

TEACHER/ARTIST COLLABORATION PLANNING TEMPLATE

Group: <u>1</u> Participants Names: <u>Bronwyn + Christine</u>	
UNIT PLAN	
Year level: <u>6</u>	Unit Name:
Subject: <u>Geography</u>	
Content Descriptor: <u>The world's cultural diversity including that of its indigenous peoples.</u>	Content Descriptor: <u>Develop + apply techniques + processes when making their artworks.</u>
Assessable Task 1: <u>Present findings of inquiry question in written, oral, pictorial + digital format, eg classroom power point presentation</u>	Assessable Task 2: <u>Written reflection on the differences in techniques used by indigenous Australians, Australians of other cultural backgrounds + Chinese people (NB: including indigenous "national minorities") in China.</u>
General Capabilities:	
Cross Curriculum Priority:	
Unit Sequence of Learning (Individual lesson ideas):	
<ol style="list-style-type: none"> Investigate + plan approach to inquiring question: "How do places, people + cultures differ across the world?" Collect + record evidence/examples of cultural diversity in Australia + China, eg, people, maps, photographs, artwork. Evaluate collected evidence for its usefulness in answering inquiry question, eg, is it reliable? Represent Australia + China on a world map - compare size of geographical area + size of population. Look at different techniques used by different cultures in their art forms. Create a painting in Chinese style using traditional materials + techniques, + making a simple seal to sign it. Create painting using Aboriginal dot painting technique. 8, 9, 10: Assessment tasks, + reflection 	

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Lesson Plan

Time: 90-100min lesson

Week: 6 out of 10.

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

Painting and Printing

Outcome: Complete a painting in the Chinese style using traditional Chinese materials and techniques, completing it with a simple "seal" made by carving your initials on half a potato, which is used to "sign" the painting.

Approach & Sequence of Lesson:

1. Reflect on previous lessons in regards to different styles used by people of different cultures around the world.
 2. Explain the style + techniques used in traditional Chinese brush paintings, eg, underpinning philosophy, special materials ("The Four Treasures"), special subject matter and symbolism ("The Four Gentlemen")
 3. Look at and explain techniques + processes (eg, how to hold brush, how to grind ink, sitting/posture, "Qi" - mind & body connection (focus); movement from shoulder - brush extension of mind/arm; explanation of different brush strokes - names, relationship to nature - students to attempt/practise examples, eg, "Flying White", "brush absent, idea present", "host, guest, servant";
- 4) Have examples of different strokes displayed.
- 5) Students create their own paintings
- 6) Teach potato carving to make "Seal" to sign finished work
- 7) Oral reflection by students of their thoughts the lesson is general

Resources (medium, materials & equipment, skills & techniques):

paper - butchers - practice
 Chinese - finished painting

ink (ink stick)
 ink stone
 brush

To make seal:

- potatoes
- carving tool
- pieces of foam
- lids of yoghurt containers
- red paint.

cleanup:

- containers for water
- rags / paper towels

"Four Treasures"