Inclusive visual arts for students in various contexts

All students, including those with disability, are individuals who learn at different rates and have different learning needs. Through differentiated planning, programming, and assessment, teachers can meet individual students learning needs. When working through this unit, teachers should provide appropriate adjustments to ensure equity and authentic opportunities for students to demonstrate what they know, understand and can do.

For more information, see Curriculum planning for every student in every classroom.

# Unit overview

In this unit, students will:

* compose images of trees using a variety of materials and techniques
* paint, draw and collage to create a landscape image featuring fruit trees
* describe the way the subject matter is represented in their artwork and the impact and importance of orchards to our society.

## Unit duration

3 lessons (approximately 3 to 4 weeks).

## Assessment overview

Teachers should differentiate the way students are able to demonstrate their knowledge, skills and understandings by embedding opportunities for multi-modal ways of responding, including the use of technology during assessment tasks.

Some students, including those with disability may require adjustments to assessment practices in order to demonstrate what they know, understand and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the individual needs of the student and the requirements of the task.

## Outcomes – visual arts

**Teachers should select the appropriate outcomes for their contexts and delete those not relevant.**

Through this learning sequence a student will work towards the following outcomes:

### Early stage 1

* **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.
* **VAES1.2** Experiments with a range of media in selected forms.
* **VAES1.4** Communicates their ideas about pictures and other kinds of artworks.

### Stage 1

* **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.
* **VAS1.2** Uses the forms to make artworks according to varying requirements.
* **VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

### Stage 2

* **VAS2.1 -** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
* **VAS2.2 -** Uses the forms to suggest the qualities of subject matter.
* **VAS2.4 -** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of techniques.

### Stage 3

* **VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.**
* **VAS3.2** Makes artworks for different audiences assembling materials in a variety of ways.
* **VAS3.4** Communicates about the ways in which subject matter is represented in artworks.

[Creative Arts K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Cross-curricular links

* **English –** develop word banks related to fresh food. Create imaginary or real recipes.
* **HSIE –** explore food production areas in Australia.
* **PDHPE –** discuss the importance of healthy eating and the role orchards play in food production.
* **Science and technology –** plant seeds to produce vegetable plants. Investigate the importance of bees in food production.

## Learning sequence 1

Learning sequence 1 focuses on the use of line and texture to depict fruit trees. Students experiment with applying paint using a variety of methods to create different textures.

### Learning intentions

Through this learning sequence:

* all students will:
	+ explore different artworks representing similar subject matter
	+ select paints relevant to fruit trees.
* most students will:
	+ apply paint using a variety of techniques
	+ recognise different textures in focus artworks.
* some students will:
	+ experiment with their own ideas for applying paint to create different textures
	+ discuss the linear qualities of trees.

Table 1 – Learning sequence 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Orchard
* Line
* Organic
* Texture
* Colour
 | 1. Show students Operation Art artwork, ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Nicholas Toomey. Ask what students see within the work.
2. Explain to the students that they will create an artwork of fruit trees using a range of techniques. List types of fruit trees and discuss where they are grown.
3. Show students the paintings ‘[Olive Grove, Mallorca](https://fineartamerica.com/featured/olive-grove-mallorca-1914-leo-gestel.html)’ (1914) by Leo Gestel and ‘[Olive Grove II](https://www.wikiart.org/en/vincent-van-gogh/olive-grove-1889)’ (1889) by Vincent Van Gogh. Point out to students that there are very few straight lines in the three artworks and discuss why the artists may have chosen to use lines in this way.
4. Ask students to compare textures displayed in the artworks and ponder how they would be created.
5. List the colours that are common in the three artworks.
 | * ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Nicholas Toomey
* [‘Olive Grove, Mallorca](https://fineartamerica.com/featured/olive-grove-mallorca-1914-leo-gestel.html)’ (1914) by Leo Gestel
* ‘[Olive Grove II](https://www.wikiart.org/en/vincent-van-gogh/olive-grove-1889)’ (1889) by Vincent Van Gogh
 | * Larger size prints for students to view.
* Students can communicate understanding using gestures, symbols, signs and/or augmentative and alternative forms of communication (AAC) in combination with or in place of speech.
 |
| * Colour
* Texture
* Dab
* Scrunch
* Foam
* Roller
 | 1. Ask students to select one type of fruit tree that they would like to use as the focus for their artwork.
2. Using acrylic paint, students paint three A4 sheets of paper in separate colours. The three colours are to represent the trunk, the leaves and the fruit of the tree. These will be used in a future lesson to create the form of their chosen tree.
3. Encourage students to use a different paint application technique for each sheet to create a different texture. For example, they can achieve this by using foam rollers, dabbing brushes or dipping scrunched newspaper balls in paint and pressing lightly onto the paper. Students should be encouraged to experiment with other ideas for applying the paint. Allow to dry.
 | * A4 paper
* Acrylic paint
* Brushes
* Rollers
* Newspaper
* Sponges
* Additional as required
 | * Select colours for students to use.
* Partial or full physical hand over hand assistance when required.
 |

### Assessment opportunities

Student progress can be monitored through a range of assessment strategies and differentiated according to individual student needs. Assessment opportunities could include:

* observation of student ability to create different textures using paint
* recording student responses when comparing and contrasting techniques used in different artworks.

## Learning sequence 2

Learning sequence 2 focuses on drawing creatures that would be found with students’ chosen fruit trees. Students will also experiment with creating different background textures.

### Learning intentions

Through this learning sequence:

* all students will:
	+ make creatures related to their selected fruit tree
	+ rub pastels or chalk on paper to create a textured background.
* most students will:
	+ add detail to their creature drawing
	+ create a horizon line on their background to divide land and sky.
* some students will:
	+ add a mid ground to their background
	+ create more than one creature to feature with their tree.

Table 2 – Learning sequence 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources**  | **Differentiation** |
| * Outline
* Details
* Pests
* Beneficial
 | 1. Ask students to consider the types of creatures they would expect to encounter on or around their fruit trees. This could include birds, bats, possums or insects such as bees or caterpillars. Discuss whether the creatures would be considered pests or beneficial and have students give reasons for their judgement.
2. Assist students to select a creature that would relate to their chosen fruit tree and draw the outline representing the creature. Students may need to research images of their chosen creature for reference. Students could draw more than one different creature or multiples of the same creature. Students add details to the outlined image using coloured pencils.

**Note:** it is important not to use stencils and to allow the students to make their own representations of these creatures. | * Lead pencils
* Coloured pencils
* A4 white paper
 | * Partial or full physical hand over hand assistance when required.
 |
| * Background
* Horizon
* Sky
* Land
 | 1. Show students Vincent Van Gogh’s painting ‘[Olive Grove II](https://www.wikiart.org/en/vincent-van-gogh/olive-grove-1889)’ (1889). Observe how the background colour changes to illustrate the land and the sky. Discuss the implied texture in the brushwork used on the background.
2. Have students rub pastels, crayons or chalks lightly on an A3 piece of paper to be the background for the fruit trees and creatures. Students may use different colours to produce a horizon line separating land and sky. Explore different textures within and around the learning space by rubbing the colour onto the paper on a range of different textured surfaces. Areas such as concrete and timber provide good textural surfaces.
 | * ‘[Olive Grove II](https://www.wikiart.org/en/vincent-van-gogh/olive-grove-1889)’ (1889) by Vincent Van Gogh
* A3 paper
* Chalks, pastels or crayons
* Textured surfaces
 | * Draw in a horizon line to assist in dividing sky and land if required.
* Partial or full physical hand over hand assistance when required.
 |

### Assessment opportunities

Student progress can be monitored through a range of assessment strategies and differentiated according to individual student needs. Assessment opportunities could include:

* ways creatures are represented, including reasons for choices
* experimenting with different textured surfaces when creating a background.

## Learning sequence 3

Learning sequence 3 focuses on bringing all the prepared elements of the students’ artwork together to create a complete composition. Students will experiment with the placement of the elements before assembling their tree and creatures onto their prepared background.

### Learning intentions

Through this learning sequence:

* all students will:
	+ explore composition elements in artworks
	+ experiment with torn painted paper avoiding straight lines.
* most students will:
	+ create trees using the torn painted paper
	+ add their drawn creature/s to the trees.
* some students will:
	+ consider the composition before gluing pieces down
	+ refer to the study of focus artworks from this unit when completing their own artwork.

Table 3 – Learning sequence 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources**  | **Differentiation** |
| * Organic
* Rough
* Smooth
* Curved
* Straight
 | 1. Guide students to compose their artwork by bringing all the prepared elements together. Encourage students to place them on the background before gluing to allow them to rearrange to suit their idea of the composition.
2. Instruct and/or assist students to tear pieces of the painted tree colour to produce the trunk and branches of their tree. Students can then select to tear or cut the painted sheets representing the leaves and fruit.
3. Cut around the outline of the drawn creatures.
4. Experiment with different arrangements by placing all elements on the background sheet to. When students are happy with the composition, glue all the pieces in place.
 | * Painted A4 sheets
* Textured A3 background sheet
* Drawn creatures
* Scissors, including easi-grip, self-opening or loop scissors if required
* Glue
 | * Partial or full physical hand over hand assistance when required.
 |

### Assessment opportunities

Student progress can be monitored through a range of assessment strategies and differentiated according to individual student needs. Assessment opportunities could include:

* observation of creating trees using organic lines
* positioning of elements onto background.

## Unit evaluation

Describe the effectiveness of this unit in addressing the intended outcomes and/or learning intentions?

* x

What changes should be implemented for the future?

* x