

Unit 8C Shared view

About the unit

In this unit, pupils explore and use natural and other materials to construct a temporary, site-specific work, which represents a shared view of their locality. They work in groups to make a collective response. They analyse examples of work from different times and cultures where ideas, beliefs and values are shared and communicated through art, craft and design.

This unit is expected to take 10–15 hours.

What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles	

Where the unit fits in

This unit builds on unit 7B ‘What’s in a building?’, which develops pupils’ skills, knowledge and understanding associated with three-dimensional construction. It also builds on unit 7C ‘Recreating landscapes’. Both units develop pupils’ awareness of the environment – natural and made.

This unit could be linked with unit 11 ‘Industrial changes’ in the history scheme of work, where pupils explore aspects of their local historical environment. It also links with unit 12 ‘Images of a country’ in the geography scheme of work, where pupils identify both positive and negative images of their own locality.

Expectations

At the end of this unit

most pupils will: explore ideas and select visual and other information; use this information in developing their work; manipulate materials and processes to communicate ideas and meanings in an individual design incorporating symbolism; match visual and tactile qualities to their intentions; draw up an action plan for improving on their initial designs; contribute to a final piece of group work; analyse and comment on the ideas, methods and approaches in traditional Aboriginal Australian art and culture and in contemporary work; adapt and refine their work, individually and in the group, to reflect its purpose and meaning

some pupils will not have made so much progress and will: collect information to help them develop their work; use the qualities of materials and processes to communicate ideas and meanings; organise and combine visual and tactile qualities to suit their intentions; compare and comment on ideas, methods and approaches in their own and others’ work; contribute to an action plan for group work; adapt and improve their work to realise intentions

some pupils will have progressed further and will: assess ideas and information including images and artefacts from different times and cultures; use this information to develop their ideas, taking account of audience and purpose; manipulate materials and processes and analyse outcomes; interpret visual and tactile qualities to realise intentions and communicate ideas and meanings using symbolism; create an appropriate action plan for collaborating in the making of the final piece; make a significant contribution to realising the final piece; analyse and comment on how ideas and meanings are conveyed in their own and others’ work; explain how their understanding of the context affects their views and practice

Prior learning

It is helpful if pupils have:

- developed the habit of using a sketchbook when collecting visual and other information to support their work
- used different methods of construction, in particular those using natural materials
- developed the habit of reflecting on their own and others' work in order to generate ideas for adapting and developing their work

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- natural form and materials
- making a maquette
- geometry, structure
- Aboriginal Australian art, *eg ecology, spiritual, mystery, sacred*
- types of art, *eg site-specific, public art, tribal art*

Speaking and listening – through the activities pupils could:

- discuss and respond to initial ideas and information, carry out the task and then review and refine ideas
- listen for a specific purpose, note the main points and consider their relevance and validity

Reading – through the activities pupils could:

- undertake independent research, using appropriate reading strategies
- select relevant information and link to other information collected from a range of sources

Resources

For practical work, resources include:

- digital camera or camera, scanner
- image manipulation software
- materials for making a relief panel or a three-dimensional construction, *eg card, chicken wire, 'found' materials, tubes, wood batons for structure, art straws*
- natural materials, *eg sticks, withies, large leaves, cane, twine, straw*

Examples of art, craft and design:

- examples of Aboriginal art, *eg rock engraving, ground painting, bark painting, sand drawing, decorated totem poles*
- examples of land, earth and environmental art, *eg 'Pierced spiral' (1970) and 'Spiral jetty' (1970) by Smithson; 'Bracken knot' (1986) by Goldsworthy; 'Black dome' (1986) by Nash; 'Turf circles' (1988) by Long*
- photographs of earthworks, ancient burial mounds and landscapes altered by mining technology
- examples of symbolism, *eg in religious art, in the use of masquerade figures in African society and the contemporary sculpture of Sokari Douglas Camp*

Future learning

The theme of the environment and the knowledge and skills associated with three-dimensional construction are developed in unit 9C 'Personal places, public spaces'. Pupils will be expected to become more independent in the way they communicate their ideas and meanings. They will select appropriate visual and other information from different genres, styles and traditions and increase their awareness of different codes and conventions in images and artefacts. They will build on their awareness of different contexts in developing their own work.

Adapting the unit

Pupils could:

- work with a sculptor in residence and develop a sculpture trail for the school or the locality
- develop their ideas as a class installation, interpreting features of the natural and made environment through the symbolic use of images, colour and materials
- work with the local community to develop a sculptural feature, *eg seating, a fountain*, for a public garden or for the school grounds

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

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| <ul style="list-style-type: none"> to discuss and question critically, and select from a range of sources, information to help them develop ideas for independent work | <ul style="list-style-type: none"> Ask the pupils to discuss ideas and beliefs about contemporary local, national or global environmental issues. Ask them to prioritise the issues of most concern to them. Ask them to suggest what they value about the natural world and to list these in order, with those of most value first. | <ul style="list-style-type: none"> identify and prioritise issues relating to the environment suggest what they value about the environment | <ul style="list-style-type: none"> Links with geography, where pupils look at the effects of environmental planning and management on people, places and environments. Builds on unit 7C 'Recreating landscapes', where pupils discussed artists' perceptions of landscape and their own ideas and feelings. |
| <ul style="list-style-type: none"> about codes and conventions and how these are used to represent ideas, beliefs and values in Aboriginal art | <ul style="list-style-type: none"> Show examples of traditional Aboriginal art. Ask the pupils to work in pairs to identify subject matter and the ways in which this is represented. <i>How are animals, fish and birds represented? What signs and symbols can you see in the work? What do you think these stand for? How are natural materials used? What methods are used? How do you think Aboriginal artists felt about nature and their environment?</i> | <ul style="list-style-type: none"> identify subject matter, materials and processes used in Aboriginal art identify how these relate to Aboriginal ideas and beliefs about the creation and the 'Dreamtime' | <ul style="list-style-type: none"> Structure discussion about the work under headings, eg: <ul style="list-style-type: none"> content: subject and ideas form: composition, arrangement how it is made: materials, process, techniques used impact: how pupils react, what they think about it, the effect on them |
| <ul style="list-style-type: none"> that the roles and purposes of artists continue and change over time and from place to place | <ul style="list-style-type: none"> Talk about the role and function of art in traditional Aboriginal Australian culture. Ask the pupils to compare this with how art is valued and used in our own culture. <i>What are the differences between our view of life with nature and the views of traditional Aboriginal Australians? How have our ideas, beliefs and values changed over time?</i> Show work by environmental artists. Ask the pupils to identify the materials used and how they are used. <i>What ideas, beliefs and values do you think that these contemporary artists are trying to convey?</i> Ask the pupils to compare Aboriginal art with contemporary work. <i>What is the same about the work? What is different?</i> | <ul style="list-style-type: none"> identify similarities and differences in the practice of traditional Aboriginal Australian art and late modern examples | <ul style="list-style-type: none"> Pupils should understand how cultures such as this developed a shared spiritual and social understanding. Most art was linked to religious belief and ritual. It dealt with the symbolic representation of the creation, which set a pattern of living for the natural world, including human beings. It was not subject to change. This raises the issue of how we should respond to art that is sacred for other peoples. It also raises the issues of lifestyle and the need to conserve the world. |
| <ul style="list-style-type: none"> to research, question critically and select from and experiment with a range of visual and other information | <ul style="list-style-type: none"> Introduce to the pupils the idea of using symbolism to represent their own ideas and beliefs about the environment. Discuss how materials convey meaning, eg <i>the idea of the temporary conveyed in natural materials</i>. Discuss how meaning can also be attached to the use of colour. Ask the pupils to undertake independent research about issues that interest or concern them, using appropriate reading strategies. Ask them to select relevant information and to link it with other information from a range of sources. | <ul style="list-style-type: none"> identify how artists conveyed meaning through symbolism collect relevant information select and use appropriate techniques for identified subject purposes synthesise information and ideas from different sources when reading for specific purposes | <ul style="list-style-type: none"> Pupils could research examples of other forms of religious art. They could identify symbols from nature, eg <i>animals, birds, insects, trees, plants</i>, and discuss the meanings attached to these, eg <i>in Christian art, wings are the symbol of divine mission; the tree is a symbol of life or death, depending on whether it is strong and healthy or broken and diseased</i>. |

Learning objectives

Pupils should learn:

- to record and analyse first-hand observations, to select from experience and imagination for different purposes and audiences
- to organise and present information in different ways

Possible teaching activities

- Ask the pupils to make drawings from observation of a range of natural forms. Ask them to develop the drawings into designs, eg:
 - *abstract and simplify shapes and forms from their observations of natural objects, thinking about their symbolic meaning*
 - *record how natural forms such as rocks, plants and trees, fish and other creatures are represented in different cultures*
 - *explore how features of weather such as storm clouds, whirlwinds and falling rain could be represented*
- Ask the pupils to explore ideas for symbols to use in a design for a small-scale three-dimensional construction or maquette. Ask them to use their sketchbooks and annotate their designs, making proposals for the use of materials and noting symbolic references. Discuss the viability of their proposals in relation to practical constraints.
- Discuss with the pupils the possibilities of combining ideas from different individuals by working together in groups. Ask them to present their individual ideas to their group, explaining the symbols and meanings they have developed in their individual pieces. Discuss how and why they selected colours and materials.

Learning outcomes

Pupils:

- explore shape, form and meanings in natural forms
- select and develop ideas for symbols to use in their work
- generate ideas for a design for a relief panel or maquette to symbolise their ideas
- give a clear explanation of their research and ideas to their peers

Points to note

- Pupils should consider the spiritual, moral, social and cultural issues related to the environment, as they explore ideas and develop their individual response. Their symbolism should reflect their own ideas, beliefs and values and they should be able to explain this to the class.

Investigating and making

- to adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations
- to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques

- Ask the pupils to plan, as a group, how to make their final work, based on ideas that have been developed by individuals in the group. Prompt them to share their work in their sketchbooks and their ideas for their group piece. Ask them to agree the content, materials and the scale of their group piece.
- Discuss the materials available and share ideas about using materials. Ask each group to agree how the work involved in making the final piece will be divided, so that each person has a distinct role in its making.
- Create appropriate solutions for the task and make a three-dimensional construction. Emphasise that the work could be a temporary work and that joining techniques should be appropriate to the nature of the materials.
- Discuss where the groups would like to site their three-dimensional construction in or around the school. Ask them to:
 - photograph the proposed site
 - photograph their work
 - scan images into the computer
 - manipulate the images to present the sculpture *in situ*

- decide, as a group, which design or combination of designs will be used for the final piece
- document the decisions taken by the group
- make a final piece as a relief panel or a three-dimensional construction
- contribute to sustained group work to carry out and report on a task

- The final piece will be a maquette. Its size will be determined by the nature and organisation of the materials that the pupils collect.
- Ask the pupils to collect natural and other materials that are suitable for their designs.
- Pupils could make a photographic, digital or video record of the work being made. They could develop a spoken and written commentary for this recording with appropriate titles and captions.



Safety – pupils need clear instructions about the use of any dangerous equipment

Pupils should learn:

Pupils:

Evaluating and developing work

- to analyse and evaluate their own and others' work, express opinions and make reasoned judgements
- Ask the pupils to reflect on their initial ideas and drawings. Discuss concepts like sacred and symbolic meanings in the work they have seen. Encourage the pupils to refer to the qualities shown in the examples as they develop their work further. Raise issues related to the Aboriginal view of nature for their own art.
- Ask the pupils to evaluate their own group's and other groups' work. *What symbols have been used in the work? What do you think these represent? What materials have been used in the work? How have materials been matched to ideas? What do you think the work means?*
- review and adapt their work and develop and refine ideas and meanings
- listen and comment fully on the main points of what they have heard
- explain the findings of their evaluations, using subject-specific terminology and concepts
- The drawings, research and final pieces might be displayed in a prominent area of the school, possibly incorporating the digital/video recording. Other pupils in the school might be invited to interpret the symbolism in the work.