

OBJECTIVE

Explore events as a source for creating artworks.

OUTCOMES

To demonstrate achievement students can:

- explain how colour and painting techniques convey ideas and feelings
- show different methods of painting
- manipulate and organise media to depict an imagined event.

LANGUAGE

technique	drag	mood
bushfire	swirl	express
disaster	blend	feelings
wedge	emotion	

RESOURCES

art paper	Stimulus material: Vincent Van Gogh <i>Starry Night</i>
newspaper	
paint	
cardboard wedges	

TEACHING NOTES

This topic may be treated in response to the actual event of a bushfire, or as part of environmental studies of natural events. Stimulus may be provided through media articles on noted bushfires such as 'Ash Wednesday' (South Australia - 1983) or those in Sydney and on the Central Coast (January, 1995). Computer software or literature

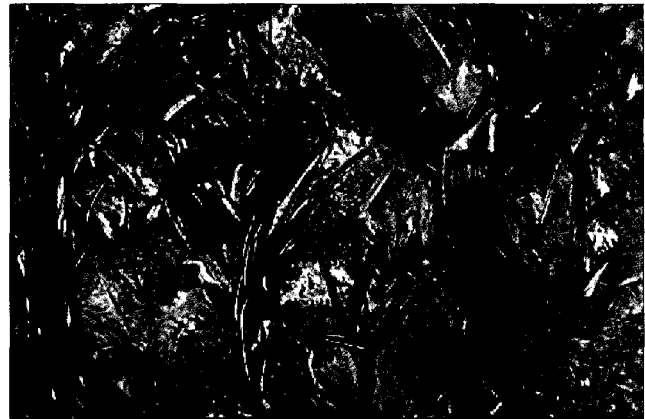
such as Roger Vaughan Carr's *Firestorm* or Libby Gleeson's *Eleanor Elizabeth* also stimulate valuable discussion and related activities.

Completed artworks may be used as a stimulus for writing. Music, dance and drama experiences will enhance the students' ability to think and act creatively.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- discuss Vincent Van Gogh's technique of painting in *Starry Night*. Discuss how the artwork might look if it were a bushfire scene. Would the colour alter? Compare the swirling action of the sky and clouds to flames
- paint a bushfire subject. . . Using a wedge of cardboard, drag and swirl red and yellow paint across a piece of newspaper or artpaper. When the background is dry, use another wedge of cardboard dipped in black or dark blue paint to draw trees, bushes and other objects. Add James and flying sparks over trees and bushes
- describe and discuss the finished artworks, to present ideas for display, and suggest possible follow-up activities
- How have you selected and arranged images and materials to express and communicate your ideas and feelings?



ASSESSMENT

Were the students able to:

- describe and discuss their own artworks and the works of others?
- manipulate and organise media to represent ideas?
- confidently approach activities?
- use imagination to create an artwork?

EVALUATION

- Did the students actively participate in discussions and activities?
- Was the selected medium effectively used to portray ideas?
- Did completed artworks display response to Van Gogh's painting?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus:

p. 114 'Asking Questions: Looking at pictures'.

Key learning areas

Science and Technology K-6 Syllabus:

p. 126 'What's the Weather?'

Human Society and Its Environment K-6 Syllabus:

p. 148 'How should we interact with the environment?'

PD Health and PE K-6 Syllabus:

Stage 3 - Personal Safety and Environmental Safety.

Creative Arts: Music, dance and drama.

OBJECTIVE

Explore events as a source for creating artworks.

OUTCOMES

- To demonstrate achievement students can:
- record how artists use varied drawing and painting techniques to represent ideas and express feelings
- use the works of artists as a stimulus for representing imagined ideas
- investigate the expressive qualities of different drawing media and equipment
- appraise their own artworks and the works of others.

TEACHING NOTES

Before approaching these activities, students need to have participated in discussion, viewed videos and read media reports relating to bushfires.

Provide students with an abundant supply of water so that the black ink may be diluted to create 'washes'.

Demonstrate the expressive potential of charcoal as a drawing material.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

look at a variety of landscapes by Australian artists and compare different approaches, styles, techniques. Discuss the feelings and moods aroused by these works. Suggest reasons. *Tell me what you feel when you look at this work that makes you respond this way. Discuss how these depicted scenes might alter during and after a bushfire*

select one of the artworks discussed and use charcoal, or black ink and twigs, or fine brush to portray how the scene might look after a bushfire

display and discuss completed artworks.



LANGUAGE

landscape media style	technique imagined quality	aftermath contrast	depth tone
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RESOURCES

- art paper
- charcoal
- black ink
- twigs or fine brushes

Stimulus material:

Frederick McCubbin	<i>Down On His Luck, Lost Evening Skadows</i>
Henry Johnstone	<i>The Buffalo Ranges</i>
Nicholas Chevalier	<i>Busk Landscape with Waterfall and an Aboriginal stalking Native Animals</i>
John Skinner Prout	<i>Summer Afternoon, Templestowe</i>
Abram Louis Buvelot	<i>Bailed Up</i>
Tom Roberts	<i>Sunshine and Skadow</i>



ASSESSMENT

- Were the students able to:
- respond to artists' works in order to create their own artwork?
- use acquired knowledge and their imagination to depict the aftermath of a bushfire?
- effectively use different drawing tools in an expressive way?

LINKS WITH OTHER:

Visual arts activities

- Visual Arts K-6 Syllabus: p. 116 'Artworks are organised to tell a story'

Key learning areas

- Science and Technology K-6 Syllabus: p. 126 'What's the Weather?'

EVALUATION

- Were students interested in and challenged by the activities?
- Were reproductions of artworks readily available?
- Did selected artworks stimulate meaningful discussion?

- Human Society and Its Environment K-6: p. 148 'How should we interact with the environment?'
- PD Health and PE K-6 Syllabus: Stage 3 - Personal Safety; Environmental Safety; Emergency Procedures.
- Creative Arts: Music, dance and drama

OBJECTIVE

Explore events as a source for creating artworks.

OUTCOMES

To demonstrate achievement students can:

- make independent decisions about the materials, skills and techniques they used to create 3D forms
- select materials according to their sculptural properties
- talk about sculptures and their relationship to the immediate environment.

TEACHING NOTES

These activities would follow previous discussions and research on bushfires. Allow students the opportunity to select which material they would like to use. Some students may wish to interpret the activity using different media. Wire sculptures can be easily mounted on a block of timber using u-shaped staples.

LANGUAGE

emotion	distort	surface
anguish	exaggerate	texture
despair	model	manipulate
features		

RESOURCES

clay	soft modelling wire
plasticine	Stimulus material:
papier mâché compound	Edvard Munch's <i>The Scream</i>

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- following the viewing of video recordings, reading of media reports and listening to personal accounts, consider the feelings and emotions associated with bushfires
- analyse Edvard Munch's *The Scream* and discuss the emotive use of line, colour and distortion
- choose from a variety of materials e.g. papier mâché, clay, soft modelling wire, plasticine to model a face or figure depicting loss, despair, anguish or fear. Encourage the use of distorted or exaggerated features
- organise an exhibition of their artworks. Allow students to suggest possible display ideas
- suggest criteria for peer assessment of the 3D forms.



ASSESSMENT

Were the students able to:

- discuss their choice of media and explain the techniques used in creating their sculpture?
- select, manipulate and organise media to create a 3D artwork?
- assess artwork according to criteria selected by the class?

EVALUATION

- Were adequate resources available to allow all students to select desired materials?
- Was adequate time made available for students to plan and complete artwork?
- Were students interested and challenged by the activity?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus:
p. 94 'Feelings: being scared or having fun'.

Key learning areas

Science and Technology K-6 Syllabus:
p. 126 'What's the Weather?'

Human Society and Its Environment K-6 Syllabus:
p. 148 'How should we interact with the environment?'

PD Health & PE K-6 Syllabus: Personal Safety;
Environmental Safety; Emergency Procedures (Stage 3)

Creative Arts: Music, dance, drama.