop ideas that express scale * Students can use materials to express ideas 	
<p>Skills Objectives/Focus: # Communicate ideas and interpret these using language appropriate to drawing #</p>	<p>Learning Styles/Modalities Addressed: # Kinesthetic # Visual</p>
<p>Teaching and Learning Context/Teaching and Learning Sequence:</p> <p>Starters Introductory Discussion Investigate the shell. Consider the various parts/shapes shell Conduct a class discussion using the following questions:</p> <ul style="list-style-type: none"> * What form has the shell? * Describe the shape of the shell. Is it pointed, "roundy", or some other shape? * Are the shells patterned or textured? * How does the base of the shell join another shell or attach to rock? * Do the shapes/ colours/ textures change where the parts join? * If you were a small animal in the middle of the shell which direction would the lines be flowing (up/ down, from side to side, diagonal/ zigzag)? * Are the lines/ shapes flowing, sharp, jagged, dark/ light? * What would it feel like to be inside the shell (sharp, soft, prickly, smelly, noisy, quiet)? * If you were inside the shell, how many different parts of the shell would you see? <p>Scale - creating a drawing using a larger scale - focus a shell Experiment with changing scale by asking the students to lie on the ground (or sit in a bush or stand on the desk) and identify what appears to be different from this viewpoint. Students can role play the part of an ant and observe the changes in scale. Key discussion points:</p> <ul style="list-style-type: none"> * What appears to change when they are small? * What appears to be larger (e.g. table and chair legs, people's feet, floor boards, patterns on the carpet, space under the door, the rubbish bin etc)? * What appears to be smaller (e.g. pictures on the wall, ceiling lights, people's heads, light switches)? * What appears to be different (e.g. how you see underneath objects, how you see things from a different view point, how you are unable to see lots of things you may normally see, how some things may not be recognisable)? <p>Making large drawings Using coloured crayon draw the shell again, but this time imagine that you are a tiny bug inside the shell and change the scale of the various parts of the shell so that you create a new and interesting form with bold and exciting patterns and textures. When all the forms, lines, pattern, and textures have been included, use dye to cover the drawing.</p>	
ICT Component: n/a	
<p>Assessment Strategy:</p> <ul style="list-style-type: none"> * Complete three observational drawings, using pencil and one crayon to express ideas * Be able to use material and media to interpret form, pattern and textures * Develop artworks that express scale 	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> # shell and tree drawn can be identified by details, shape, texture, # ability to draw scale

