



Exploring the idea of ‘home’ through sculpture, Foundation Level



Visual Arts

Unit of work

Exploring the idea of 'home' through sculpture – Foundation Level, Visual Arts

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Introduction

Overview of the unit of work

Title:	Exploring the idea of 'home' through sculpture
Timing (approximate):	2 × 20-minute lessons, 2 × 50-minute lessons
Description:	Students explore the idea of 'home'. They look at artworks by Howard Arkley for inspiration and create a model of a house that expresses their own views and feelings about home.
Overall learning intentions:	To identify subject matter and visual conventions in an artwork To make a sculpture using visual conventions that reflect the ideas in artworks by Howard Arkley. To reflect on the processes, media and techniques used to make artworks
Assessment:	Opportunities for assessment include: • visual conventions worksheet (Learning activity 1) • preliminary drawings (Learning activity 2) • final artwork (Learning activity 3) • teacher notes from class discussions and reflective conversations (all learning activities).

Links to the Victorian Curriculum F–10

Curriculum area and level:	Visual Arts, Foundation
Content descriptions:	Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017) Experiment with different materials and techniques to make artworks (VCAVAV018) Create and display artworks (VCAVAP019) Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020)
Relevant achievement standard:	By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.

Students identify and describe the subject matter and ideas in artworks they make and view.

Learning activities

Learning activity 1: Explore and Express Ideas – Exploring and identifying visual conventions

Timing (approximate):	20 minutes
Learning intention:	To identify and describe the visual conventions in an artwork
Content descriptions:	Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017) Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020)
Achievement standard extract:	Students identify and describe the subject matter and ideas in artworks ...
Resources required:	Four different Howard Arkley house images, such as images from the following web pages and websites: • Art Gallery of New South Wales • ‘Art of suburbia: Howard Arkley (and friends)’, Architecture Media • National Gallery of Australia • Howard Arkley Education Resource, National Gallery of Victoria Visual conventions worksheet for each student (see Part B Step 1 and Appendix 1)

Part A: Whole class discussion

1. Show students four different images of houses by Howard Arkley. Ask:
 - What lines, shapes, colours and patterns has Howard Arkley used in his artworks?
2. Now display one image at a time so that students can point to elements in the image. Focusing on the visual conventions (see the tip box on the following page), ask students to identify the lines, shapes, patterns or colours in the artwork, considering one element per artwork. Encourage students to use specific language ('bright blue', 'dark blue'). Ask students the following questions:
 - Can you point to a line in this artwork? What does it look like?
 - Can you point to a pattern in this artwork? What does it look like?
 - Can you point to a colour in this artwork? What does it look like?
 - Can you point to a shape in this artwork? What does it look like?
 - Can you tell the name of the shape?

- Can you tell me the name of the colour?

Tip: Visual conventions may include combinations of the:

- conventions such as composition and style, the art elements of line, shape, colour, tone, texture, form, sound, light and time
- art principles of emphasis, movement, rhythm, unity, variety, space, repetition, balance, contrast and scale.

Part B: Independent activity

1. Use the [online resources listed for this activity](#) plus the template at [Appendix 1](#) to create visual conventions worksheets made up of Arkley house images and the words 'patterns', 'shapes', 'lines' and 'colours'.
2. Distribute a worksheet to each student and ask them to do the following:
 - Draw a line between the word 'patterns' and a pattern in the artwork.
 - Match up a line in the artwork to the word 'lines'.
 - Under the word 'shapes', draw the different shapes you can see in the artwork.
 - Under the word 'colours', draw a patch of colour for the different colours in the artwork.

Assessment

Evidence in practice includes:

- Students can identify the visual conventions in a range of artworks by Howard Arkley.
- Students can independently identify visual conventions in an artwork.

Learning activity 2: Explore and Express Ideas – Exploring and responding to artworks

Timing (approximate):	50 minutes
Learning intention:	To identify the ideas in a series of artworks and create a drawing that expresses the same ideas
Content descriptions:	Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017) Create and display artworks (VCAVAP019) Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020)
Achievement standard extract:	... students make artworks using different materials and techniques that express their ideas, observations and imagination.
Resources required:	Four different Howard Arkley house images (see Learning activity 1) Student art journals Felt-tip markers (textas), crayons, pencils

Part A: Whole class discussion

Ask students to look at each of the four Howard Arkley artworks. Ask:

- When you look at this artwork how does it make you feel? What makes you say that?
- Why do you think the artist used all those bright colours and patterns?
- What do you think the artist was trying to say (express) in this artwork?

Part B: Exploration drawing

In their art journals students draw a house that expresses the feelings and views expressed and discussed by the class. If the student thought the artworks expressed happiness and excitement, then their artwork should express those things too. Give students the choice of using felt-tip markers, crayons, pencils or a combination of drawing materials. Remind students to use bright colours and patterns in their drawings, like Arkley used in his artworks.

Part C: Gallery walk

1. Halfway through the lesson, ask students to go for a 'gallery walk'. Students should leave their work on their table and walk around the room to view other students' work. This is an opportunity for students to gain ideas and to discuss their work.
2. At the end of the lesson ask students to go for another gallery walk. This time ask students to stand behind the work they like the most (not their own). Go around the room and ask students why they like the artwork they are standing behind. They need to give a reason and also point to evidence of this in the work. Encourage students to use art-specific language.
3. From the class conversation, pick out two or three recurring comments (for example, the use of rainbow colours, the careful colouring, the patterns used) and make notes on the board. These comments will become a goal or focus for students' work. Remind students of these points when they are working on their final artworks (see Learning activity 3) so they can remember what they need to focus on.

Assessment

Evidence in practice includes:

- Students discuss the subject matter and concepts expressed in the artworks by Arkley.
- Students express their own view about the subject matter in artworks by Arkley.
- Students use the visual conventions to describe how an artwork by Arkley is expressing ideas.
- Students combine visual conventions to create a drawing of a house.
- Students select and use a range of drawing materials to create a drawing of a house.

Learning activity 3: Visual Arts Practices – Creating a paper bag house

Timing approximate:	50 minutes
Learning intention:	To make a sculpture that reflects the ideas and visual conventions used in artworks by Arkley
Content descriptions:	Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017) Experiment with different materials and techniques to make artworks (VCAVAV018)
Achievement standard extract:	... students make artworks using different materials and techniques ...
Resources required:	Paper bag with gusset (flat bottom and side panels) for each student Corrugated cardboard for the roof of each paper bag house Newspaper to stuff each paper bag house Painting and drawing materials Student art journals

1. Students will use a paper bag to create a free-standing house. The flat bottom of the bag will be the floor of the house, and the opening of the bag will be the top of the house. Leave the top 5 centimetres to be covered by the roof.
2. Ask students to decorate the bag as a house, using bright colours, lines, patterns and shapes to reflect Howard Arkley's artwork, as discussed in previous learning activities. Students could use any drawing or painting materials to decorate their house. They should refer to their drawings in their art journals from Learning activity 2 and then extend their ideas in their final artwork.
3. To assemble the house, stuff it with newspaper to give it form and make it free-standing. Fold a piece of corrugated cardboard in half and attach it as the roof.

Assessment

Evidence in practice includes:

- Students combine visual conventions to decorate a sculpture of a house.
- Students select and use a range of drawing materials to create a sculpture of a house.

Learning activity 4: Present and Perform – Gallery walk and reflection

Timing (approximate):	20 minutes
Learning intention:	To reflect on the processes, media and techniques used to make artworks
Content descriptions:	Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017) Create and display artworks (VCAVAP019) Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020)
Achievement standard extract:	Students identify and describe the subject matter and ideas in artworks they make and view.
Resources required:	Black strips of paper to use as roads, for displaying paper bag houses Student art journals

1. Lay strips of black paper down on the floor or on tables as roads. Place the paper bag houses next to the strips of paper as though they were houses on a suburban street. Give students time to walk around and look at the artworks.
2. Ask students to find their favourite artwork (not their own) and explain why they like it, referring to the use of visual conventions in the artwork or the execution of the artwork. Prior to this learning activity the students will have already discussed visual conventions and the processes that they used to create their artworks. Ask students:
 - What is your favourite part of the artwork and why?
3. Ask students to reflect on:
 - What was the most difficult part of your artwork to make?
 - What did you want your artwork to express? Do you think your artwork expresses that?
 - What materials did you use?
 - Do you think the materials you used were a good choice? Would you use different materials next time?
4. Students could name the town to reflect the ideas and feelings expressed in their collective artworks.

Assessment

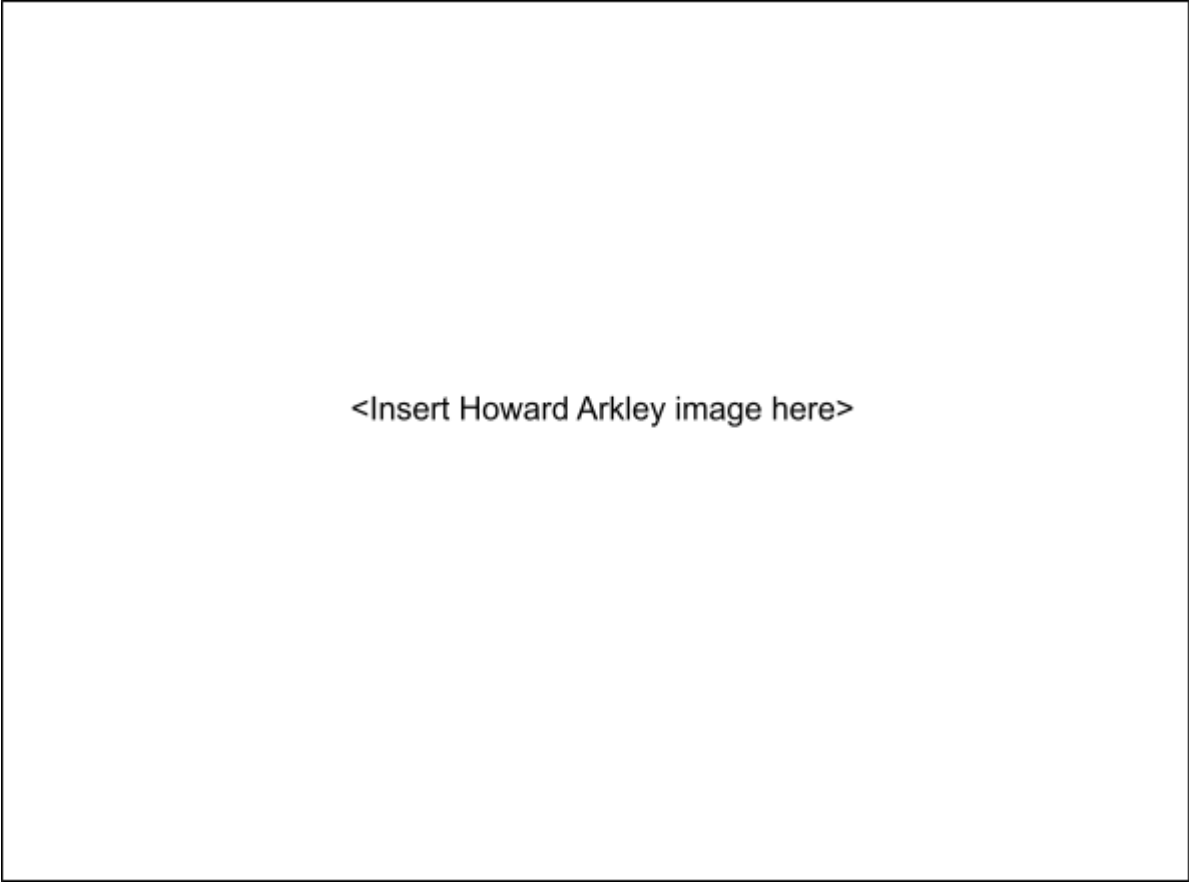
Evidence in practice includes:

- Students explain how they created their artwork by referring to the visual conventions, materials and techniques they used.
- Students create a display of their houses, considering the characteristics and style of the houses.
- Students describe and evaluate the artworks of their peers, referring to the visual conventions.

Appendix 1

Patterns

Shapes



<Insert Howard Arkley image here>

Lines

Colours