

I applied my effective understanding of the curriculum content to frame an overarching unit question and learning goals for this integrated art unit. These focus questions will be utilised to mindfully direct my designing of the teaching and learning sequence, including the summative assessment (APST 3.2; 3.3).

I have signposted throughout the learning sequence my effective implementation of key teaching strategies with an emphasis on group discovery processes (blue) and resources (green) to engage students in the curriculum (APST 3.3; 3.4).

I applied my extensive knowledge and understanding of the Australian Curriculum to align the HaSS learning context and real-world issue, bushfires, explicitly with year five content to structure an authentic arts learning experience (APST 3.2).

Snapshot Overview of Arts Integrated Unit

| | | | |
|--|---|---|--|
| 1. Title of arts integrated curriculum unit: The emotion in fire | | | |
| 2. Year level: 5 | | | |
| 3. Length of unit: 6 weeks | | | |
| 4. Overview of the unit: Students will explore and develop fluency and knowledge of the elements of visual arts to demonstrate technical and expressive skills through a series of artworks, raising awareness of the natural devastation and subsequent implications of bushfires. | | | |
| 5. Relevance of real-world issue for this year level: Inspired by the recent surge of severe bushfires, students will learn of the consequences of the natural disaster. Fire is a natural occurrence that can be enormously destructive, causing countless emotions of darkness and loss. These emotions can be used to raise awareness of bushfires and the challenging realities faced by fire affected areas. | | | |
| 6. The common or overlapping concepts from the Arts and another learning area | Learning area | Concepts/big ideas | Content descriptions (From AC V9) |
| | HaSS: Geography | Gather knowledge and understanding of how environmental events such as bushfires, severely impact places and community. | Knowledge and understanding: The management of Australian environments, including managing severe weather events such as bushfires...and their consequences (AC9HS5K05). |
| | The Arts: Visual Arts | With a deep understanding of the visual art elements and principles, create an artwork that communicates the meaning and emotions of bushfires, raising awareness of the devastation. | Creating and making: Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01). |
| 7. The conceptual link that builds on the curricular area concepts or big ideas | Student learning and deeper understanding of the consequences of bushfires and severe impact on the environment and communities, is represented through visual art processes and materials. Specifically, students use the visual elements and design principles of visual arts to create a series of artworks that communicate the emotion and natural devastation of bushfires, to raise awareness of their implications. | | |
| 8. The overarching question which provides a learning context to support meaningful and real-world learning and focus questions that will maintain the integrity of the curricular areas | <p>Overarching question: How can we use the emotion in visual art to raise awareness of the implications of bushfires?</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> a) How do people and environments influence one another? (Geography) b) How do people influence places and the management of them? (Geography) c) What can be expected in a fire? (Geography) d) How do bushfires impact the environment, place, and community? (Geography) e) How can we use artwork to communicate with an audience to raise awareness? (Visual art) f) How can we use the elements of visual art to create emotion in an artwork? (Visual art) g) What can we learn from other artworks, including First Nations artists, appreciating their application of visual elements and design principles to depict emotion? (Visual art) h) What can we learn from the community about the impacts of bushfires? (Visual art & Geography) | | |
| 9. General capabilities included in the unit | <p>Ethical understanding: Responding to ethical issues; Understanding ethical concepts and perspectives.</p> <p>Critical and creative thinking: Analysing (interpret concepts and problems); Generating (create possibilities, consider alternatives and put ideas into action).</p> <p>Personal and social capability: Social management (communication).</p> <p>Intercultural understanding: Reflecting on culture and cultural diversity.</p> | | |
| 10. Sequence and learning activities that include approaches | <p>Introduction - Week 1: Introduce the natural disaster of bushfire. Initiate a whole-class discussion and co-construct a KWL chart to formatively assess student prior knowledge. Engage students in learning by watching an ABC news coverage. In small groups, collaboratively brainstorm what bushfires look and feel like. Explicitly teach new vocabulary for this unit and record answers on the classroom word wall. Read the storybook Fire (French, 2015). Discuss the style of illustration in this book and question students on how the illustrations tell a story, which illustrations they find most powerful/emotional, how this emotion was portrayed in the artwork. Formatively collate discussions on a concept map, for future referral.</p> | | |

that value inclusion

Conduct a think-pair-share to distinguish students' knowledge of the visual elements and principles of visual arts. Use a checklist to formatively assess who may require additional instruction. Use an anchor chart, to revise and provide examples of each element, and discuss how they can be used in artwork to create emotions. Re-read Fire (French, 2015) and discuss specifically how the elements and principles have been incorporated in illustrations to convey emotion. Now students have foundational knowledge on the topic, introduce summative assessment and share the rubric. Explain the task as an assortment of three artworks which will be completed over the next five weeks, to depict the emotional implications of bushfires.

Through - Week 2: Remind students of summative assessment and divide class into mixed-ability groups of three. In groups, use iPads to research maps, photographs and diagrams that locate where bushfires occur. Investigate the local environment (wildlife, community, nature) and describe its characteristics (healthy, green, lively neighbourhood). Discuss the consequences of bushfires and brainstorm what could be impacted in these locations. Students present their findings to the class for the teacher to formatively assess their understanding. As a class, investigate 'Dot painting Australian native bush' (Doobay, 2020), a First Nations artist's perspective of nature. Analyse the usage of the visual arts elements: colour, value, and pattern, to convey a positive emotional response. Collaboratively in groups, plan and create the first artwork in the summative series, to depict the normality of the people, flora, and wildlife of the bush before the fires.

Week 3: Illustrate to class using a 1851-2020 bushfire timeline the regularity and severity of bushfires. In groups analyse the timeline, and suggest criteria used to determine the severity of bushfires (deaths, financial cost, environmental damage). To further develop an understanding of the nature of bushfires, and their significant effects, watch a BBC news coverage. On iPads, groups create a collage of photographs to convey the message from this news coverage (effect on wildlife, health impact, loss of homes/life, financial cost, environmental impacts). Students' present their findings to the class for the teacher to formatively assess their understanding. As a class, analyse 'The rescue painting' (Ogilvie-White, 2020), specifically the use of the elements and principles: shape, space, and emphasis, to draw attention to the emotional scene of endangered koalas. In groups, plan ideas for the second artwork in the summative assessment series, explicitly how to use the visual elements to convey the intense emotions of bushfires. Receive formatively assessed feedback from the teacher.

Week 4: An incursion by the QLD Fire and Emergency Services will provide the class with authentic first-hand information to raise awareness and knowledge of the dangers of bushfires, their causes, and effects. Students will have the opportunity to ask questions, using the visual arts elements as a guide to later influence their summative artwork (e.g., What shape were the flames? What colours could you see? How would you describe the smoke as a texture?). Following the presentation, students complete a formative exit ticket to self-assess their understanding of content. As a class, analyse the painting 'Bushfire friend and foe' (Oliver, 2019), specifically the use of the elements: colour, value, and contrast, to communicate authentically the perspective of bushfires the QLD Fire and Emergency Services described (the dark silhouette of the burnt trees in contrast to the flames, and the intense colour of the fire). In groups, continue working collaboratively on the second artwork in the summative series, to depict the intense fire.

Week 5: In groups, cooperatively explore on iPads, the Marysville Fire Museum website to identify the significant aftermath of bushfires, impacting the environment and community. Students collate a collage of photographs on a PowerPoint, to formatively display their findings. On this collage, they will annotate the images with visual art elements and principles that could be portrayed in their summative artwork. Each group will share with the class their constructed poster, for peer and teacher feedback. As a class identify the emotions felt when viewing these photographs, and how those in fire affected areas must feel. Discuss the idea of expressionism, and how to convey meaning in art using different materials and techniques. Explore using techniques of blending brushstrokes to imitate movement, or dabbing to illustrate texture as the thickness of smoke. Experiment with different materials such as sand, leaves, or bark to emulate the texture of ash. Collaboratively in groups, plan and create the third artwork in the summative series, to depict the dark scene of loss after the fire. Students complete a formative exit ticket to self-assess their understanding and application of the visual art elements and principles.

Beyond - Week 6: Provide additional instruction to those students who would like to clarify any visual art elements they do not understand. Groups continue to finalise their three artworks in the summative assessment series, to depict the events prior to, during and after the devastation of bushfires. Halfway

| | |
|---------------------------------------|---|
| | <p>through the week, pair groups together to share their progress and any ideas yet to be included in their artworks. Peer formative assessment rubrics are to be completed, offering praise and qualitative feedback in referral to the visual elements utilised to express emotion. Students are to also assess their own paintings formatively for personal reflection. Groups use these evaluations to adjust and make improvements to finalise their artwork before submitting the summative assessment. Class artworks will be displayed for the community at the school art show.</p> |
| <p>11. Assessment</p> | <p>Formative Assessment:</p> <ul style="list-style-type: none"> - Informal questions, classroom discussion, and observations can be used to enhance a perception of the students' understanding throughout the lesson during whole-class, group and paired worked. As students share their thoughts and discoveries, the teacher will document formatively using checklists and anecdotal notes. Teacher feedback can be verbal and explicit in the moment for clarification of the concept. - Students will be asked to present their findings with the class, verbally and visually using collages, concept maps and graphic organisers. As they share their thoughts and discoveries, the teacher can gather an insight of their understanding. - Exit tickets will be completed by students at the conclusion of the sessions. This is a time for pupils to evaluate their own learning using a few sentence prompts. The teacher will also gather data to inform next lesson and identify who may need individualised assistance. - Each group will receive timely informed verbal feedback to reassure them of their understanding and application of skills, as they complete their artworks each week. The teacher will make their way around the room to all groups, to observe every child's progress, offer support, and prompt them with questions and feedback to extend their self-expression in their artworks. - Peer assessment rubrics are to be completed during shared content focus sessions, to check if the group are on target or need to make revisions. Qualitative feedback is provided for students to reflect on. <p>Summative Assessment: In small groups, students will collaboratively create a series of three artworks, depicting the events prior to, during, and after the devastation of bushfires. A range of materials and techniques will be applied to effectively implement the visual elements and design principles of visual arts, to compellingly communicate the emotions and devastation of bushfires. The artworks will be displayed at the school art show to an audience of school peers, teachers, and invited family and community members, to raise awareness of the consequences and sever implications of this natural disaster.</p> |
| <p>12. Resources</p> | <p>Week 1: ABC news coverage: Bushfire Season - Behind The News, Fire by Jackie French, KWL chart, classroom word wall, anchor chart of visual elements and design principles of visual arts.</p> <p>Week 2: 'Dot painting Australian native bush' (Gidabul Doobay, 2020), class set of iPads, art supplies.</p> <p>Week 3: Bushfire timeline 1851-2020: (ffm.vic.gov.au), BBC news coverage: Australia fires: Misleading maps and pictures go viral, class set of iPads, 'The rescue painting' (Tanya Ogilvie-White, 2020), art supplies.</p> <p>Week 4: QLD Fire and Emergency Services Incursion, Self-evaluation exit ticket: Exit ticket W4.pdf, 'Bushfire friend and foe' (Tammy Oliver, 2019), art supplies.</p> <p>Week 5: Marysville Fire Museum: (marysvillefiremuseum.com), class set of iPads, art supplies, Self-evaluation exit ticket: Exit ticket W5.pdf.</p> <p>Week 6: Art supplies, peer assessment rubric, self-critique rubric.</p> |
| <p>13. School and wider community</p> | <ul style="list-style-type: none"> -Throughout this unit, students are offered learning experiences to connect with the wider community to gather information and make meaning of the content. The incursion with the QLD Fire and Emergency Services offers authentic first-hand information, about the dangers of fire, promoting bushfire awareness. Learning is interactive, collaborative, and engaging, as students partner with these specialists to listen to stories and ask personal questions to gain a deeper understanding of the learning topic. -Students will plan their summative assessment, in consideration of what they learnt throughout the unit about bushfires, the dangers of them, their causes, and effects. This information will be utilised to create a series of artworks, with the purpose of raising community awareness of this damaging natural disaster. The visual elements and design principles will be included in the artwork to communicate with the audience, the challenging realities of fire affected areas. This expressionism emotionally connects with the audience, educating them of the destruction of bushfires. |

I demonstrated my ability to plan, structure and sequence an authentic arts learning program, through the implementation of an arrangement of visual, interactive, tactile, kinaesthetic, and technological resources that progressed pupils' comprehension of key curriculum concepts and continually engage them intrinsically in each lesson (APST 3.4).

To progress learning, a unique selection of authentic resources and learning experiences, including the digital exhibition of the Marysville Fire Museum and an incursion by the QLD Fire and Emergency Services were employed to connect students to the real-world, stimulating their conceptual understanding to become critically aware of the challenging realities faced by fire affected communities (APST 3.3; 3.4).