

Exploring & Responding

Year: 5 & 6 **Level:** 4

Standard:

At Level 4, students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.

Lesson 1: Critiquing in the Classroom

Activity: Turn the classroom into an art gallery for the session and have student walk around and critique their fellow students ephemeral artworks

Assessment

Resources for lesson

1. Display the photographs of each ephemeral artwork created in the park/playground around the classroom without names on them.
2. Explain that each student is now an art critic and that the classroom is a gallery with a special exhibition of ephemeral artwork created by (your class).
3. Using the critique sheet provided, spread them amongst the photographs ensuring they are critiquing one that isn't their own and let them fill in the sheet accordingly.
4. Once completed hand them another sheet but this time get them to critique and assess their own artwork.
5. Once completed meet back on the floor for a discussion about critiquing and how it went.

Discussion Questions can include:

What are we assessing?

- Students understand of critiquing artwork
- Can they critique objectively rather than subjectively
- Are they able to critique honestly

How are we assessing this?

- Reading their answers to the questions on the sheet
- Have they been answered properly
- Do they offer a greater understanding than just what they can see?
- Is the self- critique reflecting what they have created or just what they think they deserve?

Teacher

- Colour printer to print photos
- Classroom that can be used as gallery
- Critiquing sheets enough for two sheets each

Students

- Clipboard (something to lean on)
- Pen/pencil

<ul style="list-style-type: none"> - Why were there no names? Was that fair? - How was critiquing others' work? - What was challenging? - What was easy? - How was critiquing your own work compared to critiquing others? (Harder? Easier? Why?) 		
Lesson 2: Delving deeper into ephemeral art		
Activity: Research a different ephemeral artist in a small group present your findings back to the class	Assessment	Resources
<ol style="list-style-type: none"> 1. Split the class into groups of 3-4 and have them research an ephemeral artist that is not Andy Goldsworthy 2. In their groups they are to create a presentation about an ephemeral artist focusing on: <ul style="list-style-type: none"> - How they differ to Goldsworthy - How are they similar? - What techniques they use? - Short biography 3. Once PowerPoint is finished take turns at presenting their work 	<p>What are we assessing?</p> <ul style="list-style-type: none"> - Thinking and broadening knowledge of ephemeral art - Ability to identify similarities and differences between artists' skills, techniques and processes - Public speaking - Ability to work as group <p>How are we assessing it?</p> <p>Rubric</p> <ul style="list-style-type: none"> - Self-assess presentation and group work - Teacher assess against same rubric - Also look at quality of insights are they showing depth of thinking and growth in knowledge? 	<p>Teacher</p> <ul style="list-style-type: none"> - Rubrics <p>Students</p> <ul style="list-style-type: none"> - Computers - Rubrics