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](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12).

# Unit overview

In this unit students will:

* create an artwork representing happiness based on a colourful vase of flowers on a table
* use a range of mediums, techniques and skills to compose their artworks
* engage in discussion surrounding colour theory and connection to emotions.

## Unit duration

4 lessons (approximately 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:

* + 1. 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.
* **VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make artworks.
* **VAES1.4** Communicates their ideas about pictures and other kinds of artworks.
  + 1. 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.
* **VAS1.3** Realises what artists do, who they are and what they make.
* **VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.
  + 1. 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.
* **VAS2.3 -** Acknowledges that artists make artworks for different reasons and that various interpretations are possible.
* **VAS2.4 -** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of techniques.
  + 1. 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.
* **VAS3.3** Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
* **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 –** communication about emotions and how they’re represented in different texts and images.
* **Mathematics –** explore shapes in different flowers.
* **PDHPE –** discussion surrounding emotions and emotional regulation.
* **HSIE –** discussion surrounding celebrations, remembrance and the use of flowers as emotional response to significant events.
* **Science and technology –** classification of living things and discussion surrounding interdependence between living things, such as bees and flowers.

## Learning sequence 1

Learning sequence 1 focuses on the emotion of happiness and colours or objects that make students feel happy, including flowers. Students explore the shape and texture of a range of flower petals and practice drawing some flowers.

### Learning intentions

Through this learning sequence:

* all students will:
  + explore the texture of flower petals
  + identify shapes and colours in flowers.
* most students will:
  + draw or trace the shape of flower petals
  + identify colours that represent happiness.
* some students will:
  + draw a flower using a petal design modelled by the teacher
  + use a range of colours to represent happiness in their flower design.

Table 1 – Learning sequence 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * happiness * emotion * colour names | 1. Introduce the concept of emotions. Discuss what emotions are and have students provide examples. 2. Tell students that we will be creating an artwork based on the emotion of happiness. 3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=2067a27-af8-d8c2-e29c-a8ba24a1600) things that make students feel happy. Search images of these things as examples. 4. Discuss colours that represent happiness to students and why certain colours make them feel happier than others. 5. Discuss that flowers bring happiness to many people because they are colourful and come in all different types, shapes and forms. Discuss different times that people might give someone flowers. 6. Display Operation Art artwork ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy. Explain to students that this artwork was created to represent flowers that make the artist feel happy. 7. Explain that we will be creating an artwork representing flowers. | * Interactive whiteboard * ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy | * 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. |
| * petals * colour names * texture | 1. Display a range of examples of flowers, both wild and cut. 2. Discuss the different shapes, colours and textures of the petals. 3. Using a range of different flowers, allow students to touch and feel petals and discuss differences in texture. | * Interactive whiteboard * Fresh cut flowers | * Partial or full physical hand over hand assistance when required for students to touch foliage. |
| * petals * shape | 1. Demonstrate drawing a range of different petal shapes on the board. 2. Assist students to either trace petals drawn by the teacher or draw petals independently on the whiteboard. 3. Students then use crayons to draw a flower of their choice, focussing on the shape of the petals. | * Whiteboard * Crayons * Paper | * 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:

* student explanations of why some colours make them feel happy
* student ability to recreate shapes of petals or flowers.

## Learning sequence 2

Learning sequence 2 provides students with opportunities to experiment with a range of techniques to represent different flowers using paint. Students are asked to consider how the different techniques effectively represent the shape and texture of the flowers.

### Learning intentions

Through this learning sequence:

* all students will:
  + observe teacher demonstrations of painting techniques
  + experiment with a variety of techniques to represent flowers.
* most students will:
  + represent the shape of flowers using a range of tools and methods
  + explain the techniques used to create their flowers.
* some students will:
  + offer suggestions for other techniques that could be used to represent particular flowers
  + describe how the chosen technique represents the shape and texture of their flower.

Table 2 – Learning sequence 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * emotion * colour * petal * round * straight * curved | 1. Review previous lesson on colours that represent happiness and petal shapes. 2. Remind students that we are preparing to create an artwork that represents happiness. 3. Display previous lesson’s drawings of flowers and discuss different petal shapes. | * Previous lesson’s drawings of flowers | * 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. |
| * stamp * brush * paint * texture * dab * flick * drag * curved * straight * stroke | 1. Tell students that we will be experimenting with a range of different techniques to create different petal shapes with paint. 2. Guide students to divide a piece of A3 paper into 6 sections. Use one section for each technique described below. 3. Model using a round foam stamp to represent petals and centre of flower. Allow students time to practise and experiment. 4. Model representing [dandelion](https://www.google.com/search?q=yellow+dandelion&tbm=isch&ved=2ahUKEwiagrqL3Y78AhXPNLcAHb2DCQsQ2-cCegQIABAA&oq=yellow+dandelion&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQ6BwgAELEDEEM6BAgAEEM6BggAEAcQHlDuCliyE2C1FWgAcAB4AIABrwGIAeEJkgEDMC44mAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=8xalY9q8BM_p3LUPvYemWA&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951) flowers by placing a spoonful of yellow paint on paper and dragging out from the centre with a plastic fork. Allow students time to practise and experiment. 5. Model using shaped foam texture wands or brushes to represent large flowers by stamping with paint. Allow students time to practise and experiment. 6. Model using fingertip to dab 5 small petals in a circular pattern to represent [forget me nots](https://www.google.com/search?q=forget+me+not+flower&tbm=isch&ved=2ahUKEwjL1vik3Y78AhWvn9gFHfBbCUEQ2-cCegQIABAA&oq=forget+me+not&gs_lcp=CgNpbWcQARgBMgcIABCxAxBDMgcIABCxAxBDMgQIABBDMgQIABBDMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEOggIABCABBCxA1D9C1jkJ2D_N2gAcAB4BIAB4wGIAeIZkgEGMC4xNS40mAEAoAEBqgELZ3dzLXdpei1pbWewAQDAAQE&sclient=img&ei=KBelY8uiIK-_4t4P8LeliAQ&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951) or similar small delicate flowers. Allow students time to practise and experiment. 7. Model using a paintbrush to dab a large circle of brown dots, then flicking short yellow strokes in a circular pattern from the centre out to represent a [sunflower](https://www.google.com/search?q=sunflower&tbm=isch&ved=2ahUKEwjUh4vH3Y78AhXtyXMBHVLZBvAQ2-cCegQIABAA&oq=sunflower&gs_lcp=CgNpbWcQAzIHCAAQsQMQQzIECAAQQzIHCAAQsQMQQzIECAAQQzIECAAQQzIHCAAQsQMQQzIECAAQQzIECAAQQzIHCAAQsQMQQzIHCAAQsQMQQzoFCAAQgAQ6CAgAEIAEELEDUPMVWNYhYMckaABwAHgAgAH-AYgB4A2SAQUwLjkuMZgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=cBelY9SPCO2Tz7sP0rKbgA8&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951). Allow students time to practise and experiment. 8. Model using a paintbrush to represent a [tulip](https://www.google.com/search?q=tulip&tbm=isch&ved=2ahUKEwiz66vb3Y78AhVYMrcAHalmCXwQ2-cCegQIABAA&oq=tulip&gs_lcp=CgNpbWcQAzIHCAAQsQMQQzIHCAAQsQMQQzIECAAQQzIECAAQQzIECAAQQzIECAAQQzIECAAQQzIECAAQQzIECAAQQzIECAAQQzoFCAAQgAQ6CAgAEIAEELEDUPAIWL8NYNwQaABwAHgAgAGBAogBoQiSAQUwLjUuMZgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=mhelY7O2Jdjk3LUPqc2l4Ac&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951) by using deliberate curved strokes to create the shape. Allow students time to practise and experiment. | * Circular foam stampers * Plastic forks * Paint in a range of colours * Foam texture wands or brushes * Paintbrushes * Paint in bright colours * A3 paper | * Partial or full physical hand over hand assistance when required. * Use of gloves for students with sensory aversions to paint. |
| * technique | 1. Discuss the different techniques used and how they created different shapes to represent different types of flowers. 2. Ask students if they can think of any other techniques that they could use to represent a particular flower. 3. Have students display their favourite flower and explain why they like it. Ask students to state which technique they used and how it helps to represent the shape and texture of the flower. | * painted flowers | * 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. |

### Assessment opportunities

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

* use of a variety of techniques to represent flowers
* student explanations of techniques used to represent shape and texture of flowers.

## Learning sequence 3

Learning sequence 3 focuses on implementing a range of techniques practised in learning sequence 2 to create an artwork depicting a flower arrangement. Students will explore a variety of flower arrangements for different purposes, considering how harmony and balance is created through size, colour and shape.

### Learning intentions

Through this learning sequence:

* all students will:
  + consider why flowers are arranged in different ways for different purposes
  + view a variety of flower arrangements.
* most students will:
  + paint a table top to form the base of their flower arrangement
  + employ a range of practised techniques to represent flowers.
* some students will:
  + create a balanced artwork with flowers purposefully placed on a page
  + use a range of colours to represent their flowers.

Table 3 – Learning sequence 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * flowers * garden * vase * happiness * emotion * colours * arrangement * celebration * memorial * bouquet * wreath | 1. Display a vase with a variety of flowers. Discuss what students can see. If a physical vase of flowers is not available, use an online image. 2. Discuss how a vase of flowers differs to flowers in a garden or in the wild. 3. Offer for students to smell the flowers and discuss how the vase of flowers makes them feel. 4. Display images of a variety of floral arrangements, including [bouquets](https://www.google.com/search?q=bouquet+of+flowers&tbm=isch&ved=2ahUKEwjs0Ly9yLn8AhXICLcAHZaQBx8Q2-cCegQIABAA&oq=bouquet&gs_lcp=CgNpbWcQARgCMgcIABCxAxBDMgQIABBDMgcIABCxAxBDMgQIABBDMgQIABBDMgQIABBDMgQIABBDMgQIABBDMgQIABBDMgQIABBDUABYAGCQG2gAcAB4AIAB1QKIAdUCkgEDMy0xmAEAqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=s4y7Y6yrI8iR3LUPlqGe-AE&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951), [vases](https://www.google.com/search?q=vase+of+flowers&tbm=isch&ved=2ahUKEwjzpN_CyLn8AhWHAbcAHZ3DBSsQ2-cCegQIABAA&oq=vase+of+flowers&gs_lcp=CgNpbWcQAzIECAAQQzIECAAQQzIECAAQQzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQ6BwgAELEDEENQsQpYhw5g3xBoAHAAeACAAegCiAGeC5IBBTItMy4ymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=voy7Y_PNJoeD3LUPnYeX2AI&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951) and [wreaths](https://www.google.com/search?q=wreath+of+flowers&tbm=isch&ved=2ahUKEwiJv5TNyLn8AhX8jtgFHYZGCvoQ2-cCegQIABAA&oq=wreath+of+flowers&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgYIABAHEB4yBggAEAUQHjoECAAQQ1CjCVjnEGDlFmgAcAB4AYABngOIAbcRkgEJMC4xLjEuMy4ymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=1Iy7Y4mFHfyd4t4Pho2p0A8&bih=969&biw=1920&rlz=1C1GCEA_enAU950AU951). Discuss the different colours used and how balance is created. How does each arrangement represent happiness or other emotions? 5. Discuss the use of flowers during celebrations (weddings, birthdays etc) and for remembrance (ANZAC, Remembrance Day, memorial events). Ask students to consider which arrangements might be most suitable for different scenarios and why some flowers have special significance for certain events. | * Vase of flowers * Images of floral arrangements * Interactive whiteboard | * 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. |
| * stamp * brush * paint * texture * dab * flick * drag * curved * straight * stroke | 1. Revise previous lesson on techniques used to create a variety of flowers and petal shapes. Display student experimentations and discuss techniques, colours and tools used to create each flower. 2. Tell students that we will be using the practised techniques to begin composing an artwork representing a vase of flowers. 3. Display Operation Art artwork ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy. Have students identify different techniques used for each flower. | * ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy * Student experimentations from previous lesson | * 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. |
| * arrangement * placement * composition * flower | 1. Using A3 art paper, model painting a table top across the bottom of the page (approx. 7cm up from the bottom) using a large soft paintbrush. 2. Model using different techniques and tools previously explored to create a variety of flowers in an “arrangement” on the page. Explicitly model the placement of flowers on the page and discuss how flowers are purposefully arranged to create an effective and aesthetically pleasing display. Discuss the use of different colours, shapes and sizes to create harmony and balance. Stems and details will be added in the next lesson once paint has dried. 3. Assist students to use the techniques and tools previously demonstrated to paint a variety of flowers and a table top. Allow to dry. | * Circular foam stampers * Plastic forks * Paint in a range of colours * Foam texture wands or brushes * Paintbrushes * Paint in bright colours * A3 Art Paper | * 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:

* use of a range of previously practised techniques
* student’s ability to create an aesthetically balanced composition of flowers.

## Learning sequence 4

Learning sequence 4 focuses on adding details to the students’ flower arrangement artworks. Students will experiment with a range of techniques and mediums including collage, line drawing and painting to complete their artworks.

### Learning intentions

Through this learning sequence:

* all students will:
  + add details to complete their artwork
  + present their artwork to another class.
* most students will:
  + identify techniques used to create their artwork
  + use a variety of lines and colours in stems.
* some students will:
  + independently complete the detailing on their artwork
  + explain choice of colour and composition.

Table 4 – Learning sequence 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * vase * medium * paper * collage * line * straight * curved * marker | 1. Revise previous lesson on composition of floral arrangement. 2. Display student works in progress and discuss the different techniques used to represent the flowers. 3. Display Operation Art artwork ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy and discuss what details students can see that could be added to their works in progress. 4. Discuss what medium was used to represent the greenery within the floral arrangement. Ask students how they think the vase and bees were created. Discuss the use of paper to create the vase and explain the term [collage](https://www.tate.org.uk/art/art-terms/c/collage). 5. Discuss the line work on the bees and large yellow flower. Ask students what medium they think was used to create these and what types of lines they can see. | * ‘[Things that make me smile 3](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Isabella Donaghy | * 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. |
| * Crayon * paint * green * light * dark * draw * line * shade * straight * curved * spiral | 1. Model using 2 different shades of green crayon to draw straight, curved and spiral lines to represent stems. 2. Model using green paint and a medium sized paint brush to paint small strokes in different angles to represent leaves. 3. Assist students to draw stems and paint leaves onto their flower arrangements painted in the previous lesson. | * Light and dark green crayons * Green paint | * Partial or full physical hand over hand assistance when required. |
| * draw * cut * glue * curved * straight * detail | 1. Model drawing the shape of a vase on coloured paper. Draw attention to curved lines to represent the sides of the vase and straight lines to represent the base and opening. 2. Model drawing a tear drop shape on yellow paper to represent bees. 3. Demonstrate cutting out the bees and vase with care and attention to curved lines. 4. Assist students to draw and carefully cut out vase and bee shapes. 5. Model gluing bees and vase onto the artwork and using a black marker to include line detail. 6. Assist students to glue bees and vase on artwork and complete line detail using required prompting and guidance. 7. Students take their completed artworks to different classes for others to appreciate. Students could comment on why they chose certain techniques and colours to represent happiness through a floral arrangement. | * Yellow paper for bees * Coloured paper for vases * Glue * Scissors, including easi-grip, self-opening or loop scissors if required * Black markers | * Pre-cut tear drop shape for bees or template for student to trace and cut. * Partial or full physical hand over hand assistance when required. * 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. |

### Assessment opportunities

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

* use of markers, crayons and scissors to add detail
* sense of balance in final artwork.

## 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