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| **Unit of Learning:**Drawing/Print/Photography / College/Sculpture | | | | | |
| **Class Name: 1st Year Art** | | | **Stimulus/Theme(s):** Climate Change   * **Art** : *Activism in the Race Against Climate Change* * **Observational Drawing***/ Studies of our Environment* * **Relief print/***Traces in Nature* * **Photography** */In a time of global Warning* * **Mixed Media(collage)** /*Recycling Junk In Art* * **Sculpture**/*Together for Tomorrow* wk1 * **Sculpture** /*Together for Tomorrow* wk2 * **Group Presentations**/*Fridays for the Future* | | |
| **Class Level: 1st year** | | | **Disciplines** | * Art Activism /**Fridays for the future** * Observational Drawing/**Primary & Secondary sources** * Print/**Relief Print** * Photography/**Mobile Digital Sketchbooks** * Collage/ **2D Art Recycling** * Sculpture /**Installation art** | |
| **Start date: 24/01/2020** | | **End date:13/03/2020** |
| **No. of lessons: 8 (single classes) Fridays** | | |
| **Overall learning outcomes of unit of learning** | * To create a collaborative classroom environment ,in creating teaching and learning experiences in areas of art,craft and design. * In creating learning experiences,which will development an knowledge of the positive impacts of visual art in the race against climate change(Friday for the Future) * In the creation group work,which investigates the human relationship with the natural world,through embedding artistic activity in the process. * In group demonstrations and presentations in supporting student research, and experimentation. in creating knowledge and understanding of all areas of art elements and the design principles through drawing,print,Photography,collage,and sculpture, in the creation of an art piece. * In the context of art and appreciation, students will be able to research a number of different artists and their works, in relation to theme of the environment. * To create ICT knowledge through means on the integration of everyday technology, in classroom planning,evaluation and assessment. * Through the use of digital sketchbooks, in the use a hand held devices(Mobile phones),as a support in areas of student research and artistic development in the composition of an art piece. * To create awareness of visual literacy, in our every day culture.How Its through photography artistic means can support, our understanding of the global issues of climate change. * Through group experimentation , and making the use of unconventional materials, (natural/man made) develops a new visual language , through a reflective an selective group process, in the creation of a final design, based on the theme climate change. | | | | |
| Learning Intentions/ | * 1.5 Interpret their natural world,and communicate ideas through visual means. * 1.7 Examine the method of a number of artists and the art work they created. * 1.11 Consider the use of the art elements and design principles to make an art work * 1.1 Analyse their work, or that of another, using appropriate vocabulary and knowledge. * 1.4 use media to create their own artwork * 2.4 show they can use their drawings to,observe,record analyse * 3.5 Experiment with design ideas through research and analytical drawing * 3.6 Design a final worked based on their drawings | | | | |
| Success criteria | * Use of visual literacy and text, through means of found images and documentation. * To Communicate their own visual language through ideas and means of new artistic materials, used or found objects (organic or man made.) * To able to understand ICT as a means of supporting in their learning , of new research methods, and in their assessment and evaluation process. * Collaborative group work,in developing their understanding of team work in processing areas of critical thinking and group evaluation. * Versatility (STEAM) in the creation of an art work, and supporting other areas of student educational curriculum. * Understanding the human world and natural world and how we are all connected * How visual art can support areas of communication and visual literacy in the creation of an art piece. * In the research process of other artist art works, in how they have been constructed and designed. * Creating students artistic development in their learning of the elements and principles of design , within drawing,Print,photography,collage,sculpture. | | | | |
| Prior Knowledge | * Observational drawing, * Colour Theories, * Elements and principles of art,craft and design, * Personal sketchbooks, | | | | |
| Outline of each lesson | Aim and purpose of lesson | | Content of lesson | | Teaching Strategies/Methods |
| **Lesson 1**  **Art :** Activism in Climate Change | * Presentation to Unit of learning * Introduction to climate change. * What is Fridays for the future? * Art Appreciation:   Climate change art  Movement.   * Why create environmental art? * Collaborative student group work project. * Global student award,(Climate Change) * Positive and negative points school scheme student and group incentive. | | * Presentation * What is climate change?who does it effect?what can we do to change it?why use art? * Art movement climate change. * Student brief   6 week content.   * Launch of Global student award, learning outcomes. * Groups established team leaders & vice leaders. | | * Introduction learning intentions lesson 1 * Power point presentation what is climate change? * 4 themes of project   (earth,fire,wind,water)   * Climate change art movement Christo,Olafur Eliasson,James Balog)   Group discussion on the  artist research and  content methods   * Conclusion Learning outcomes reflection on class content with class group. * Homework :Research is given to each student group for next lesson preparation,to bring in at least 5 primary or   secondary objects, which will inspire your theme for observational drawing. |
| Lesson 2 **Observational Drawing :**Studies of Our Environment | * Pre introduction to observational drawing in the the subject of the environment. * Art and Appreciation of the impressionist movement. * Introduction to primary and secondary source table(natural & Man-made) what is the purpose of primary and secondary sources in the first stages of a project? * Revisit with group what are the principles of art and design? | | * Students to choice in their groups one of the theme of their climate change project. * To select primary and secondary sources from classroom table that will reflect their project theme , and support it. * Team leaders to plan who in each member of their group will take will contribute in each drawing for project. * End of class team presentation of( 5 mins)their observational drawings, through using visual literacy,from the elements and principles of art. | | * Learning intentions lesson 1 * Power point presentation of observational drawing in the subject of environment. * Introduction to the impressionist art movement (Monet and Cezanne,Van Gogh.) * Learning outcomes in the method of (5 min) presentation by each group of drawings. * Homework given in group preparation for next class project(Relief Print) |
| **Lesson 3** **Relief Print:**Traces of Nature | * Introduction to print * Use of print (reflect) in connect to their environmental project. * Art and appreciation of print making, * Use of organic materials in the print process. * Introduction to principles of mark-making, pattern and texture. | | * Presentation to print * Introduction to the use of relief print, with visual examples and organic materials which can be used in the process of making. * Each group start print relief process with the organic materials that was asked as part of home work. | | * learning intentions lesson 3 * Power point presentation to print, in the subject of the environment. * Examples of printmaking in the history of art * Introduction to natural materials in the process of relief print making. * Demonstrate to the group of the process. * Group work, in the collaboration of,students creating their own relief prints from their homework research. * Learning outcomes, (5MINS) group presentation on their outcomes, reflecting on mark making,pattern, textures. * Homework given in preparation of next class in regards to found images and text for collage methods. |
| **Lesson 4:** **Photography**  In a Time of Global Warning | * Introduction to photography * Composition in art and Design. * Art and appreciation Photography used by environment artists. * ICT use in the race to help climate change. * Digital sketchbooks | | * Principles in Photography (eye,path,Rules of third) * How a picture speaks a thousand words?How it can help in time of climate change? * Location of art exhibitions within nature? artists (Andy Goldworthy, Agnes Denes,Richard,Long, Chris Jordan.) * Use of mobile phones in the research, and presentation of group project. * How ICT technology can help create awareness of climate change * Digital sketchbooks, in the support of research of art. * Use of our everyday devices? Mobile phones,how they can support our research in remote , teaching and learning? | | * Learning intentions lesson 4. * Power point presentation on principles and methods of photography. * Examples of photography in a time of climate change. * Examples of the documentation of environmental art through use of photography . * Use of mobile phones in the process of art research. * How Technology can help use in supporting elements of climate change? * Use of digital sketchbooks? What is is their purpose? * How Photography can help the drawing process, in our environment project? * Learning outcomes /Quiz sheet to each class group self evaluation. * Homework three photos on their mobile in theme environment on their learning outcomes,send by email for assessment. |
| **Lesson 5:**  **Collage/***Recycling Junk in Art* | * Introduction to Mixed Media College. * Use of found images , text and objects(Natural or Man made) in the creation of language. * Understanding of what is visual literacy. In art and craft and design. * Art and appreciation Introduction to Neo-Dada Movement. * To be able to identify shape and form in the design process of college making. * To develop selective decision making in the creation and imagination in the production of their collage. * To be able to use elements of either found or discard materials in creating a sense of moral use(recycling) in their making of environmental art piece. | | * Presentation to Collage and mixed media. * What found materials can be used in creating a environmental collage art piece? * What elements of art and design do we use when creating a college art work? * What is Visual Literacy in art and design?Why is it important in the creation of our Climate change project? * College in 2D and 3D form. * Group work on their collected images ,and from school source table, in the creation of collage piece. * Learning outcomes group reflection on each other work. | | * Learning intentions lesson 5 introduction. * Powerpoint presentation what is Collage and mixed Media? * Organic and man made materials used in collage and mixed media. * Introduction Neo-Dada Movement and their artworks(Jasper John,Robert Rauscenberg,Allan Kaprow) * How collage can help the research and development of our Climate change project, a * Group work on learning outcomes from presentations. * Group presentation of all 5 collages end of class. * Homework in prep for next week sculpture, 3 images to be set by email artist use of materials ?and why you chose them (sent by Google document/email) |
| **Lesson 6:** **Sculpture/**  *Together for Tomorrow* | * Introduction to sculpture. * Understanding what is Positive and negative space in sculpture. * What is are the 7 elements of sculpture * Understanding the terms of 2D and 3D in art,craft and design. * What materials can be used in process of making sculpture. * Art and Appreciation Land art Movement. * Diagram drawing in the preparation of sculpture. * Location of art work in school grounds. | | * Presentation to sculpture. * What is positive and negative space? * 7 principles of sculpture line,colour,shape,form,value,space,texture. * What is 2D and 3D in art ,craft and design. * Examples of materials used in sculpture. * Presentation of the Land art Movement (Nancy Holt,Michael Heizer,Richard Long) * What the importance of drawing in the planning of sculpture making? * Students given list of where they can display their environmental art work in school grounds * Student groups begin testing of materials. * Group discussion on what materials worked best and why? | | * Learning intentions lesson 6 * Power point Presentation on sculpture * Examples of the principles of design through visual presentation. * Positive and negative space examples given to students groups * Examples of 2D and 3D area in presentation * Examples on class table of a selection of natural and man-made materials , and tested example pieces that can be used in sculpture. Students can exam how they are constructed in their teams. * Artist examples in presentation continues with the work of Land artist movement. * Also some examples of artist diagram drawing in the planning and construction of a sculptural design. * list of areas in school ground they will display their sculptural art world, in their appeal for climate change. * Student groups left to test with materials in the start of the planning of their design. |
|  |  | |  | | * Learning outcomes group discussion on tested materials. * Homework students to think,plan,prepare their group designs. Collection of materials to start process of group environmental sculpture design. |
| **Lesson 7** **Sculpture/**  *Together for Tomorrow* | * Pre-Presentation on unit of assignment and evaluation brief. * Group given Installation area for sculpture. * Group work on sculpture design and drawings. * Group work on collaborative art folder. | | * Presentation of assessment and evaluation of content of lesson 1-7 to be in collaborative group folders. * Student groups given presentation of examples and template of artist statements for next week.      * The assigning of school locations for the installation of sculptural environmental art pieces. * Student groups work on drawing and diagrams and the planning of the installation of their sculptures.. * Student leaders, plan in the team who organises the group collaborative folder to reflective their learning outcomes from lesson 1-7. | | * Learning intentions lesson 7 * Pre visit unit brief for assessment and evaluation. * Allocation of installation areas for sculptural art work. * Student groups work on design and diagrams,planning during class time. * Students given support in their completion of work for folder,drawings,plans and design. * Homework:Group presentation and artist statements, in reflection of their learning outcomes from lesson 1-7. * Notice:Students made aware of photography of each group and sculptures for school newsletter next week. |
| **Lesson 8** **Group Presentations**  *Fridays for the Future* | * Group hand up lesson 1-7 learning outcomes in collaborative team folder . * Installation of group sculpture. * Peer to peer presentation.. | | * Group presentation of lesson plan1-7 in collaborative group folder for assessment and evaluation(Both myself, and Co-operative teacher. * Groups finalize their environmental art works if time is needed. * Groups assemble sculptures in designated outdoor areas of school grounds. * Group presentation on their learning outcomes based on their final environmental sculpture art piece. | | * Collection of group folders for their evaluation and assessment of lesson 1-7. * Installation beings in areas given to student groups for sculptural piece. * Support given to student groups on the installation sculptural design . * Presentation of group work and group statements,in their learning outcomes of what is climate change?and how can be help it? |
| Methods of Evaluation and Assessment | * Through the assessment and Evaluation of their weekly homework. * Through their understand of the learning outcomes, in the production of their group work. * In the Weekly communication ,and collaboration with my co-operative teacher on the evaluation of lesson plans, and the assessment of student learning outcomes. * Through the use of creating a positive environment for the student group, in the use of group work strategies in their to peer to peer learning ,in their self reflective evaluations. | | | | |
| Motivational Strategies | * Use of school structure of VSWARE in recording evaluation and assessment of students work. * use of positive points system each week in the completion of tasks in class, and in homework. * Class group will receive Global student award : in the completion of the unit of work based on current issues of climate change. | | | | |
| Resources | **Technology and ICT resources :**   * Chrome portable laptops9(Students),USB,projectors,remote clicker,PC,scanner,Mobile phone,white screen.   Google Document,email,power point presentational software,micro soft word software  **On line primary resources** :   * Tate * YOUTUBE * Vimeo, * Metropolitan museum of art, * Artsy, * National Art Galley, * Smart History, * Google ART project, * Art Babble, * Arts Edge, * Kinder Art.   **On line instructional resources:**   * SCOILNET, * TES, * PSDT, | | | | |
| **Health & Safety:** | * Manage and conduct classroom activities so as to ensure the safety,health and welfare of students * Prevent improper conduct or behaviour likely to put staff and other’s likely to put students safety and health at risk. * Provide safe means of access and egress. * Provide safe systems in classroom activities. * Prevent risk to safety and health from any article or substance. * Provide students with appropriate information,instruction,training and supervision in the classroom environment. * Provide appropriate personal protective equipment(PPE) and clothing where hazards cannot be eliminated. * Prepare,review and revise emergency plans. * Designate staff for emergency duties. * Provide and maintain welfare facilities. * Appoint a competent student to advise and assist in securing safety,health and welfare of students. | | | | |