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:

* explore colour theory through a range of skills and techniques to compose an abstract landscape representing a field of flowers.
* experiment with a range of mediums and tools to create different effects.
* view and appreciate a series of landscape artworks and discuss the effect of colour and technique on the artwork.

## 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 – study** poems about fields of flowers
* **Mathematics – relate learning to** perspective, foreground and background
* **Science and technology –** examine how the environment affects the growth, survival and adaptation of living things.

## Learning sequence 1

Learning sequence 1 focuses on familiarising students with a range of landscape artworks depicting fields of flowers and the techniques employed by the artists. Students will develop their understanding of perspective through identifying the foreground, midground and background in a range of artworks.

### Learning intentions

Through this learning sequence:

* all students will:
	+ explore landscapes depicting fields of flowers
	+ examine the colour palette used by an artist.
* most students will:
	+ identify a technique or medium used by an artist to depict wildflowers
	+ identify foreground, midground and background of landscape artworks.
* some students will:
	+ demonstrate an understanding of how perspective has been created in an artwork
	+ discuss their emotional response to landscape artworks.

Table 1 – Learning sequence 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Landscape
* Oil paint
* Acrylic paint
* Foreground
* Midground
* Background
* Strokes
* Colour- warm and cool
* Abstract
* Impressionism
 | 1. Inform students that the focus of this unit will be landscape artworks that represent fields of flowers and that they will be composing their own [abstract landscape](https://jcianelli.com/abstract-landscape-paintings-what-are-they/). Display a range of landscape paintings such as the abstract impressionist work ‘[Water Lilies](https://artsandculture.google.com/usergallery/water-lilies-by-claude-monet/jQKydSuA7alTLA)’ (1906) by Claude Monet, the impressionist ‘[Poppy Field](https://artsandculture.google.com/asset/poppy-field-vincent-van-gogh/DgEIFHy5TuAC1g?hl=en)’ (1890) by Vincent Van Gogh, ‘[Wildflower Fields](https://fineartamerica.com/featured/wildflower-fields-david-lloyd-glover.html)’ (2012) by David Lloyd Glover, impressionistic ‘[Landscape at Twilight](https://www.vangoghmuseum.nl/en/collection/s0107V1962)’ (1890) by Vincent Van Gogh and ‘[Growing Wild – Wildflower Landscape](https://fineartamerica.com/featured/growing-wild-wildflower-landscape-barry-jones.html)’ (2016) by Barry Jones.
2. Lead students in a discussion surrounding the artworks. Questions could include:
	* How has each artist represented wildflowers?
	* What [medium](https://www.tate.org.uk/art/art-terms/medium) and colour palette has each artist used?
	* What techniques has each artist used?
	* How does each artwork make them feel?
3. Introduce the concept of [perspective](https://trembelingart.com/what-perspective-art-beginners/) by explicitly introducing and defining the terms foreground, midground and background.
4. Referring back to the above paintings, identify the foreground, midground and background and discuss how the artist has represented these.
 | * ‘[Water Lilies](https://artsandculture.google.com/usergallery/water-lilies-by-claude-monet/jQKydSuA7alTLA)’ (1906) by Claude Monet
* ‘[Poppy Field](https://artsandculture.google.com/asset/poppy-field-vincent-van-gogh/DgEIFHy5TuAC1g?hl=en)’ (1890) by Vincent Van Gogh
* ‘[Wildflower Fields](https://fineartamerica.com/featured/wildflower-fields-david-lloyd-glover.html)’ (2012) by David Lloyd Glover
* ‘[Landscape at Twilight](https://www.vangoghmuseum.nl/en/collection/s0107V1962)’ (1890) by Vincent Van Gogh
* ‘[Growing Wild – Wildflower Landscape](https://fineartamerica.com/featured/growing-wild-wildflower-landscape-barry-jones.html)’ (2016) by Barry Jones
 | * 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.
 |
| * Acrylic paint
* Oil pastel
* Strokes
* Medium
* Abstract
 | 1. Display the Operation Art artwork ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs and discuss that this artwork uses both acrylic paint and oil pastel. Identify which parts of the artwork feature each medium.
2. Ask the students to discuss what they can see within the artwork. Have them consider what they think the painted strokes are representing and what they think the oil pastel (crayons) is representing?
3. Identify the foreground and background. Discuss the different strokes within the field of flowers and have them guess what tool was used to create the effect (a plastic fork).
4. Tell the students that the next lesson will involve experimenting with oil pastels to create the desired effect.
 | * ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs
 | * 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:

* understanding of foreground, midground and background
* student responses to questions regarding techniques and mediums used.

## Learning sequence 2

Learning sequence 2 focuses on the intentional choice of colour to represent the sky during particular times of the day or weather events. Students experiment with using vertical strokes and blending colours to create the background of their artwork.

### Learning intentions

Through this learning sequence:

* all students will:
	+ explore vertical strokes in the focus artwork
	+ consider colours that could represent the sky at different times.
* most students will:
	+ create a vertical line drawing using oil pastels
	+ blend oil pastel strokes horizontally.
* some students will:
	+ choose colours to represent the sky during a particular time of day or weather event
	+ explain their choice of colours to represent sky.

Table 2 – Learning sequence 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources**  | **Differentiation** |
| * Blend
* Oil pastels
* Colour
* Red
* Yellow
* Green
* Artwork
 | 1. Review last lesson’s discussion on landscape paintings.
2. Show the students ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs. Ask the students to describe what they can see. List the words used by the students to describe Jackson’s work.
3. Ask the students to identify what Jackson used to create the sky in his artwork. Explain that the technique is using oil pastels and blending the colours together.
4. Discuss the colours you could use to represent the sky. Ask students to think about when they have seen different colours in the sky.
 | * ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs
 | * 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.
 |
| * Blend
* Oil pastels
* Colour
* Vertical
* Horizontal
* Strokes
* Colours
* Blending
 | 1. Model drawing with oil pastels using vertical strokes in colours that the students chose to represent the sky. Blend the oil pastel strokes horizontally to fill in the white spaces and smooth out the stroke lines using a piece of tissue paper, tissue or crumpled paper.
2. Students experiment with oil pastels using the modelled process in colours they chose to represent the sky. Assist students when necessary to use vertical stroke. Use crumpled tissues or tissue paper to blend the pastel strokes horizontally.
3. Display the artworks they have created showing the blended oil pastel lines. Ask students to explain why they chose particular colours to represent the sky and what time of day or weather phenomenon they have illustrated.
 | * Oil pastels
* Art paper
* Tissues or tissue paper
 | * Partial or full physical hand over hand assistance when required.
* Use of gloves or alternative medium for students with sensory aversions to oil pastels.
 |

### 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 vertical strokes using oil pastels
* student explanation of colour choices to represent the sky.

## Learning sequence 3

Learning sequence 3 focuses on adding colour to the foreground of artworks to represent fields of flowers. Students experiment with using a marbling and dragging technique to represent flowers in an abstract style.

### Learning intentions

Through this learning sequence:

* all students will:
	+ add colour to the foreground of their artwork to represent flowers
	+ engage with the marbling effect used to represent flowers within artwork by Jackson Speirs.
* most students will:
	+ use a fork to marble and drag paint
	+ blend colours to show flowers growing close together.
* some students will:
	+ consider the placement of their horizon line to balance foreground and background elements
	+ justify selection of colours for different parts of their foreground.

Table 3 – Learning sequence 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources**  | **Differentiation** |
| * Crayon
* Blend
* sky
 | 1. Review previous lesson on sky background. Briefly discuss background and foreground. Explain to students that they will be creating the foreground of their landscapes using acrylic paint.
2. Display ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs and draw attention to the foreground depicting a field of flowers. Ask students to think about what tools and techniques Jackson may have used to create the effect shown. Explain that blobs of paint were placed onto the paper and then a plastic fork was used to drag the paint around the page.
 | * ‘[Things that make me smile 1](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#anson-street)’ by Jackson Speirs
 | * 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.
 |
| * Blob
* Spoon
* Paint
* Warm colours
* Horizon
* Fork
* Drag
* Marble
 | 1. Model spooning blobs of different warm paint colours across the horizon of previously drawn sky. Use a plastic fork to marble paint and drag downwards to create strokes representing flowers. Explain that colours can blend into each other to create the abstract effect of flowers growing close together.
2. Model adding blobs of green paint and dragging to the bottom of the page to continue grass and stems.
3. Assist students in completing the above technique using prompting and guidance as required. Remind students to consider their choice of colour to represent the different parts of their foreground. Students should also consider where they place their horizon line to choose how much of their artwork will be foreground and how much will be background.
 | * Paint
* Plastic forks
* Prepared backgrounds
 | * 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 or prompting required to complete artwork using dragging technique
* choice of colours to represent flowers, stems and grass.

## 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