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:

* design and create a collage of a birdhouse
* experiment with different techniques of applying paint to paper to create textures
* create collage birds and place them into the artwork, considering the harmony and balance of the composition.

## 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 –** explore Aboriginal and Torres Strait Islander stories based around birds.
* **Mathematics –** relate learning to the shapes, angles and symmetry used in the birdhouse.

## Learning sequence 1

Learning sequence 1 focuses on exploring shapes that make up a chosen bird. Students will experiment with sketching and collaging techniques to recreate the shape of their chosen bird.

### Learning intentions

Through this learning sequence:

* all students will:
  + create an outline of a bird
  + explore different artworks of birds.
* most students will:
  + create a collaged bird figure
  + create more than one bird.
* some students will:
  + consider the pose of the bird in relation to the proposed composition
  + make links between the viewed artworks and their own work.

Table 1 – Learning sequence 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Figure * Collage | 1. Show the students the Operation Art artwork ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Malaki Windsor. Discuss the elements of the composition, focussing on the range of artmaking techniques that have been used for the different parts of the artwork. Ask the students to identify where they can see different techniques in the artwork including collage, printing and stamping. 2. Show the students Paul Klee’s ‘[Landscape with Yellow Birds](https://www.wikiart.org/en/paul-klee/landscape-with-yellow-birds-1923)’ (1923) and John James Audubon’s ‘[Summer Red Bird](https://www.audubon.org/birds-of-america/summer-red-bird)’ (1828). Ask the students to identify what similarities and differences they can see in the three artworks, focussing on the setting or context, subject matter and the techniques used. 3. Explain to the students that they are going to design their own birdhouse and collaged bird figures, similar to ‘Peaceful Doves’. | * ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Malaki Windsor * ‘[Landscape with Yellow Birds](https://www.wikiart.org/en/paul-klee/landscape-with-yellow-birds-1923)’ (1923) by Paul Klee * ‘[Summer Red Bird](https://www.audubon.org/birds-of-america/summer-red-bird)’ (1828) by John James Audubon | * 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. |
| * Body * Wing * Head * Beak * Tail * Triangle * Tear drop * Oval | 1. Explore further bird images, by viewing a selection of images. 2. Select a bird species and identify the shapes that make up the different parts of the bird. Use a list of main body parts to assist students to think of the figure in parts including body, head, wing, tail, leg and beak. 3. Students start sketching their bird by breaking the figure into shapes. Draw from the largest parts to the smallest. Students could use a combination of triangles, tear drop shapes, ovals and other shapes to construct the drawn bird image. | * Bird images * Lead pencils * A4 white paper | * Partial or full physical hand over hand assistance when required. |
| * Collage | 1. Instruct the students to combine the shapes that make up their bird image to create a [collage](https://www.tate.org.uk/art/art-terms/c/collage). To collage, students repeat the body construction process with shapes drawn and cut from coloured paper and glued down layer by layer. Start with the body shape and then glue other parts onto it to construct the collaged bird. 2. Repeat the bird collage to create a second bird in a different pose. | * Bird images * Lead pencils * A4 white paper * Coloured paper * 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 differentiated according to individual student needs. Assessment opportunities could include:

* observation of student assemblage of bird image using collage techniques
* representation of sketched and collaged birds in different poses.

## Learning sequence 2

Learning sequence 2 focuses on using straight edged shapes to plan and design a birdhouse. Students also use printing and stamping techniques to create the background for their artwork.

### Learning intentions

Through this learning sequence:

* all students will:
  + apply paint using appropriate print methods
  + attempt to design a birdhouse using geometrical shapes.
* most students will:
  + use symmetry in their birdhouse design
  + communicate about the content represented by their printing.
* some students will:
  + be able to name shapes used in their construction design
  + plan their composition before printing.

Table 2 – Learning sequence 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Birdhouse * Straight * Symmetrical * Quadrilaterals * Triangles * Polygons | 1. Explain to students that they are designing a birdhouse for their collage birds. Encourage students to use straight-line shapes in their design. Discuss and list shapes that can be used. The list could include all quadrilaterals, triangles and polygons. Discuss the idea of symmetry in construction design. 2. Students use rulers and pencils to draft their design on paper as a plan to be used in the next lesson. | * Lead pencils * A4 paper * Rulers | * Have cut shapes prepared for students to arrange to complete a design. * Partial or full physical hand over hand assistance when required. |
| * Monoprint * Stamping | 1. Show students ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Malaki Windsor, and Paul Klee’s ‘[Landscape with Yellow Birds](https://www.wikiart.org/en/paul-klee/landscape-with-yellow-birds-1923)’ (1923) and ask them to focus on the background of both artworks. Explain to students that they will use print and stamp tools to create a [monoprint](https://www.tate.org.uk/art/art-terms/m/monoprint#:~:text=The%20monoprint%20is%20a%20form,Hansj%C3%B6rg%20Mayer) background for their birds and birdhouse design. 2. Ask students to consider the background in both pieces and use the techniques shown as inspiration for their own printing on coloured A3 paper. Rollers can be used on their end to stamp circle shapes. Other sponges or blocks of wood, rubber or foam could be used to dip lightly into paint and then gently press onto the paper. Take care not to press too hard as tools may slip. 3. Students could print clouds, fences, trees or other elements they imagine to be in the background of their birdhouse composition. | * A3 coloured paper * Acrylic paint * Sponges, rollers and other print/stamp tools * ‘[Peaceful Doves](https://digital.artsunit.nsw.edu.au/visual-arts/operation-art/2021-exhibition/western-nsw#carenne)’ by Malaki Windsor * ‘[Landscape with Yellow Birds](https://www.wikiart.org/en/paul-klee/landscape-with-yellow-birds-1923)’ (1923) by Paul Klee | * Partial or full physical hand over hand assistance when required. |

### Assessment opportunities

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

* use of printed shapes to represent the background
* observation of students creating a birdhouse design according to guidelines.

## Learning sequence 3

Learning sequence 3 focuses on cutting and collaging straight-edged shapes to create students’ planned birdhouse designs. Students will then assemble all prepared elements and add detail to complete their artworks.

### Learning intentions

Through this learning sequence:

* all students will:
  + use cut paper shapes to collage their birdhouse design
  + join prepared elements together to complete composition.
* most students will:
  + accurately recreate their planned birdhouse using collage
  + experiment with placement and orientation of their birds in the collage.
* some students will:
  + add extra elements to their artwork
  + refine their planned birdhouse design once they view collaged elements.

Table 3 – Learning sequence 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Key vocabulary** | **Learning sequence** | **Required resources** | **Differentiation** |
| * Collage * Cut * Glue * Straight * Shapes | 1. Guide students to collage their birdhouse design. Students use their birdhouse design plan to inform the cutting of straight-edged shapes. 2. Cut all shapes before gluing. This allows them to place and move shapes around to fine tune their designs. Students may adjust and refine their design once they see the collage elements in place on their prepared background. 3. Once pieces are in their final place, glue carefully onto the printed A3 background. | * Pencils * Rulers * Scissors, including easi-grip, self-opening or loop scissors if required * Variety of coloured and patterned paper * Glue * Prepared A3 background * Birdhouse designs | * Pre-cut shapes for students to collage if required. * Partial or full physical hand over hand assistance when required. |
| * Collage * Cut * Glue | 1. Guide students to add their bird figures to their artwork. Cut around the prepared bird collage figures and place them onto their birdhouse scene. Encourage students to move birds around the artwork to trial different designs before deciding on a final position for gluing. 2. Encourage students to add some extra elements to their composition to complete the artwork. Ideas could include elements such as a circular opening to their birdhouse or an extra perch to assist with placing the birds. 3. Glue birds and extra inclusions in place once all elements have been finalised. | * Pencils * Rulers * Scissors, including easi-grip, self-opening or loop scissors if required * Variety of coloured and patterned paper * Glue * Prepared A3 background * Bird collages | * 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 straight-edged shapes to create collage of birdhouse
* observation of students using collage forms to suggest subject matter.

## 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