

Asia Scope and Sequence for The Arts

Units of Work

Unit 9: Seeing and Sharing

Asia Scope and Sequence for The Arts: Units of Work

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Asia Scope and Sequence for The Arts: Units of Work can be found at the Asia Education Foundation website under Curriculum Materials at:
www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Stage of schooling

Upper Secondary

Learning focus

Dance or Drama or Media or Music or Visual Arts or a combination of these aspects

Elaborations

This unit can be used by specialist teachers from one of the following five areas or integrated across two or more Arts strands.

- **Da7, Da8** Students experiment with diverse elements, skills and techniques to choreograph and perform dance works. They also research, examine and perform dance works about, or created within a country or culture of Asia.
- **Dr7, Dr8** Students experiment with diverse elements, skills and techniques to create or interpret and enact drama/theatre works. They also research, examine and discuss drama works written and performed in their own and in other cultures.
- **Me7, Me8** Students experiment with diverse media conventions, skills, techniques, materials and technologies to construct and present new media texts. They also research, examine and discuss media texts produced and presented in their own and in other cultures.
- **Mu7, Mu8** Students experiment with diverse music elements, conventions, skills, techniques and technologies to compose and perform music works. They also research, examine and discuss music works composed and performed in their own and in other cultures.
- **Va7, Va8** Students experiment with diverse conventions, skills, techniques, materials and equipment to create and exhibit new artworks. They also research, examine and discuss artworks created and presented in their own and in other cultures.

Focus questions

- How can the meanings and messages in the artworks we make be inspired and influenced by our understanding, perceptions and observations of other cultures?
- How might audiences from other cultures perceive our work?

Overview

Working in a single arts discipline or across a range of disciplines, students learn and use skills, techniques and forms associated with artworks from an Asian culture to create a work of art to share with a (student) audience from that culture. **In this unit, the theme of 'Water' will be used as an example; however teachers should feel free to negotiate another theme with students after consideration of local curriculum, existing iEARN projects or specific local events.**

The presentation of the artwork can be through real or 'virtual' means. Students discuss their work with the audience, exchange ideas and understandings and reflect on responses to the work. If possible, the 'audience' class should also undertake the same unit in reverse and present their work to the audience of Australian students.

This project could also be undertaken during a school visit when a group of students tours an Asian country. During this school visit, students present their work and spend time discussing the cultural influences that have inspired their work.

Otherwise, students at an Australian school connect with peers in an Asian school through an online community like iEARN (www.iearn.org). Each group agrees to create a work of art using the skills, techniques and forms usually associated with the other group's culture. As the works are developed, students discuss the ideas they are exploring and their experiences working with unfamiliar techniques. Virtual presentation of the completed works allows students to share responses and discuss the outcomes. For examples of existing iEARN arts-based projects, search the website for Music for Media, Dream School Theater or Visions of One: Self Portraits.

Note that the actual shape of this unit will be determined by:

- whether the unit is undertaken as preparation for a school tour or through a virtual community
- the art discipline/s selected by students.

Duration

This unit may be completed intensively over 4–5 weeks or over a longer period such as a term or semester. The duration will depend on the nature of the sharing experience between the two groups of students.

Preparation

These factors need to be decided on before students commence work. Teachers might make some of the decisions, and some may result from discussions with students.

Identify:

- the project team, which might include teachers, students, visiting artist/s, school administrators, representatives from cultural organisations
- communication strategies – consider how the project team members will communicate with each other; how students working on different aspects of the artwork will communicate with each other; how students in Australia and Asia will communicate with each other
- a format for a design brief and a project management tool that will assist in meeting deadlines
- the theme – the level of description will vary according to the scope of the project plan and the way that the students from Australia and Asia will interact throughout the project. For example, students might work from a starting point as general as 'oceans' or one as particular as 'Nothing on earth is so weak and yielding as water, but for breaking down the firm and strong it has no equal.' Laozi.
- Select in general terms, the art disciplines/forms that will be used, for example: visual arts: installation; mural; digital print; drama: devised work incorporating use of masks and movement; music: songs to be performed by rock band; multimedia: video incorporating dance and visual aspects with original soundtrack.
- Develop a project plan. The plan should include the components of creating the artwork and aspects associated with sharing the work. Use a project plan like a spreadsheet, GANTT chart or another tool with which students are familiar. Decide on where/how to store the plan so that it can be accessed as needed by different members of the project team.

- Establish student journals so that students can individually reflect on and record details of the techniques and the cultural influences they are exploring as they develop their artwork. Students participating in a virtual sharing project can also communicate on a regular basis with their peers in Asia. Documentation should include a range of material such as samples of stimulus materials used, photographs of work in progress, commentary recorded in written or audio form such as discussion of the ideas inspired by the theme or stimulus material, and insights into how students' thinking evolved and changed through the creative process.

Resources

- Materials needed to make an artwork in a selected discipline or form
- Stimulus materials that can be used to generate ideas around the theme such as images, print or audiovisual media reports, written texts, oral stories, music
- Design brief proformas or methodology
- Project management tool/s

Online learning communities

- www.iearn.org – iEARN (International Education and Resource Network – is the world's largest non-profit global network that enables teachers and students to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.
- www.globalschoolnet.org//index.cfm – Global SchoolNet's mission is to support 21st century learning. It engages teachers and students in project based learning exchanges with people around the world to develop literacy and communication skills, foster teamwork and collaboration, encourage work force preparedness and create multicultural understanding. Global SchoolNet can be accessed through www.education.vic.gov.au/teacher/Global/default.htm. This site includes links to associations which assist classrooms to connect.
- www.ozprojects.edna.edu.au/sibling/home – The Oz Projects website celebrates online collaborative curriculum projects.
- <http://voicethread.com> – VoiceThread is a collaborative space for sharing images, sound and videos with an interactive audience.

Stimulus material about the theme of 'Water'

Sample topic resources:

- www.buddhanet.net/e-learning/buddhism/meditate/water.htm
- Mountains and Streams - Chinese Paintings from the Asian Collection - A National Gallery of Victoria Touring Exhibition', www.ngv.vic.gov.au/mountainsandstreams/
- Reports, for example ABC News Online: Tsunamis devastate Asia, www.abc.net.au/news/newsitems/200412/s1272629.htm
- Quotes, www.gmd4.org/quotes.html
- Information about ways the natural environment is being changed by humans, for example: www.chinapage.com/3gorge/3gorge.html, www.newsmekong.org/
- Maps and images from tools like Google Earth to view features of significant waterways within an Asian country.

Stories and writings, for example:

- 'The life of Ganga', www.sanatansociety.org/indian_epics_and_stories/the_life_of_ganga.htm
- Agostino, Helen and Kiting, Kathy, 'Indonesia Kaleidoscope', Curriculum Corporation, 2001.
 - Miripu and the sago palm
 - Sitor and the magic fish – the legend of Lake Toba
 - A poet's ode to the Aral sea – www.asiawaterwire.net/node/494

Images of boats and other craft used in Asian cultures, for example: market boats, boats that are homes, dragon boats or images such as those in Hattensen, Stacey, 2004, *Images of Asia*, Curriculum Corporation, Melbourne:

- China, picture 4: Dam project, Sichuan Province
 - India, picture 6: Monsoon flood, West Bengal
 - Indonesia, picture 10: Rafting, Matan River, Kalimantan
 - Japan, picture 13: Seaweed Harvest, Hokkaido and picture 16: Snow monkeys in hot springs
 - Korea, picture 20: Unloading the catch, Sogwipo Harbour
 - Philippines, picture 21: Typhoon Imbudo, 2003 and picture 22: Pasig River, Manila
 - Thailand, picture 27: Fishing, Chang Mai
 - Vietnam, picture 32: Phung Hiep River, Mekong Delta.
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- MacArthur, Ann, 2005, *Inspirations – Art ideas for Primary and Middle Years*, Curriculum Corporation, Melbourne.
 - Card 5 *Revolution 1991*, I Wayang Bendi
 - Deepa Metha, 2005, *Water*, DVD, Warner.
 - Watson, Rob, 1995, *Visions*, Curriculum Corporation.
 - *Wave Hitting Two Rocks*, Agris, D p 4, Melbourne
 - *Fuji on the Sea* and *Fuji Showers*, Hokusai, p 26, p 30

Design briefs

- 'Design Awareness in Schools', Student Learning DVD, Victorian Curriculum and http://vels.vcaa.vic.edu.au/downloads/supportmaterials/dct/vels_appteach_designbriefs.pdf

Mind maps

- <http://vels.vcaa.vic.edu.au/support/teaching.html>
- www.jcu.edu.au/studying/services/studyskills/mindmap/howto.html
- www.buzan.com.au/learning/mind_mapping.html
- www.inspiration.com/home.cfm

Questioning models

- McKenzie, Jamie, 2005, *Learning to Question to Wonder to Learn*, FNO Press, America.
- Morgan, Norah and Saxton, Juliana, 2006, *Asking Better Questions*, 2nd edition, Pembroke Publishers Limited, Canada.

Activity 1: Exploring artworks from an Asian culture

1. Students undertake a guided exploration of artworks and associated forms, tools and techniques from the Asian culture they have chosen to explore and share with peers from that culture. The activities should incorporate practical activities and research. Some of the research activities should focus on general characteristics of the artworks; while other activities should focus on artworks that portray water realistically, symbolically or spiritually within the culture. For example, students might:

- research and report on the history of an art form, typical subject matter, and use of elements and conventions
- take part in master classes/workshops or online conversations with an Australian based artist or company from the Asian culture focusing on developing skills and understanding of specific techniques and practices
- communicate with arts practitioners in Asia about ideas, techniques and practices
- prepare a slide show and commentary about a series of works from the selected Asian culture
- analyse works in the selected form focusing on ways cultural or spiritual symbols are used to communicate meanings and messages
- complete exercises focusing on use of skills, techniques, materials, equipment and/or technologies relevant to selected forms or styles.

2. After they have spent time researching the Asian culture they have chosen, students can use various methods to generate ideas for their artwork. They can:

- engage with stimulus material relating to the theme, for example through brainstorming, analysis, or structured improvisation activities. Stimulus material should include components from both Australian and Asian perspectives. The material should support students exploration of their existing ideas relating to the theme and inspire different ways of thinking, particularly ways that can be explored through use of creative practices from the Asian culture
- complete a mind map which outlines ideas, meanings and messages about the theme
- use the mind map to explore possibilities for making artworks that will communicate ideas, meanings and messages offered by the theme
- identify ideas, meanings and messages about the theme that they intend to communicate through their work.

3. Students develop a description of their intended work. The description should refer to, as appropriate to the arts discipline, ideas drawn from stimulus material and other sources; form, performance style, genre, media and materials and specific elements; and the principles and/or conventions that will be used.

4. Students then use the description of their work to complete a design brief and plan the work using processes relevant to selected arts discipline/ form. The brief should:

- refer to the context, challenge and specifications of the project
- outline the scope of the work and the intended meanings and messages
- identify characteristics from the Asian culture that the students intend to incorporate into their work.

The plan should identify stages in the creative process and be referenced against the time line for the whole project.

Activity 2: Making and refining a planned work

1. Students use the description, design brief and plan they have prepared as guidelines to develop and realise their ideas. As with any creative process, exactly how it evolves will be unique to the artwork.

Teachers should assist students to maintain a focus on the challenge of using tools, elements or conventions in ways that reflect their understanding of practices in the selected Asian culture. Students might approach this challenge in a variety of ways: either using techniques or materials in ways that imitate conventions used by Asian artists or juxtaposing characteristics from Asian and Australian artistic practice.

Teachers could provide a series of workshop or master-class style activities focusing on use of relevant techniques or ways of manipulating stimulus material, media/ materials/ equipment/ technologies or performance styles to achieve particular aesthetic qualities. Students might also use a questioning model or other inquiry-thinking tool to support their decision-making at each stage of the creative process.

Stages of the creative process will vary but should include components that are similar to:

- **investigation/exploration/improvisation/experimentation** – students work with selected stimulus material, performance styles, media, materials, equipment and/or technologies to develop deeper understanding of the potential of their ideas and techniques they are using to achieve intended aesthetic qualities
- **shaping and structuring** – students use chosen skills, techniques and processes to manipulate selected media or materials so that their ideas take on expressive form and intended aesthetic qualities become evident
- **reflecting and refining** – students present, perform or display the work in progress and invite questions and comments about:
 - the ideas, meanings and messages the work is communicating
 - the aesthetic qualities of the work in relation to their original aims and intentions
 - the use of characteristics from Asian artwork
 - practical considerations, for example: is additional stagecraft required, could the work be transported (should an overseas tour be a possibility), have technical specifications been used accurately so that the work can be displayed in a different IT environment?

Answers to these questions will help determine what changes are needed as students continue to rehearse and refine their artworks.



Activity 3: Developing a presentation about the work

Students present their artwork to their real or virtual audiences. They use excerpts from the documentation they have each developed throughout the unit to stimulate discussion with the audience after the performance, presentation or exhibition of the work. The presentation should outline:

- the theme
- the creative process
- the ways students consider they have been influenced by the culture, practices and characteristics of the Asian culture they have investigated
- the impact this had on their work.

Assessment

Assessment should be ongoing throughout the unit of work. Teachers should monitor student engagement with each task and the level of cooperation and collaboration during group activities. Sample assessment approaches for each stage of the unit are provided on Resource sheet 1. They should be adapted in line with the project, criteria developed by the class as well as specific and State and Territory curriculum goals.

Resource Sheet 1: Assessment approach and criteria

Activity	Assessment approach	Sample criteria
Arts-making journal	<ul style="list-style-type: none"> • Responses to teacher-provided questions about use of materials, decision processes, arts-making practices • Commentary that reveals approaches to problem-solving, responses to options raised through trialling and investigation, insight into choice of structure or use of materials and techniques • Discussion of the influence and impact of using arts-making practices from an Asian culture on the development of ideas and/or on formal aspects of the work • Evidence/examples to support responses, commentary and discussion 	<p>Understanding of group aims and intentions Insight into ways arts-making tools can be used to communicate ideas or enhance aesthetic qualities Recognition of influences and impact of arts-making tools and characteristics from an Asian culture Description of arts-making process</p> <p>Justification of decisions made during arts-making process</p> <p>Use of appropriate language and terminology</p>
Exploring artworks from an Asian culture	<p>Select from:</p> <ul style="list-style-type: none"> • teacher observation and discussion/consultation with students during class activities and research phase • student contributions to class and/or online discussions • skill development in master-classes/workshops • report about specific arts-works, genres, styles or practices. 	<p>Understanding of:</p> <ul style="list-style-type: none"> • ways arts-making tools are used in selected works • cultural implications of characteristics of selected artworks. <p>Ability to comment on ways works communicate ideas using appropriate language and terminology</p> <p>Skill in using:</p> <ul style="list-style-type: none"> • specific skills, techniques, media, materials, equipment and/or technologies • a given framework to analyse selected works
Generating ideas	<p>Teacher observation and discussion/consultation with student regarding contributions to class-generated:</p> <ul style="list-style-type: none"> • mind map • description of intended work • design brief • work plan 	<p>Ability to:</p> <ul style="list-style-type: none"> • synthesise thinking and express as ideas that can be used as the starting point for an arts-making process • describe intended artwork with references to use of arts-making tools and ways influences from another culture will be used • complete a design brief and work plan that will provide an appropriate structure for the chosen arts-making process
Refining and presenting a planned work	<p>Teacher observation and discussion/consultation of student work practices:</p> <ul style="list-style-type: none"> • at each stage of the making process focusing on use of arts-making tools and practices relevant to intended aesthetic outcomes and work plan during self-evaluation of contribution to work in progress against agreed criteria • in response to peer-evaluation of work in progress • when refining work in response to feedback • when preparing work for performance/presentation/exhibition <p>Teacher assessment of the completed artwork Self-assessment of the completed artwork</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • use selected media, materials, equipment and/or technologies in accurate/appropriate/correct ways to achieve aesthetic aims • manipulate elements, principles and/or conventions to achieve aesthetic aims • respond to feedback to enhance communication of ideas and aesthetic qualities of an artwork and/or meet specifications • prepare an artwork for performance/presentation/exhibition using planned specifications
Developing a presentation about the work	<p>Teacher assessment of student contribution to development of the presentation about the work</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • communicate ideas about an artwork • articulate understanding of ways arts-making practices, elements, principles and/or conventions have been used • recognise and describe influences and impact from another culture

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