

TEACHER/ARTIST COLLABORATION PLANNING TEMPLATE

Group: <u>2</u> Participants Names: <u>Mia Hacker, Adam? Darina</u>	
UNIT PLAN <u>Constance Sandra R.</u>	
Year level: <u>2</u>	Unit Name: <u>OUR PLACE</u>
Subject: <u>GEOGRAPHY</u>	
<p>Content Descriptor: <del>ENGLISH</del> PRESENT FINDINGS IN A RANGE OF COMMUNICATION FORMS AND DESCRIBE THE DIRECTION &amp; LOCATION OF PLACES, USING TERMS SUCH AS NORTH</p> <p>ACHGS017</p>	<p>Content Descriptor: VISUAL ARTS EXPLORE IDEA, EXPERIENCES, OBSERVATIONS &amp; IMAGINATION TO CREATE VISUAL ARTWORKS &amp; DESIGN, INCLUDING IDEAS IN ARTWORKS BY ABORIGINAL &amp; TORRES STRAIT ISLANDERS.</p>
<p>Assessable Task 1: CREATE A BIRDS EYE VIEW MAP OF THEIR SCHOOL PLAYGROUND.</p>	<p>Assessable Task 2: USING COLLAGE &amp; PRINTMAKING TECHNIQUES CREATE A TEXTURAL RESPONSE TO REPRESENT YOUR SCHOOL</p>
General Capabilities:	
Cross Curriculum Priority:	
<p>Unit Sequence of Learning (Individual lesson ideas):</p> <ul style="list-style-type: none"> <li>- GOOGLE MAPS VARIETY OF MAPS. BIRDS EYE VIEW</li> <li>- DIRECTION N, S, E, W</li> <li>- LEGENDS &amp; SYMBOLS (INDIGENOUS CONNECTION)</li> <li>- WHY HAVE MAPS</li> <li>- COORDINATES.</li> </ul> <p>             - collect texture rubbings from playground              - select a shape from their map.              - artist facilitate an <sup>abstract</sup> collage activity           </p>	
Achievement standard	

Sessions.

Group: 2 Participant Names: Sandra R, Mia, Davina, Constance, Adam.

### Lesson Plan

Time: 90-100min lesson

Week: out of

Lesson Idea: (Choose 1 from Unit Sequence of Learning)

Abstract collage

### Outcome:

Children will create an abstract collage based on maps & textural rubbings from their playground.

### Approach & Sequence of Lesson:

Discuss collage & show examples of artwork with maps.  
Students are given a large photocopy of their drawing of their map.

They shown how to select a section using cropping tool (2 L shaped cardboard). They cut this out.

Using their coloured texture rubbing & wax resist pieces they transcribe each abstract section ie squares, organic shapes etc. They cut & glue these pieces onto their abstract map. Included in these shapes are selections from maps of local area in black & white. Student draw into their map with

Resources (medium, materials & equipment, skills & techniques): one element.

- access to window or light box
- scissors
- glue
- pencil 2B OR 4B
- photocopies of childrens maps
- photocopies of maps on paper and/or acetate sheets