Lesson Plan

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Lesson Topic: Picture Chat Date: 6 April 2012
VELS Domains: The Arts Level 3 (Grade 3)
VEL Dimensions: Exploring and responding Duration of Lesson: 50 mins

Standards / Learning Outcome:
(Straight from VELS)
Exploring and responding

At Level 3, 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.

Indicators:
1). Students will be able to identify the meaning behind the artwork and how certain features influence that meaning
2). The students will observe the key features of artwork and use critical thinking skills

Assessment:
1). Students will be able to discuss the elements of Tom Roberts’s artwork using the appropriate art language
2). Students will be able to correctly identify what is in the artwork and why have objects been placed in specific spots and why particular colours have been used.

Background to the learning
Student
Students would have had several lessons looking at Tom Roberts paintings, so they would have a basic understanding of

- his life
- his art style
- the materials he uses in his artwork
- his techniques
- history behind his famous painting “shearing of the rams”

**Lesson Resources**

- interactive whiteboard, smart board
- costumes
- paper with numbers on them 1 – 20
- camera
- photocopies of different Tom Roberts paintings
- A3 white piece of paper
- glue
- textas, pencils etc

**Content of Lesson**

**Introduction (5mins)**

- Start the lesson with the children sitting on the floor
- Have Tom Roberts painting “sheering of the rams” on the interactive white board
- Before giving information on the painting let the children discuss with a partner or in a small group, what characteristics do they see when looking at the painting such as colours, textures tones etc,

**Development - (15 mins)**

1. Ask the children to describe what they see in the painting?
   Such as the colours, techniques shapes, tones, textures and how the objects are placed in the picture
2. The next questions that should be asked and discussed are why the artist might have made these particular choices about how the piece looks (such as, the audience of the artwork, why was it made, what mood is trying to be represented, where has it been painted etc)

3. The responses the children give to you, place it on a concept map on the board, with the name of the artwork in the middle

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Sheering of the Rams
Tom Roberts
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4. The concept map should consist of
   - colours use
   - audience
   - objects in the
   - what has been painted in the piece
   - what are the characters doing

**Consolidation (15 mins)**

1. Tell the students to get into pairs and give each child a photocopied painting of Tom Roberts and a plain A3 white piece of paper

2. They are required to then discuss with their partner the colours, techniques, the objects in the picture and whatever they gather from the painting

3. Once the pair have discussed, they are then required to glue the painting in the centre of the A3 white piece of paper and make a concept map of all their findings that they have discussed together.

4. Their concepts maps will be hung around the room

**Early finishers**

For students that finish their concept map early, they can copy down the class concept map that was made during the class focus.
Closure (10 – 15 mins)

Give every child a number; on the painting have the numbers on each of the characters in the artwork. Get the children to recreate the painting with trying to replicate the positions of the people in the painting. - This will give the children the feel on how the men did in that shed 122 years ago. (Depending on the time you have left of the lesson you can get the children to put on costumes such as hats and so forth)

- Take a picture of the children when they get in their final position