

The Arts in the New Zealand Curriculum

The VISUAL ARTS ... getting started

Number 2 in a series of four featuring the arts disciplines



'The Visual Arts..... enable us to tell stories about ourselves, to express our personal and collective identities and to participate in the local and global community'.

- *The Arts in the New Zealand Curriculum, 2000*

The unit of work featured below is based on a level 4 learning example found in the curriculum along with sections of the new Ministry of Education resource:

Sculpture - Exploring the Visual Arts in Years 1- 6

(The resource also links with learning experiences for levels 1,2 and 3)

LEARNING EXAMPLE Arts Curriculum Pg77

- Experiment with assuming body positions that use weight, balance, tension, or movement to express various moods, eg surprise, composure, dejection.
- Look at and discuss sculptures or images of people that express similar emotions in these ways.
- Use building, (eg with coils or slabs) or carving techniques with clay to make one or more figures that express emotion through body posture or gesture. (CI) (DI) (PK)

Children can express ideas about emotional responses to experiences through sculpture:

OLYMPIC EMOTIONS

Create a clay sculpture of an athlete, which expresses emotion

Starter: Build on personal experiences (DI)

Adapt the relevant section of p11 of *Sculpture*, eg

- talk about emotions they have felt when striving to achieve a goal
- talk about the experience of being in a team - See sculpture resource illustration p12
- discuss the emotions that could be experienced by Olympic athletes
- look at relevant press coverage and photographs
- look at the work of NZ sculptor Llew Summers, www.artists.co.nz/summers.html and examples of sculptures of athletes made by the ancient Greeks.



Find out how and why artists make sculptures (CI)

- look at the poster of Iosefa Iliaia Leo Tupuana'i's *Mother and Child*.
- use the questions and discussion points on pp 9, 10 *Classroom activities for Mother and Child*.
- find out what emotion is portrayed
- how and why the artist created the sculpture
- plan how to make a sculpture for themselves and what it will 'say'.

Study poses (DI)

- Use the approach suggested on p11 *Exploring the Modelling of Figures*
 - find out about proportions and shapes
 - sketch one another in appropriate poses
 - draw a plan of the sculpture they will create

Learn how to work with clay (PK), (DI)

- Refer to p 12 for ways to introduce skills with clay.
- Refer to pp 22-25 *Classroom Organization* for further help.

For more ideas see the Ministry website www.tki.org.nz/e/arts and the new series - *Exploring the Visual Arts in Years 1-6* which will be distributed to schools during 2001. Enquiries: Learning Media, 0800 800 565

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