Art

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

Creative Arts

VAS2-3 - Acknowledges that artists make artworks for different reasons and that various interpretations are possible

Student Activity:
Examine two Australian artists and use their artwork as inspiration to compose your own.

VAS2-1 - Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter

Student Activity:
Choose one tool that we use in today’s society and create a short presentation about the tools development over time. How has it changed and improved the way that we live

Discuss with students:
• the many types of flowers which they see in nature;
• the different flowers that were painted in the TV show;
• the different ways the flowers look in the TV show;
• are flowers just for girls to paint?

Student Activity:
Using Google images search different varieties of flowers. Ask students to keep an image of their favourite flower in their head. Set up different workstation around the room. Allow students to choose the medium they would like to work with (paint, pencils, oil pastels etc). Students then set up at a work station and do not move (this will avoid mess). Students work on their flower using the medium they have chosen. They should leave no white space on the page. The artworks can be displayed around the room like a garden of flowers.
## Creative Arts

**VAS2-4** - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

**Student Activity:**

**Student Activity:**
*Discuss the following questions with the students;*
- Do you think this is what Picasso actually looked like?
- Why do you think he used those shapes and colours?
- What is different to a normal self portrait

**Student Activity:**
Explain to students that this artwork is an abstract piece of work. It is not meant to look like the real thing

**VAS2-2** - Uses the forms to suggest the qualities of subject matter

**Student Activity:**
Investigate various construction techniques to ‘make’ a flower as a three-dimensional piece of art (ceramics, origami, etc.) Write a report on your progress and describe the final product

**Student Activity:**
Choose either painting or drawing to create particular effects to depict a flower or group of flowers. Use these effects to suggest close-ups, middle distance and long distance views, mood and atmosphere, light and dark, suited to how you think flowers may be interpreted.
Follow these instructions to complete your own piece of abstract art. The end result will be a self-portrait.

1. Start by drawing the face. Picasso didn’t use round faces in his abstract art, he used squished shapes like jelly beans or rounded triangles. What will yours look like? Draw the outline of your face shape now. It should take up most of your page.

2. Draw your eyes. Think about what shape you want them to be. They could be diamonds, circles, ovals or squares. They are not meant to look like real eyes. Do you want one eye because your self portrait is not directly ‘front on’?

3. Draw your nose. Continue to think in an abstract way. Just because your eyes are not ‘front on’ doesn’t mean your nose can’t be, remember this is abstract.

4. Draw your mouth. Continue with the abstract theme and be creative.

5. Eyebrows and ears are next. Try to make them interesting shapes.

6. Add some hair to your self portrait. How will you make your hair abstract?

7. Finally add a neck and a chest at the bottom of your page.

8. Now that you have an outline for your piece of work start colouring it. Try to use many colours. Break up the face into different areas so you can include many colours on the face. Do this in the background as well to include different colours in the background.

Art work by Pablo Picasso (untitled)
## Creative Arts

**VAS3-3** - Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

**Student Activity:**
Split the class into pairs. Each pair has to learn about one artist and teach the other pair in their group about the artist. They should use the computer, internet and any books in the library to help them with their research. Research ideas: the artist’s personal interest and experience did he/she have a work commissioned for a site or a work made to commemorate an event? Each pair makes a poster about the artist and presents it to the class.

**VAS3-2** - Makes artworks for different audiences assembling materials in a variety of ways.

**Student Activity:**
Remind students of Pro Hart and Albert Namatjira’s artworks through discussion and some images on the interactive whiteboard. Set up different workstations around the room. Allow students to choose the medium they would like to work with (paint, pencils, oil pastels etc.). Students then set up at a work station and do not move (this will avoid mess).

**Student Activity:**
Students create an artwork using the medium they have chosen. Ask them to create an artwork that their grandparents would enjoy hanging in a frame in their lounge room. They should leave no white space on the page. They should be encouraged to use a similar technique to either Pro Hart or Namatjira.

**Student Activity:**
At completion, discuss how the audience (grandparents) influenced the kind of work they made, e.g.: subject matter?

**VAS3-4** - Communicates about the ways in which subject matter is represented in artworks.

**Student Activity:**
Complete some research on three famous works of art. For each one, write a report that includes the name of the artist, the name of the art work, brief information about the world of the artist at the time of creation and the audience that you believe the artwork was made for.
### Visual Arts

**VAS3-1 - Investigates subject matter in an attempt to represent likenesses of things in the world.**

**Student Activity:**
Examine two Australian artists and use their artwork as inspiration to compose your own. How does art represent culture? Create an artwork to represent Australia. Will you use the city or the country as your inspiration? Use your own multicultural background as inspiration?

**VAS3-4 - Communicates about the ways in which subject matter is represented in artworks.**

**Student Activity:**
Examine two Australian artists and use their artwork as inspiration to compose your own. How does art represent culture? Create an artwork to represent Australia. Will you use the city or the country as your inspiration? Use your own multicultural background as inspiration?
Name

1. Choose one famous piece of art. What is it called?

2. Who was the artist?

3. What year was it completed?

4. In your own words describe the art work:

5. To the best of your ability, recreate the famous art work in this box:
Certificate of Achievement

Congratulations

... on completing your studies of
ART
From
“Enquiring Minds”.
You are well on your way to becoming an
ARTIST, ILLUSTRATOR AND DESIGNER

Signed ___________________________ Dated ___________________________
### Visual Arts

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAS4.6</td>
<td>Selects different materials and techniques to make artworks</td>
</tr>
<tr>
<td>VAS5.6</td>
<td>Demonstrates developing technical accomplishment and refinement in making artworks</td>
</tr>
</tbody>
</table>

**Student Activity:**

In the film the artist demonstrates drawing and painting techniques. Have students complete two versions of the same simple image using the pencil and paint techniques demonstrated. Ask students to explain how implementing the techniques has affected their final artworks.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAS4.8</td>
<td>Explores the function of and relationships between the artist – artwork – world – audience</td>
</tr>
<tr>
<td>VAS5.8</td>
<td>Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</td>
</tr>
</tbody>
</table>

**Student Activity:**

Students to research Pablo Picasso and complete a timeline of his life outlining his artistic practice. Ask them to write a short account of how he has influenced contemporary artist practice.

### Visual Design

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VDS5.2</td>
<td>Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</td>
</tr>
<tr>
<td>VDS5.4</td>
<td>Investigates and responds to the world as a source of ideas, concepts and subjects matter for visual design artworks</td>
</tr>
</tbody>
</table>

**Student Activity:**

The artist simplifies his paintings into basic elements of line, shape and colour. Select a flower and simplify it so that it could be used as a logo or an element as part of a design. Remember colour, strong line and simplicity make a design easier to reproduce in commercial applications.