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:

* use a variety of painting techniques to create different textures and depths of colour
* be encouraged to explore and discuss size, shape, hue and form of hydrangeas
* create an artwork representing hydrangea flowers.

## 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.
* **VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make 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.
* **VAS1.3** Realises what artists do, who they are and what they make.

### 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 –** create poems or descriptive writing about different flowers
* **Mathematics –** explore shapes in different flowers
* **Science and technology –** explore the features of flora and discusses variations in texture, size and colour. Identify parts of a plant.

## Learning sequence 1

Learning sequence 1 focuses on familiarising students with hydrangea flowers as the stimulus for artmaking experiences in this unit. Students explore the range of colours of hydrangeas, discuss why some colours make them feel happier and experiment with mixing and applying paint colours to create different effects.

### Learning intentions

Through this learning sequence:

* all students will:
  + explore colour variations in foliage of hydrangeas
  + consider how some colours make them feel.
* most students will:
  + mix paint to create identified colours
  + describe the texture of hydrangeas.
* some students will:
  + select a range of colours that represent the variety in flora
  + experiment with texture by applying paint to paper using their fingers.

Table 1 – Learning sequence 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Hydrangea * Flower * Variety * Texture * Colour * Shape * Foliage | 1. Show students [images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1). Ask students to describe the flowers and consider what makes hydrangeas different to other flowers that they have seen. 2. Watch ‘[Top 10 Most Beautiful Hydrangea Flowers](https://www.youtube.com/watch?app=desktop&v=uzl-0wchs68)’ (2020) [duration 1:49] to see some of the different varieties of hydrangeas. 3. Discuss the variety of colours and shapes. Have students choose which colours made them feel happiest. Discuss why these colours made them feel happy. 4. Using artificial (or real if possible) and/or images of hydrangeas, have students explore and discuss the texture of foliage. | * [Images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1) * ‘[Top 10 Most Beautiful Hydrangea Flowers](https://www.youtube.com/watch?app=desktop&v=uzl-0wchs68)’ (2020) [duration 1:49] * Artificial or real hydrangeas | * 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. * Partial or full physical hand over hand assistance when required for students to touch foliage. |
| * Mix * Blend * Palette * Apply * Texture | 1. Guide students to experiment with mixing colours on a palette (such as a container lid or paper plate) to create different shades like the example images. Students should try to recreate colours previously identified as making them feel happy. 2. Allow students to experiment with applying paint in different styles using their fingers. Students could use dabbing or strokes to explore the effect on the texture. 3. If possible, keep mixed colours for upcoming lessons by storing in airtight containers or wrapping palettes in glad wrap. | * Paint palettes (container lids or similar) * Paint * Paper | * Partial or full physical hand over hand assistance when required. * Use of gloves for students with sensory aversions to paint. |

### 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
* choices made by students when mixing paint colours.

## Learning sequence 2

Learning sequence 2 focuses on exploring the different textures students observe in hydrangea flowers. Students will experiment with a range of tools and methods for applying paint in an attempt to recreate the texture of the flowers.

### Learning intentions

Through this learning sequence:

* all students will:
  + experiment with a range of methods for applying paint to paper
  + explore and represent the texture of a hydrangea
* most students will:
  + use a variety of application methods to create different lines and shapes
  + experiment with a range of colours.
* some students will:
  + think creatively to experiment with creating different textures
  + refine their method of applying paint to match the foliage of a hydrangea.

Table 2 – Learning sequence 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Texture * Rough * Soft * Straight * Curved * Wavy * Spongey * Prickly * Fluffy | 1. Revise previous lesson on colour. Review ‘[Top 10 Most Beautiful Hydrangea Flowers](https://www.youtube.com/watch?app=desktop&v=uzl-0wchs68)’ (2020) [duration 1:49] and [images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1) to discuss the variety of colours in hydrangea flowers. 2. Show students a range of different textured brushes, sponges, wands or other items that could be used to apply paint. Hand items around for students to experience and feel. 3. Discuss the texture of each item as students feel it. Ask them to describe the texture using words such as soft, rough, spongey, prickly, fluffy and so on. | * [Images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1) * ‘[Top 10 Most Beautiful Hydrangea Flowers](https://www.youtube.com/watch?app=desktop&v=uzl-0wchs68)’ (2020) [duration 1:49] * Paintbrushes, sponges and other tools for applying paint | * 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. * Partial or full physical hand over hand assistance when required. |
| * Foliage * Flower * Hydrangea * Petals * Texture * Line * Shape * Pattern * Straight * Curved * Tool | 1. Using artificial or real hydrangea flowers from previous lesson, have students again feel the foliage and identify textured wands, brushes or other items that feel similar. 2. Using the paint kept from previous lesson (if possible), have students select paint colours to experiment with different application methods. Students can experiment with creating different lines, shapes and patterns using different tools and methods of paint application. 3. Compare textures students have created with the last lesson’s finger painting. Discuss which is more effective in representing foliage. 4. Have students choose the most appropriate item to represent the foliage of a hydrangea for use in the next lesson. | * Paintbrushes, sponges and other tools for applying paint * Artificial or real hydrangeas * Paint from previous lesson (or repeat mixing process) * Paper | * 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. * 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:

* recreation of different textures
* experimentation with different textured items.

## Learning sequence 3

Learning sequence 3 focuses on incorporating the practiced techniques and prepared colours to create artworks featuring hydrangeas. Students will choose from available tools and use a dabbing method to represent the foliage of their flowers. They will then add details such as leaves and stems.

### Learning intentions

Through this learning sequence:

* all students will:
  + create an artwork representing a hydrangea
  + practise using methods such as dabbing to apply paint to paper.
* most students will:
  + dab paint in a circular shape to represent a hydrangea flower
  + select and use an appropriate textured wand or brush to represent foliage.
* some students will:
  + blend a range of colours in their artwork
  + include finishing touches such as stem and leaves using vertical strokes.

Table 3 – Learning sequence 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Foliage * Circular * Colour * Shape * Texture | 1. Recap previous lessons on colour and texture. Briefly show students [images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1). 2. Show students the Operation Art artwork ‘[Things that make me smile 2](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Gary Dennis. Discuss the artist’s use of colour, shape and texture. Discuss the shape of the foliage and explain that when we create our artworks we will be aiming to represent the foliage by creating a circular bunch. | * [Images of hydrangeas](https://www.google.com/search?q=hydrangea&rlz=1C1GCEA_enAU950AU951&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjn2uzNosr6AhVM5XMBHfnfA7cQ_AUoAXoECAIQAw&biw=1920&bih=969&dpr=1) * ‘[Things that make me smile 2](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Gary Dennis | * 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. |
| * Dab * Texture * Brush * Colour * Stroke * Stem * Leaf | 1. Model using a range of items to create textured foliage by dabbing paint onto paper. Demonstrate painting vertical strokes to represent stems and blobs to represent leaves. 2. Assist students to create their own hydrangea flowers in the same way. Students can choose to use a single colour or blend and mix a combination of colours. Once students have created the foliage of their flowers, they can experiment with painting stems, leaves and other details as appropriate. | * Paintbrushes, sponges and other tools for applying paint * Art paper (heavy gsm if possible) | * 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 method such as dabbing to create clumps of foliage
* additional details to flowers, such as stems and leaves.

## 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