Lesson Sequence WEEK A – D Alice Mount S0166313

Year Level : 9

Unit Topic: Exploring the Elements and Principles

Aim: For students to demonstrate an understanding of the nature of the elements and principles. To recognise and identify elements in a piece of art, its significance, and practically apply what they have learnt to their own artwork. This will be achieved by exploring various artists from past and present and experimenting with different mediums to achieve the desired result.

WEEK A

EXCURSION NGV

AIM: To introduce students to the elements and principles. A visit to the NGV aims to introduce the students to art throughout history where artists have used the elements and principles with a specific purpose. A museum educator will take the students for the day, and brief them on various artworks in the gallery that express particular characteristics. Students will be required to take notes and record thoughts and observations in their folios.

WEEK B

LESSON 1: 50mins

Introduction to the elements and principles of design. PowerPoint presentation, reviewing examples of artists from the excursion to the NGV, class discussion on their observations. Students will be asked to select from a range of advertisements/brochures, which will be provided by the teacher and asked to find examples in their selection of what elements or principals they can recognise, how they have achieved that and if it is effective. Open dialogue is encouraged, and class participation. Their explorations should be recorded in their folios.

LESSON 2: 100-minutes COLOUR, REPITITION

In each class, a different element/principle will be focused on and explored.
Lesson 2 will be focused on Colour and Repetition. Artists will be discussed, how they achieved their desired effect using colour and repetition, also focusing on the work of Andy Warhol.
Activity: Students are asked to select a single image, trace it, and reproduce it in multiple ways, in the style of Andy Warhols cans. If any students have not completed their artwork, it will be set for homework.

Week C

LESSON 3: 50mins SHAPE

Lesson 3 will be focused on Shape. A presentation with artists who use this element will be used as examples and inspiration, from ancient glyphs to contemporary symbols. Engage students with visuals, graphic designs, brochures, posters that use shape in advertising, typography that focuses on shape. Discuss how shape has been used through history as a means of communication before the written word. In preparation for the next class, a photo of each student needs to be taken and printed out. If time, students can go outside for the last 15 minutes and record in their folios objects found in nature that have a defining shape, to encourage them to see shapes in the world around them

Lesson 4 100mins: SHAPE

Activity: Continuation on the theme of Shape. Use the photo's taken in the previous lesson, and set tracing paper over the face and have them outline all the different shapes they can see in their face. Students will explore the shape details of the face and have them try and refine their face to only a few shapes, highlighting the advantage of simplicity. They will be recorded in their folios, along with observations. Class discussions will be had, as well as one on one discussions to assess whether or not the element in understood.

Week D

Lesson 5: 50mins: TEXTURE, CONTRAST

Lesson 5 will be focused on the element of texture and principles of contrast. A presentation with artists who use these elements and principals will be used as examples and inspiration, and artists who achieve texture in their artworks by using various medias. Students will select from a range of examples of artwork, graphic design, brochures, advertisements, photographs, and discuss and identify how texture has been achieved and describe the sort of texture it is and how they can be contrasted. Soft vs Hard, metallic vs. fabric, mad made vs. natural. Homework will be set for students to bring in 10 samples of texture that is man-made vs. nature. The items mustn't be of great value as they will then use them to mark make, experimenting and exploring the different textures that can be produced through print and paint.

Lesson 6: 100-minutes

Continuation from the previous lesson. Students will take the objects they have brought in and continue to create as many textures as they can, by using them as mark makers, or stamps, or colouring over the. The aim is for students to be able to recognise the effect different medias have on producing different textures. The objects can be placed on their table and each student can go around and create various combinations. The focus is to encourage them to think about what effect each texture produces. Have them articulate in their folios the effect the texture has, contrasting textures, what medium produces the best result.

LESSON TITLE:	Exploring the Elements and Principals
SEQUENCE:	One of Six Lessons (not including excursion to NGV in Week A)
SUBJECT:	Introduction to Elements and Principals
YEAR LEVEL:	7-8
LESSON DURATION:	50minute theory based lesson
OBJECTIVE:	For the students to come to an understanding of the elements and principles, through reviewing examples of artists, analysis of past and current designs and how those designs incorporated the design elements and principles.
AUSVels LINKS:	Creating and Making, Exploring and Responding. The theory-based lessons target the exploring and responding AUSVels link.
PREPARATION:	PowerPoint presentation to explore the elements and principles, including past and present artists. Students are asked to bring their notes and worksheets that they completed during the previous excursion.
RESOURCES and /or MATERIALS:	An information sheet with a description of each element and principal for the students to stick into the front of their visual diary's, for future reference throughout the year. A range of print designs, brochures, books, pamphlets, postcards for the children to find specific examples of design elements that have been implemented.
LESSON PROCEDURES AND/OR STEPS:	1. Presentation on design elements and principles. 2. Discussion on worksheet completed at the NGV and briefly ask the students which artworks stood out for them and why, which elements and principles did that artist use. 3. Distribute the materials over the desks, and have the children go around for 5 minutes and find examples of where designs have incorporated certain design principles or elements. Open discussion will be had, how the artist has achieved the desired effect. Have them record their findings in their visual diary's.

THINKING DOMAIN: LITERACY: ICT:	Students are introduced to the elements and principles. They are then encouraged to engage in a thinking process and apply the knowledge they have been presented with to the print resources they have been provided with. Open dialogue helps them to voice their opinions, to think critically, to listen to others and participate as a group.
DIFFERENTIATON:	Students with special needs can have one on one time with the teacher and discuss if they understand or not.
EXTENSION:	Students who finish early can be given work to do in preparation for the next class which will be on Colour and Repetition. They can be asked to research this element with examples of their favourite artists, and record it into their visual diary's.
PACKDOWN:	2 minutes for the students to pack up their visual diary's, and the resources out on the table.
ASSESSMENT:	They have been asked to record their findings in their visual diary's, for the teacher to gage their understanding of the topic. Assessment will also be taken during the open dialogue to again gage where the students are in their understanding of the topic.
INDEPENDENT PRACTICE:	Students are asked to bring in a single domestic object from home, in the theme of Andy Warhol's cans. Something simple, and that they will find easy to draw. Perhaps a tomato sauce bottle, a salt shaker, a shoe, a teapot.
REFLECTION:	Ask the students in the last 5 minutes what they have learnt. How did you find today's lesson? What did you learn today that you didn't know when you came in? Was there anything you found particularly challenging? Or hard to understand?