

## UNIT OVERVIEW

<b>Teacher/Class:</b>	<b>Date:</b>
<b>Unit Title: Relief Modelling</b> <b>Focus: Marine Life - fish</b> <b>Learning experience:</b> Creating fish focusing on shape and texture moving into relief modelling in dough	<b>Learning Area: The Arts</b> <b>Strand: Art</b>
<b>Achievement Objectives:</b> <b>#Developing Practical Knowledge in the Visual Arts (PK)</b> Students will identify and explore elements and principles of the visual arts, using a variety of techniques, tools, materials, processes, and procedures. <b>Developing Ideas in the Visual Arts (DI)</b> Students will express visual ideas in response to a variety of motivations, using imagination, observation, and invention with materials. <b>Communicating and Interpreting in the Visual Arts (CI)</b> Students will express ideas about their own work and respond to objects and images made by others.	
<b>Specific Learning Outcomes:</b> Use the correct art vocabulary associated with this unit by: * considering & comparing natural objects, the environment & own sketches * focusing on selected elements using images and artists' work for reference * encouraging students to verbally respond to their own and others' work.	<b>Learning Styles/Modalities Addressed:</b> <b># Kinesthetic</b>  <b># Spatial</b>
<b>Learning outcomes (Strands)</b> <b>Developing Practical Knowledge in the Visual Arts (PK)</b> Explore 'shape' and 'texture' and the principle of contrast to explore drawing, dough relief, and dye techniques. <b>Developing Ideas in the Visual Arts (DI)</b> Develop visual ideas on fish based on structured models of drawing fish shapes. Use observational drawing of chosen fish from photographs developed in tone and colour. Explore shape and texture using dough relief of their drawing ideas through to a finished tile. <b>Communicating and Interpreting in the Visual Arts (CI)</b> Use the terminology of 'shape' and 'texture' and recognise contrast through 'difference'. <b>Understanding the Visual Arts in Context (UC)</b> Recognise shape and texture in ceramic tiles. Locate and discuss examples of book illustrators that have made drawings and paintings of fish <b>Teaching and Learning Sequence:</b> <b>Lesson numbers in brackets</b> o Sketching basic fish shapes as a class. Attention to body, fins and tail. Introduce textures and shading (1-5). o Sketch fish from selected visual resources. Attention to background environment (6). o Research fish and control colour for natural effect using coloured pencils (Year 1 students shared their completed tiles with class prior to starting dough work) (7). o Choose one previous drawing and develop this idea in dough using slab technique. Attention to parts of fish. Explore textures achievable by pinching and using an ice block stick (practice dough tile photographed but not kept) (8). o Using sketch as a plan and create fish shape on cardboard, by pushing and squeezing the dough Use sharpened ice block stick as additional tool. Refocus on textures and details using pressing. Attention to edges (dough tile baked at 100 C for 1 1/2 hour left to cool and dry out further) (9). o Dye tile with black dye, wiping off the high points with tissue to exaggerate the textures (10). o Use fine brushes and over dye with selected dye colours. Use tissue to adjust the brightness and felt pen as an additional colour source. Seal with polyurethane spray when dry (11). <b>Dough recipe</b> (for 3- 4 children) 1 cup plain flour, 1/2 cup salt 1/2 tsp cream of tartar, 1 tbsp oil Mix with water until pliable and keep in sealed ice cream container when not in use. Dilute dough with water if 'gluing' of initial shape to card required.	
<b>Assessment</b> o Formative discussion with students by teacher for work-in-progress. o Paired-student discussion around the focus of key shape ideas and texture. o Students view their own, and others' progress, by collecting their sketches and noticing how they have improved. o Supportive class responses to student work will be encouraged. A visual record of selected students' work will be kept for monitoring purposes and the generation of school exemplars.	





