Visual Arts virtual program:

# Considerations for programming virtual classrooms

## Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?  How will share and display information for your students to access?  How can you promote student-teacher interactions?  How can opportunities for inter-learner interactions be incorporated into activities?  How will the teacher monitor and support progress in student learning? |

### Model 1 – Student guided inquiry

Students are guided in completing a short investigation that includes artmaking and art historical/ critical activities.

Stage 5, Visual Arts

Students are able to engage with teacher via online platform such as google classroom or teams and seek further clarification or ask advice.

Stage 4 or 5

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| Guiding question: | What influences the actions and choices of artists who have created portraits? |
| What are your students going to learn? (Objectives) | Investigate and analyse the actions and choices of a range of historical artists who have created portraits. |
| How are they going to learn it? (Resources and Strategies) | **Resources**:   * Visual Arts, KASCA, Department of Education Identity-Part 2- Portraiture: [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture)   **Strategies**  Using the online-learning platform, groups discuss the role of portraits in society both in the past and in the world today.  Teacher might divide the class into research groups to discuss and document examples of portraits that convey:   * the wealth and status of the sitter * record family or romantic relationships * commemorate an historical event * reflect developments in new media and technology * the self; portraits that are depictions of the artist (self-portraits) * a photo-realistic and recognisable likeness of the sitter * humour or to satirise or to create a caricature   Groups are to upload examples of a minimum of four portraits that reflect their given theme and are from different points in history. Students outline the artists practice with reference to their ideas, influences, the time and place in which they live/ lived and also their use of materials and techniques. This a synchronous activity with groups of students collaborating to share a range of responses to the guiding question.  Individual activity/reflection: depending on the stage students will complete varying forms of art historical / critical writing on one of the portraits. For a Stage 4 or 5 class students could complete a frames analysis of one portrait using a scaffold provided by the teacher. A Stage 6 student may complete an extended response comparing portraits over time or in different cultures. |
| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | Students are to work both individually and as a group through online-based activities throughout this unit. They will investigate the artmaking practice of a range of artists who have created portraits over time and share their research online.  Success criteria will be determined via the:   * collaborative online discussions, collation of data, investigating and analysing strategies around a range of portraits. * Research and summarise findings using a frames scaffold provided by teacher. This might be informed by the frames infographic available online : [schoolsequella.det.nsw.edu.au/file/5ef2cf0a-d8c1-44ba-987b-c048ccd376b8/1/the-frames.pdf](https://schoolsequella.det.nsw.edu.au/file/5ef2cf0a-d8c1-44ba-987b-c048ccd376b8/1/the-frames.pdf) * resources and responses shared online |
| Collecting evidence of student learning (Verification) | Worksheets, videos/presentations and logs are to submitted using your classroom management online tool such as, Google classroom, Edmodo or Class OneNote. |
| Differentiation | Students could:   * find a range of portraits online that are created using different materials or in different time periods * Investigate portraits in the Archibald Prize over time. |
| Extension/HPGE | Students could:   * Investigate the work of an artist who is known for their engagement with the genre of portraiture and account for their material and conceptual practice. * Create a portrait inspired by the style of a famous portrait artist. This might be completed using a range of 2D materials and/ or digital media and programs. * Create a self- portrait in the form of a map! Look first at the example by British artist Grayson Perry. [www.mca.com.au/learn/learning-resources/learning-resources-grayson-perry-my-pretty-little-art-career/go-map-yourself](https://www.mca.com.au/learn/learning-resources/learning-resources-grayson-perry-my-pretty-little-art-career/go-map-yourself/) * Create a digital self-portrait! First investigate the examples at the link below: [education.abc.net.au/home#!/digibook/1152471/npga-digital-portraits](https://education.abc.net.au/home#!/digibook/1152471/npga-digital-portraits) |
| Feedback (Evaluation) | Feedback is formative for the duration of the unit.  Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote and setting up quizzes to give automated feedback. |
| Communication | [Padlet](https://padlet.com/dashboard) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

#### Resources:

* Visual Arts, KASCA, Department of Education Identity-Part 2- Portraiture: [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture)
* Art Gallery of NSW Portraiture Education Kit: [www.artgallery.nsw.gov.au/education/learning-resources/education-kits/portraiture/](https://www.artgallery.nsw.gov.au/education/learning-resources/education-kits/portraiture/)
* Explore the collection at the National Portrait Gallery: [www.portrait.gov.au/portraits/](https://www.portrait.gov.au/portraits/)
* Who’s Who? Portrait prize learning resource, Geelong Gallery : [www.geelonggallery.org.au/cms\_uploads/docs/whos\_who\_learn\_resource\_2017webversion.pdf](https://www.geelonggallery.org.au/cms_uploads/docs/whos_who_learn_resource_2017webversion.pdf)

### Model 2 – Sharing resources for students to view/read and reflect on.

Using the asynchronous discussion activity from the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd).

Editable templates are included for both Google G Suite and Office 365. Below is an example of an adapted template.

#### Self-Portraiture, Stage 4, 5 or 6

Students investigate the concept of 'personal identity' through an exploration of the genre of self-portraiture. They investigate a range of Australian self-portrait artworks using the conceptual framework and refine and present their own views about why and how artists make self-portraits. They develop their skills in drawing and their understanding of the proportions of the face and contribute to a virtual exhibition of well-known Australian self-portrait works.

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| Lesson sequence |  |  |
| One | **Defining Portraiture and Self Portraiture**  Students will investigate a range of self-portraits by Australian artists.  Students will complete a written response/ reflection to questions selected by the teacher such as:   * What is your definition of a portrait? What is a self-portrait? * Must a portrait always include a realistic representation of the face? * Why might artists choose to create a self-portrait? * Has the role of portraiture changed over time? * Can you find two very different examples of self-portraits by Australian artists from different time periods? Use the frames to help you to explain how the two self-portraits differ. | **Defining Portraiture and Self Portraiture**  Students explore a range of self-portraits by Australian artists and upload their responses to a digital platform such as Google classroom, Teams or Edmodo.  Teacher directs students to view the resource: [education.abc.net.au/home#!/digibook/1778131/look-within-self-portraiture](https://education.abc.net.au/home#!/digibook/1778131/look-within-self-portraiture),  Teacher might support students to develop more extended responses by providing them with a frames scaffold or by referring them to by the frames infographic available online : [schoolsequella.det.nsw.edu.au/file/5ef2cf0a-d8c1-44ba-987b-c048ccd376b8/1/the-frames.pdf](https://schoolsequella.det.nsw.edu.au/file/5ef2cf0a-d8c1-44ba-987b-c048ccd376b8/1/the-frames.pdf) |
| Two | **Developing art making skills**  Students will:   * develop their understanding of materials and techniques by creating a series of practice drawings of their own face in their VAPD or on blank paper. Students use a mirror and can focus on depicting specific details of the face such as the eyes, nose and mouth. They should aim to create realistic drawings through the use of tone, texture, line and shape. * complete a diagram with annotations summarising the correct proportions of the face. * upload a digital photo or scan of their work to the online platform. | **Developing art making skills**  Teacher reminds students that practice improves even the most confident artists.  Students are directed to watch:   * How to draw your face in proportion, ABC education: [education.abc.net.au/home#!/media/2941076/how-to-draw-your-face-in-perfect-proportion](https://education.abc.net.au/home#!/media/2941076/how-to-draw-your-face-in-perfect-proportion) (duration 3:30) * How to draw faces: [www.youtube.com/watch?v=iMEBSQJYaAY](https://www.youtube.com/watch?v=iMEBSQJYaAY) (duration 19:21) |
| Three | **Art history/ Criticism**  Students will:   * Select and investigate a well-known self-portrait by an Australian artist * Write an analysis of the portrait using the conceptual framework scaffold provided. * Upload their conceptual framework analysis and/or their slides to the online platform for feedback.   Students will respond to conceptual framework questions:  **Artist**   * Which Australian artist made this self-portrait? * Where were they born? When? Where do they live now? * What does this self-portrait tell us about their values, experiences, interests, time and place?   **Artwork**   * Describe how materials and techniques have been used. Provide specific examples in the artwork. * How has the artist used signs/ symbols/ colours or subject matter to convey information to the audience?   **World**   * Has the artist been influenced by events, issues and/or ideas in the world? How are these conveyed in the artwork?   **Audience**   * Where can audiences see this artwork? Has it been shown in an exhibition or gallery? Which? * What does the artist wish to reveal about themselves to audiences? | **Art history/ Criticism**  Teachers may choose to copy this scaffold into a shared online document that can be populated by students. This task might also be presented as a pairs task in which students work together to complete the research and scaffold.  Teacher will share the following sites for students to explore, view and reflect on:   * National Portrait Gallery self-portrait collection [www.portrait.gov.au/images/13871/to-look-within-2004](https://www.portrait.gov.au/images/13871/to-look-within-2004) * Archibald Prize finalists – ask students to look for examples of self-portraits: [www.artgallery.nsw.gov.au/prizes/archibald/](https://www.artgallery.nsw.gov.au/prizes/archibald/) * Doug Moran National Portrait Prize- ask students to look for examples of self-portraits: [www.moranprizes.com.au/gallery/portrait](https://www.moranprizes.com.au/gallery/portrait)   Students might be encouraged to share their written work by uploading four slides to a shared slideshow or online platform that showcases the work of the entire class. |
| Four | **Artmaking (this may take 2 lessons)**  Students will   * investigate ideas concerning identity and representation and refine a self-portrait in pencil and a range of other 2D mediums they have access to at home. * demonstrate their understanding of the proportions of the face. * consider and make choices about the way that their choice of pose, clothing and setting might tell the audience more about them. They might also consider including objects in the portrait. * consider the message that they want to convey to an audience about themselves and their world. * Write a brief artists statement regarding their self-portrait reflecting on their intentions, choices and actions as an artist. * Scan or photograph their work and upload it to the digital platform for feedback | **Artmaking and Artists Statement**  Teacher will support students and provide feedback as they develop ideas for 2D self-portrait. Students can use any materials they have in their house such as pencils, pens, markers.  Teacher provides examples of an artist statement by sharing examples such as those written for the Archibald Prize.  Teacher can provide feedback on scanned/ digitally photographed portraits and artists statements. |
| Five | **Collaborative Explore and Reflect Activity:**  Students will:   * use the online-learning platform to collaboratively curate a virtual exhibition of Australian self-portraits by selecting their favourite self-portrait by a well-known Australian artist, in any style and medium and uploading it to the shared digital platform. * write a persuasive paragraph outlining their reasons for choosing this self-portrait as the most engaging that they have come across. * participate in a “peoples choice” award by voting for the work they see as the most engaging. Students can do this by using an online form (such as a google form) to vote and write a one sentence justification their choice of winner. They are not allowed to vote for the work that they uploaded to the shared digital platform. | Teacher will set up a google form for voting: [www.google.com.au/forms/about/](https://www.google.com.au/forms/about/) |

#### Resources

* ABC Education Digital Book “Look Within; Self Portraiture”: [education.abc.net.au/home#!/digibook/1778131/look-within-self-portraiture](https://education.abc.net.au/home#!/digibook/1778131/look-within-self-portraiture)
* Visual Arts, KASCA, Department of Education Identity-Part 2- Portraiture: [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts/identity-part-2-portraiture)
* How to draw your face in proportion, ABC education: [education.abc.net.au/home#!/media/2941076/how-to-draw-your-face-in-perfect-proportion](https://education.abc.net.au/home#!/media/2941076/how-to-draw-your-face-in-perfect-proportion) (duration 3:30)
* How to draw faces: [www.youtube.com/watch?v=iMEBSQJYaAY](https://www.youtube.com/watch?v=iMEBSQJYaAY) (duration 19:21)
* Portraiture Learning Resource AGNSW: [www.artgallery.nsw.gov.au/education/learning-resources/education-kits/portraiture/looking-and-responding/](https://www.artgallery.nsw.gov.au/education/learning-resources/education-kits/portraiture/looking-and-responding/)
* Google forms: [www.google.com.au/forms/about/](https://www.google.com.au/forms/about/)
* National Portrait Gallery self-portrait collection [www.portrait.gov.au/images/13871/to-look-within-2004](https://www.portrait.gov.au/images/13871/to-look-within-2004)
* Archibald Prize finalists – ask students to look for examples of self-portraits: [www.artgallery.nsw.gov.au/prizes/archibald/](https://www.artgallery.nsw.gov.au/prizes/archibald/)
* Doug Moran National Portrait Prize- ask students to look for examples of self-portraits: [www.moranprizes.com.au/gallery/portrait](https://www.moranprizes.com.au/gallery/portrait)