

Term 2- Imagination (Online Learning)

Bookmarks	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11		
WEEK	JUNIOR Prep/1 Shape/Texture/Line	MIDDLE 2/3/4 Form/Value/Texture *4/5 MG cover lessons from Middle and Senior 4's to do Middle Lesson 5's to do Senior Lesson	SENIOR 5/6 Form/Value/Texture
Victorian Curriculum	<p style="text-align: center;">Prep Explore and Express Ideas VCAVAE017</p> <ul style="list-style-type: none"> Viewing a range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observations and/or imagination <p style="text-align: center;">Visual Arts Practices VCAVAV018</p> <ul style="list-style-type: none"> exploring a range of materials and technologies to visually express their experiences, for example, paint, pencils, ink and photography <p style="text-align: center;">Respond and Interpret VCAVAR020</p> <ul style="list-style-type: none"> discussing the role of artist and audience when expressing ideas in artworks <hr/> <p style="text-align: center;">Grade 1 Explore and Express Ideas VCAVAE021</p> <ul style="list-style-type: none"> looking at an artworks and present a range of interpretations of the subject matter based on their ideas, experiences, observations and/or imagination observing and recording the people and objects they experience in their daily lives using different art forms and materials <p style="text-align: center;">Visual Arts Practices VCAVAV022</p> <ul style="list-style-type: none"> using and experimenting with a range of techniques and processes to demonstrate various 	<p style="text-align: center;">Grade 2 Explore and Express Ideas VCAVAE021</p> <ul style="list-style-type: none"> looking at an artwork and present a range of interpretations of the subject matter based on their ideas, experiences, observations and/or imagination observing and recording the people and objects they experience in their daily lives using different art forms and materials <p style="text-align: center;">Visual Arts Practices VCAVAV022</p> <ul style="list-style-type: none"> using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter <p style="text-align: center;">Present and Perform VCAVAP023</p> <ul style="list-style-type: none"> discussing an exhibition of artworks surrounding a theme and consider the visual conventions of the artworks and how they convey meaning, for example what an artwork or design makes them think about and why? <p style="text-align: center;">Respond and Interpret VCAVAR024</p> <ul style="list-style-type: none"> discussing why artworks are made, by whom and for what purposes, for example, who made the artwork? where is the artwork from and why was it made? Where and how are artworks displayed? describing and interpreting ideas in a selection of artworks, for example, considering the subject 	<p style="text-align: center;">Grade 5 and 6 Explore and Express Ideas VCAVAE029</p> <ul style="list-style-type: none"> exploring ideas and expressions when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art making aesthetic choices about the expression of ideas and beliefs and describe the use of visual conventions and processes <p style="text-align: center;">Visual Arts Practices VCAVAV030</p> <ul style="list-style-type: none"> practising art making skills using a range of materials and technologies making informed choices about using elements to express a concept or theme <p style="text-align: center;">Present and Perform VCAVAP031</p> <ul style="list-style-type: none"> identifying a range of audience interpretations of the same artwork analysing and interpreting an exhibition of artworks, investigating the intentions of the artist, for example, what did the artist want the audience to see and understand? presenting their artworks using digital technologies, for example, creating an online exhibition of their class art works <p style="text-align: center;">Respond and Interpret</p>

compositional effects based on their intentions and choice of subject matter

**Present and Perform
VCAVAP023**

- sharing ideas with their classmates about the expressive choices they made in their artwork
- discussing an exhibition of artworks surrounding a theme and consider the visual conventions of the artworks and how they convey meaning, for example what an artwork or design makes them think about and why?

**Respond and Interpret
VCAVAR024**

- describing and interpreting ideas in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions

matter, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions

**Grade 3 and 4
Explore and Express Ideas
VCAVAE025**

- exploring ways to express their ideas using visual conventions from different historical, social or cultural contexts

**Visual Arts Practices
VCAVAV026**

- practising a variety of techniques and using various technologies to find different ways of interpreting a theme and/or subject matter, for example, making a simple animation or storyboard
- manipulating and experimenting with combinations of various materials and technologies to create effects, for example, using crosshatching to create tone or design elements to focus attention in a composition

**Present and Perform
VCAVAP027**

- exploring different ways of presenting artworks in different locations, for example, in folios, digitally, in a public space in the school

**Respond and Interpret
VCAVAR028**

- describe subject matter and identify in artworks from different social, cultural or historical contexts
- examining public art in their community and comparing it to other artworks commemorating different people, events, times and cultures
- discussing with others the meaning of their own artworks

VCAVAR032

- comparing artworks from different cultures and identifying the ideas expressed by the artist, for example, when comparing paintings from India and Australia, what do they recognise, what is new, what are the different meanings the artists are expressing?
- explaining the artistic vision of artists from different contexts, for example, Aboriginal and Torres Strait Islander artists, particularly referencing the meaning the artworks convey

Week 1

Where the wild things are-Monster

Prep-VCAVAV018

exploring a range of materials and technologies to visually express their experiences: using crayon and

Grade 1-VCAVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Lesson Recordings:

<https://drive.google.com/open?id=1-jtp3oldkEG8aLay6x6LPsMCfiWgYfmq>

LI: To create a Wild Thing

SC: I can trace 2 circles with crayon

I can add eyes, nose, mouth

I can add teeth, arms, legs

I can add claws and belly

I can cross-hatched lines

I can add zig-zag lines

I can colour marker on foil (or plastic)

I can use water and a brush to paint over my crayon

Tuning in: Read Aloud

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Surrealism

Grade 2- VCAVAR024

discussing why artworks are made, by whom and for what purposes, for example, who made the artwork? where is the artwork from and why was it made? Where and how are artworks displayed?

describing and interpreting ideas in a selection of artworks, considering the subject matter, styles (Surrealism)

Grade 3/4 VCAVAR028

describe subject matter and identify in artworks from different social, cultural or historical contexts

Lesson Recordings:

<https://drive.google.com/open?id=1X2DEfcvDn1orQu6uO7JJIMeC7a67XH4N>

LI: To understand the meaning of Surrealist Art

SC: I can delete the paintings that are NOT surrealist

I can explain why the ones left ARE surrealist by typing/voice to text my answer.

Tuning in: What is Surrealism? Video made by miss Georgie

Whole Class: Cartoon video about Surrealism

Activity: Students delete artworks from slides that ARE NOT surrealist.

Surrealism

VCAVAP031

artworks, investigating the intentions of the artist, for example, what did the artist want the audience to see and understand?

VCAVAR032

identifying the ideas expressed by the artist explaining the artistic vision of artists from different contexts, for example, Aboriginal and Torres Strait Islander artists, particularly referencing the meaning the artworks convey

Lesson Recordings:

<https://drive.google.com/open?id=1X2DEfcvDn1orQu6uO7JJIMeC7a67XH4N>

LI: To understand the meaning of Surrealist Art

SC: I can delete the paintings that are NOT surrealist

I can explain why the ones left ARE surrealist by typing/voice to text my Answer

I can take a 360 tour of a Surrealist Artwork

I can describe the Surreal images in the artwork.

Tuning in: What is Surrealism Video

<https://www.tate.org.uk/kids/explore/what-is/surrealism>

Activity: Students delete artworks from slides that ARE NOT surrealist. Students take a 360 degree tour of Surrealist artwork and describe Surreal images.

Whole Class:

There is a special word we use for when our brain thinks creatively! It's called using your imagination. Did you imagine travelling to visit the wild things? That is using your imagination!

Activity: Students draw their own wild thing.



Week 2

Dali Tall Birds
Prep-VCVAE017

Viewing a range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observations and/or imagination

Grade 1-VCVAE021

looking at an artworks and present a range of interpretations of the subject matter based on their ideas, experiences, observations and/or imagination

Lesson Recording:

<https://drive.google.com/open?id=1iV1TCXoYABskmVQ-0qEhX00SEiR5QntK>

Crazy Hair Self Portrait

Lesson Recording:

<https://drive.google.com/open?id=1QH-ziGm6fnT5MD8SImZ5IZBOEtIDHZTE>

LI: To layer coloured pencil to create a Crazy Hair Self Portrait

SC: I can draw my face shape ●♥■ using Miss Georgie's guide

I can draw my eyes 👁 using Miss Georgie's guide

I can draw my nose 👃 using Miss Georgie's guide

I can draw my lips 👄 using Miss Georgie's guide

I can think of different things I like (burgers🍔, cars🚗)

The Listening Room

Grade 5/6-VCVAV030

practising art making skills using a range of materials and technologies
making informed choices about using elements to express a concept or theme

Lesson Recording:

Tuning in: Who was Rene Magritte?

<https://www.tate.org.uk/kids/explore/who-is/who-rene-magritte>
https://kids.kiddle.co/Ren%C3%A9_Magritte

LI: To create a Tall Animal artwork like Salvador Dali

SC: I can draw 3 U's for the birds bodies

I can draw 3 half circles for the birds heads

I can draw circles for the birds eyes

I can draw three skinny us for the birds wings

I can add hair/hats/crown/horns to my birds

I can paint my birds with marker watercolour paint

I can add more details with markers



Resources

<https://www.youtube.com/watch?v=T0TFlx8nilA>

<https://www.youtube.com/watch?v=t43NADjppoE>

<https://artprep.weebly.com/dali-long-legged-birds.html>

<https://artprep.weebly.com/dali-long-legged-birds.html>

<https://artprep.weebly.com/dali-long-legged-birds.html>

shells 🐚, horses 🐎, dogs 🐕.....)

I can draw things I like in my hair

I can layer coloured pencil 🖍️ to colour in my drawing.

Tuning in: Who was Frida Kahlo?

<https://www.youtube.com/watch?v=Zea9QrhieZk>

<https://www.youtube.com/watch?v=Zea9QrhieZk>

Whole Class:

Frida Kahlo- Self-Portrait with Braid



https://kids.kiddle.co/Frida_Kahlo



Whole Class:

Rene Magritte- The Listening Room

Rene Magritte- Personal Values

How to draw one point perspective

<https://www.youtube.com/watch?v=qOojGBEsWQw>

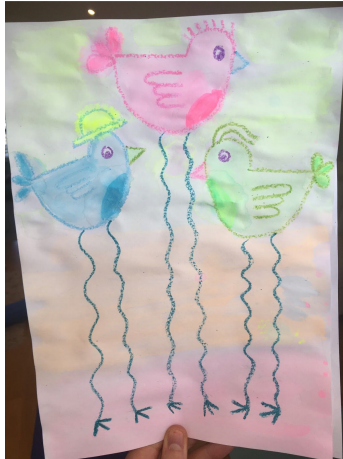
<https://www.youtube.com/watch?v=qOojGBEsWQw>

Resources for drawing a Personal Values appropriation

<https://drive.google.com/open?id=1i5XPpWhvIwr3Xd4kdArDbJFe51JJ8Cf9>

<https://drive.google.com/open?id=1i5XPpWhvIwr3Xd4kdArDbJFe51JJ8Cf9>





Week

Scribble Monster Silhouette

Prep-VC AVAV018

exploring a range of materials and technologies to visually express their experiences: using crayon and

Grade 1-VC AVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter (Silhouette)

Lesson Recording:

<https://drive.google.com/open?id=1B4P4kRiEiOCRELr8Oe2Ya5xSASjr3EgY>

LI: To create a Scribble Monster Silhouette

SC:

- I can read 📖 'Monsters Love Colours'
- I can draw 🎨 monsters on cardboard using shapes ● ■ ▲
- I can cut ✂️ out my monsters
- I can hold 🖐️ my monsters on white paper

Proportions of the Face-Crazy Hair

Grade 2-VC AVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Grade 3/4- VC AVAV026

manipulating and experimenting with combinations of various materials and technologies to create effects, for example, using crosshatching to create tone or design elements to focus attention in a composition

Lesson Recording:

https://drive.google.com/open?id=1I_hOzQvNd96i4GLSjJfSfNbYw6Zf_U8f

The Listening Room

Grade 5/6-VC AVAV030

practising art making skills using **a range of materials** and technologies making informed choices about using elements to express a concept or theme

Grade 5/6-VC AVAE029

exploring ideas and expressions when making artworks inspired by observation or imagination




Lesson Recording:


<https://drive.google.com/open?id=1rOt4t64riiDfE3Mmba1tHpnGCGL9nPER>


LI: To burnish a Surrealist drawing

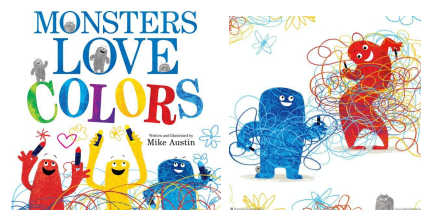
SC:

- I can **sketch**
- I can **sketch**
- I can **layer** coloured pencil with a sharp pencil

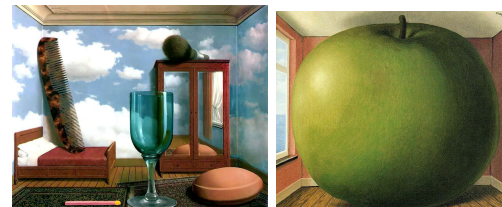
- I can scribble around my monster with crayons  to leave a silhouette
- I can add eyes  and mouth  to my monster/s

- I can take a photo 

- of my artwork on Seesaw 



I can **burnish** the layers with a **blunt** light coloured pencil and **applying pressure**



Week 4

Foil Mermaid Tail

Grade 1- VCAVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Prep- VCAVAV018

exploring a range of materials and technologies to visually express their experiences, for example, paint, pencils, ink and photography

LI: To create a mermaid tail artwork

SC: I can mix food dye (or ink) water and

Salvador Dali Tall Animal

Grade 2- VCAVAR024

describe **subject matter** and identify in artworks from different social, cultural or historical contexts.

Grade 3&4-VCAVAR028

describing and interpreting ideas in a selection of artworks, for example, considering the **subject matter**, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions.

Rene Magritte "Son of Man" Self Portrait

Grade 5/6- VCAVAE029

- exploring ideas and expressions when making artworks

VCAVAV030

- practising art making skills using a range of materials and technologies

Lesson Recording:

<https://docs.google.com/presentation/d/1WEVvtN2Qf9Go4g0dWsJhQeGIGDKpSQpqt-wwAJ>

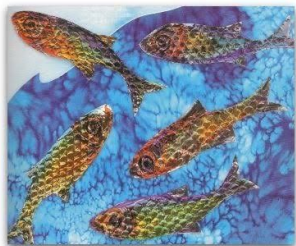
Detergent
I can blow bubbles with a straw
I can cover my page with bubbles
I can draw a mermaid tail
(See Option 1 OR Option 2 for tail)

Lesson Recording:

Tuning in: Mermaid School

<https://www.youtube.com/watch?v=TA1d2CBR0Y>

Whole Class:



PART 1

LI: To create a Dali Tall Animal Artwork

SC: I can choose a 4 legged animal

I can sketch my animal with grey led pencil

I can colour in my drawing by LAYERING coloured pencil

I can create a watercolour effect Background.

PART 2

LI: To describe the subject matter in my artwork.

SC: I can describe what subjects (things) are in my Artwork

I can explain what they mean by listing reasons for my choices.

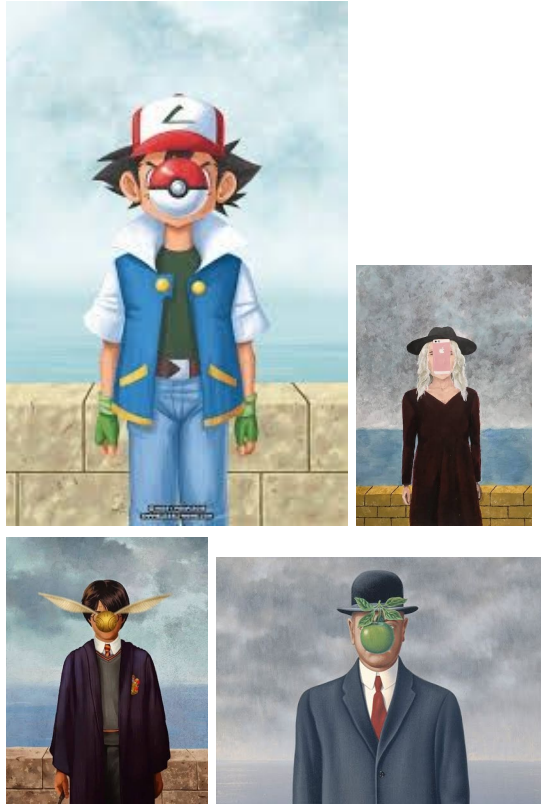

Lesson Recording:

<https://drive.google.com/open?id=1iTlfxcwLJpPfmHzPpn2RcuVIASmBGQG7>



[QvOfI/edit](#)



			
<p>Week 5</p>	<p>Salvador Dali Museum Virtual Tour</p> <p>Prep VCAVAE017- Viewing a range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observations and/or imagination</p> <p>Grade1- VCAVAP023 discussing an exhibition of artworks surrounding a theme and considering the visual conventions of the artworks and how they convey meaning, for example what an artwork or design makes them think about and why?</p> <p>Please complete any previous week's lessons before completing today's activity. I have reassigned the activities to students who have</p>	<p>Salvador Dali Museum Guided Tour</p> <p>LI: To explore the artworks of Spanish Surrealist artist Salvador Dali</p> <p>SC: I can watch the Dali on the Fly video tour of the Dali Museum in Florida, America</p> <p></p> <p>I can name different ways (techniques) Dali created Surrealist artworks</p> <p>I can explain what each technique means by writing the word beside the meaning.</p>	<p>Augmented Reality of Rene Magritte Works</p> <p>Grade 5/6- VCAVAV030 making informed choices about using elements to express a concept or theme</p> <p>VCAVAP031 analysing and interpreting an exhibition of artworks,</p> <p>Lesson recording and Activity: https://web.kamihq.com/web/viewer.html?state=%7B%22ids%22%3A%5B%221GoINVMTHAfn0uXZzTUlyZsOygnfWIXoy%22%5D%2C%22authuser%22%3A%220%2</p>

not completed them. Check your Seesaw feed.
So far you should have...
WEEK 1: Wild Thing
WEEK 2: Dali Tall Birds
WEEK 3: Scribble Monster
WEEK 4: Mermaid Tail

WEEK 5: Salvador Dali Museum in Florida USA

Explore the Dali Museum
<https://thedali.org/virtual-tour/> where you will see many of Dali's artworks!



VIDEO 1 Watch this video to find out how to complete the activity
<https://drive.google.com/file/d/1PFmRdJ8hOQjSeLaEk6sagnddcIPRcHGG/view>

Digital Artwork: Build your own IMAGINARY LANDSCAPE like Dali
<https://www.tate.org.uk/kids/games-quizzes/my-imaginary-city>

- If you ave trouble uploading your IMAGINARY LANDSCAPE'S please email them to me ghession@tcs.catholic.edu.au



EXTENSION

I can use on the the Surrealist techniques in my own artwork

I can watch the Dreams of Dali 360 Video

I can take my own virtual tour of the Dali Museum.

<https://classroom.google.com/u/0/c/NDg1OTU4MjEwODha/a/MTI0Nzg4MzU5ODU2/details>

Technique	Meaning
	Placing objects in places where they don't belong.
	Turning something familiar into something unusual.
	Putting things together that don't normally go together.

EXTENSION

- I can use on the the Surrealist techniques in my own artwork
- I can watch the Dreams of Dali 360 Video
- I can take my own virtual tour of the Dali Museum.

INSERT ARTWORK HERE

<https://classroom.google.com/u/0/c/NDg1OTU4MjEwODha/a/MTI0Nzg4MzU5ODU2/details>

Rene Magritte
The Man with the Hat

1. <https://safeYouTube.net/u/8txE>
2. <https://safeYouTube.net/u/R6xE>

Surrealist Technique	Name the artwork, what video it is in and explain why it shows the technique.
Leitfaden: Placing objects in places that don't normally go together.	In Video one, 'The Castle of the Pyrenees, 1934' Magritte uses LEVITATION by floating a giant rocky castle.
Archives: Putting things together that don't normally go together.	
Transformation: Turning something familiar into something unusual.	
Dislocation: Placing objects in places where they don't belong.	

[CLICK HERE FOR MORE Surrealist Techniques](#)

Classroom Link

<https://classroom.google.com/u/0/c/NTA1MzE1MDk3MzRa/a/MTI1MzI0NTcyODU3/details>

1. Click the Kami Export below
2. Click the purple "open with Kami"
3. Click the dots on the side of the document to listen to the instructions
4. Watch "The Man with the Hat" Part 1 and Part 2.

Week 6

The Role of the Artist

Grade 1 VCAVAR024

- describing and interpreting ideas in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions

Rene Magritte- Subject Matter

Grade 2- VCAVAR024

describe **subject matter** and identify in artworks from different social, cultural or historical contexts.

Grade 3&4-VCAVAR028

describing and interpreting ideas in a selection of artworks, for example, considering the **subject matter**, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions.

LI: To describe an artwork

SC: I can insert emoji's to represent each Subject

I can explain what I think when I look at the artwork

I can explain what I feel (emotion) when I look at the artwork.



VISUAL ARTS: Week Six- Rene Magritte

- LI: To identify subject matter in Rene Magritte's artworks
- SC: I can listen to the Picture Story book Magritte's Marvellous Hat by D.B Johnson
- I can name the different subjects (things) in the artwork
- I can insert emoji for the subjects in the artworks
- OR leave Miss Georgie a voice recording and the subject matter.

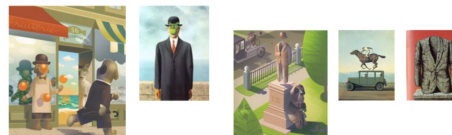
The subject matter in this artwork is....

Challenge: Try using the name of the artwork

Please collect some magazines for next week's activity. You can get Free Coles Magazines at the supermarket.)

ghession@tca.catholic.edu.au

► Play Instructions (2:00)



The Kiss



The Human Condition

Rene Magritte

Grade 5/6

analysing and **interpreting** an exhibition of artworks, investigating the **intentions of the artist**, for example, what did the artist want the audience to see and understand?

Lesson Classroom Link:

<https://drive.google.com/drive/u/0/folders/1o44AMhQsXkakGITOpqiozXde0jwXtmD>
[C](#)

Rene Magritte Intentions

Learning Intention: To understand and describe the intentions of Magritte's Surrealist Art

Success Criteria: I can explain why the surrealist created art
I can describe if Magritte is a surrealist artist in the same way as other surrealists
I can explain the intention of Magritte's artworks

<https://www.britannica.com/art/Surrealism>

<https://www.cbsnews.com/news/surrealist-art-and-war-monsters-and-myths-exhibition/>

Surrealist art was created because

Magritte's art is different to the other surrealist because

With his artworks Magritte wanted to

[Click here to see more Magritte Art](#)

Week 7

Rene Magritte- Apple

Prep Explore and Express Ideas VCAVAE017

- Viewing a range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observations and/or imagination

Prep Visual Arts Practices VCAVAV018

- exploring a range of materials and technologies to visually express their experiences, for example, paint, pencils, ink and photography

Respond and Interpret VCAVAR024

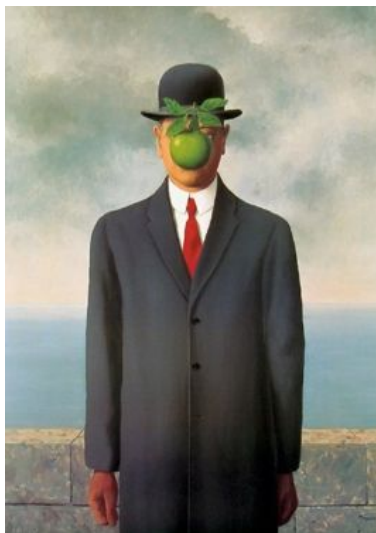
- describing and interpreting ideas in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make the viewer think and feel in response to the artists' intentions

Learning Intention:

To create a Magritte 'Son of Man' self-portrait

Success Criteria:

- I can draw a rectangle for the stem of the apple
- I can draw a backwards s shapes to create leaves
- I can colour my circle with LIGHT and DARK green
- I can pose with my apple in front of my face.



Rene Magritte-Random Objects

Grade 2 VCAVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Grade 4 VCAVAV026

practising a variety of techniques and using various technologies to find different ways of interpreting a theme and/or subject matter, for example, making a simple animation or storybook

Learning Intention:

To use the TRANSFORMATION surrealist technique to transform normal objects (pencils) into something else

Success Criteria:

- I can draw a pencil
- I can draw pencils in the shape of

Lesson Classroom Link:

<https://classroom.google.com/u/0/c/NDq1OTU4MiEwODha/a/MTA2MDI0NTgwMzEx/details>



Rene Magritte "Son of Man" Self Portrait

Warm up: Drawing Hair

Model drawing hair to students by drawing the shape of the hair, then layering pencil from light to dark.

https://www.google.com/search?q=how+to+draw+hair&rlz=1C5CHFA_enAU824AU839&og=how+to+draw+hair&aqs=chrome..69i57j0l7.2557j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx=IWnPXu2yKqOEmgfAoK3QAw94

Lesson Classroom Link:

https://docs.google.com/presentation/d/1ckOAG6ksT5-udITXANUg9JgFo4BIIUbVsagXqgbPI-M/edit#slide=id.g836acb68f1_0_72

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Week 8

Renee-The False Mirror

Tuning in: Inside Magritte's Artworks

<https://www.youtube.com/watch?v=VqgmBNgmue7M>

Learning intention:

To create a "False Mirror" artwork like Magritte

Success Criteria:

I can draw a sky with

triangles=stars

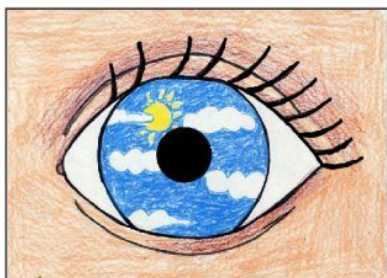
C shapes=moon

C shapes= clouds

I can draw the sides of the eyes

I can draw the eyelashes of my eyes.

Whole Class: Choosing a Sky to go inside the eye



Rene Magritte-Random Objects Continued

Grade 2 VCAVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Grade 4 VCAVAV026

practising a variety of techniques and using various technologies to find different ways of interpreting a theme and/or subject matter, for example, making a simple animation or storybook

Learning Intention:

To use the VALUE to create light and dark areas of

Success Criteria:

I can draw a pencil

I can draw pencils in the shape of

Lesson Classroom Link:

<https://docs.google.com/presentation/d/1FYu6qs4mifMRuDY4Z0p6XwHkMT0NmRojoEnCvHORUdk/edit>



Rene Magritte-Random Objects

Grade 5/6- Present and Perform VCAVAP031

identifying a range of audience interpretations of the same artwork

Learning Intention:

To use the TRANSFORMATION surrealist technique to transform normal objects into a living thing

Success Criteria:

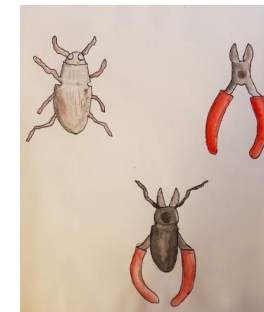
I can draw an object

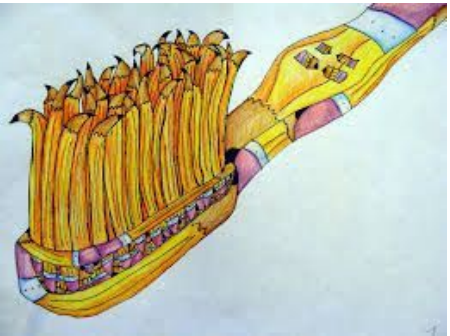
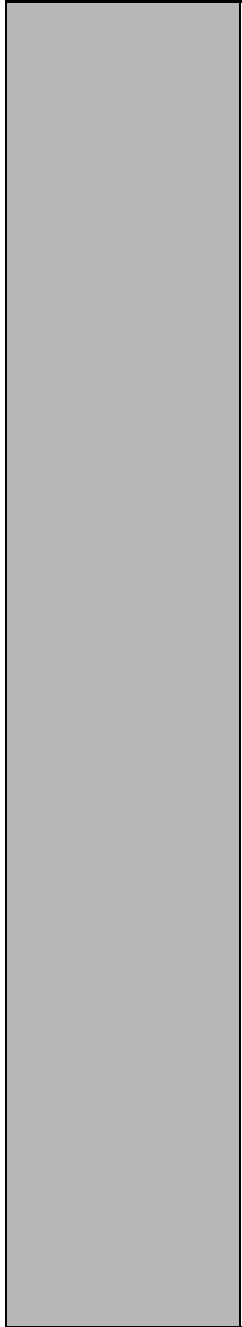
I can draw an object with some of the details of the living thing

I can draw the living thing.

CHALLENGE

I can select objects and living things that have similar purposes or meanings.





Week 9

Supplies:

- Grey Led
- Highlighters
- Black Marker
- Glue Stick
- Coloured pencils
- Glitter
- Circle template
- Sharpener
- Rubber
- Paper

Renee-The False Mirror

Learning intention:

To create a "False Mirror" artwork like Magritte

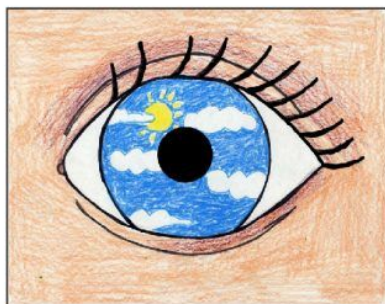
Success Criteria:

I can colour my skin tone around my eye

I can add highlighter around the sun/stars/moon/clouds

I can add glue

I can add glitter



Rene Magritte-Random Objects Continued

Grade 2 VCAVAV022

using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter

Grade 4 VCAVAV026

practising a variety of techniques and using various technologies to find different ways of interpreting a theme and/or subject matter, for example, making a simple animation or storybook

Learning Intention:

To use the VALUE to create light and dark areas of

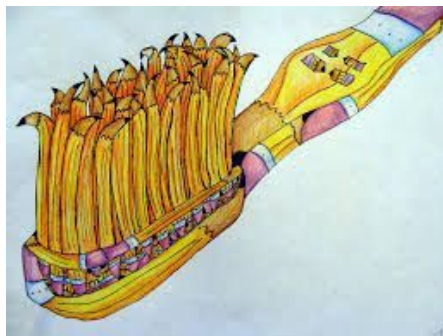
Success Criteria:

I can shade with the lightest colour

I can shade with the medium colour

I can shade shadows with the dark colour

Students continue to finish their transformation pieces. Teacher gives direct feedback and instruction to each student.



Rene Magritte-Random Objects Continued

Learning Intention:

To burnish coloured pencils

Success Criteria:

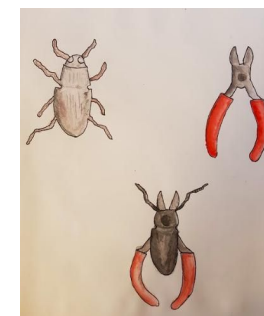
I can **layer** coloured pencil with a sharp pencil

I can start layering with the lightest shade of colour

I can add areas that are medium shade of colour

I can add the shadows with the dark shade of colour

I can **burnish** the layers with a **blunt** light coloured pencil and **applying**



Week 10

Joan Miro Monsters

Grade 1-

- observing and recording the people and objects they experience in their daily lives using different art forms and materials



<https://www.crayola.com/lesson-plans/miro-monsters-lesson-plan/>



DEEP SPACE SPARKLE

<https://www.deepspaceparkle.com/joan-miro-art-project/>

Rene Magritte-Random Objects Continued

+ Finishing off Picasso Eye from previous term



Del Kathryn Barton

Learning Intention:

To sketch a self-portrait in the Del Kathryn Barton Style

Success Criteria:

- I can use a light loose hand to sketch
- I can draw my face shape
- I can draw large eyes like Barton
- I can include a large Forehead like Barton
- I can include lines around the eyes, nose, and mouth like barton
- I can use at least 3 Barton techniques



Lesson:

https://docs.google.com/presentation/d/1Y_r5g4WjbiByeEREhkh5v_76wybGdErnWGCvXjzU1T0/edit#slide=id.g81ffbaa626_0_7

Week 11

Joan Miro Masterpiece

Tuning in:

What can you remember about Joan Miro's artworks?

Colour, line, and shapes (including organic shapes), surreal subject matter (students will remember the definition of surreal as 'not real')

Whole Class: Youtube Video

Watch 'Roll a Masterpiece Joan Miro' on youtube. Explain how the lady is using different parts of the table in her artworks.

Learning Intention: To create an artwork like surrealist Joan Miro

Success Criteria:

I can draw different shapes (organic and regular) ♥♠♦★●□

I can draw different ~—🌀 (Wavy, straight, swirly)

I can draw 4 different things from the Miro table

I can use 4 different colours



Exquisite Corpse

Tuning in:

Who were the surrealists?

Salvador Dali, Rene Magritte + many more (remind students of the link between words with 'ist' such as artist, scientist, specialist..)

What were the surrealists trying to achieve with their art? How did they want their audience to react to their art?

Shock and surprise their audience

Learning Intention: To use our imagination like the surrealist's to play 'Exquisite Corpse'

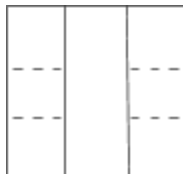
Success Criteria:

I can fold my page into thirds

I can fold my folded page into thirds



I can cut on 2 folds on each side of my page



I can draw a head on my page 😊

I can draw a body on person 2's page 👕

I can draw legs on person 3's page 👖

Continue previous week's lesson.

Whole Class: Youtube Video

Before watching explain:

The surrealists used to play a game called exquisite corpse. It was a game of drawing different body parts.

Drawing Game for Kids: Exquisite Corpse
<https://www.youtube.com/watch?v=AICjsYBa-U>

Activity:

Materials: White paper, pencils, grey led pencil, rubber, and IMAGINATION

Students work in a group of 3 and pass their work around. Students are collaborating on all 3 pages. Explain that there is no 'mine' but ours.



