

> VOLUNTEER FOR LIFE (1)

Target Group: **Year 6**

Australian Curriculum Reference: **Visual Arts, English**

Visual Arts

- + Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114).
- + Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).
- + Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117).

English

- + Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504).
- + Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611).
- + Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612).
- + Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798).

LESSON SUMMARY

This unit of work is designed as being a beginning, or refresher unit, for students to understand what it means to be a volunteer, what volunteering looks like and how to create and manage a volunteering experience.

Students will participate in a range of whole class discussions and stimulus viewings, and create visual and written works in response. These will then be collected and organised by students as an exhibition of thoughts and feelings about volunteering and what it means to be a volunteer.

LESSON CONTENT AND METHODOLOGY

Lesson 1

- + Teacher invites students to use computers in small groups to engage with Scootle resource *Discovering Democracy: Joining In* at www.scootle.edu.au/ec/viewing/L9512/index.html. Students will investigate the various volunteer groups and people who contribute to the Australian community (note: students can participate in the activity included at the end of the resource, however, this is not essential).
- + Teacher invites students to use time on the internet to find definitions and aspects of volunteering to help build their understanding.
- + Once students have completed this exploration, teacher invites them to share their thoughts and understanding of what it means to be volunteer, what volunteering involves and name any organisations that they know of that rely on volunteer workforces. These thoughts and understandings will be recorded on a class brainstorm page for students to refer back to later on.

- + Teacher instructs students to discuss what they have learned throughout the discussion, and explorations with their families overnight. Explain that they will need to share this understanding the following day.

Lesson 2

- + Teacher invites students to view the following stimulus videos:
 - + *TCM Ask the Kids: What is a Volunteer?* www.youtube.com/watch?v=J9w-ZqVAdOQ
 - + *Making a world of difference:* www.youtube.com/watch?v=5FAEclpkhrM
 - + *Youth Volunteerism:* www.youtube.com/watch?v=q4je9N26ouY
 - + *For the Heroes: A Pep Talk From Kid President:* www.youtube.com/watch?v=tgF1Enrgo2g
 - + *Kid President: How To Change The World (a work in progress):* www.youtube.com/watch?v=4z7gDsSKUmU
- + Students are encouraged to take notes as they complete each viewing of the stimulus videos, noting down the things that they feel are important ideas in each video.
- + Students are invited to share their thinking, organising it under the headings in the hexagonal graphic organiser attached (Worksheet 1).

Lesson 3

- + Begin lesson with students by discussing the way artists are able to use visual art to share stories and portray beliefs and opinions. Use the National Gallery of Australia website at: www.nga.gov.au/Education/indigenous.cfm to support this discussion.
- + Remind students of the work completed in the previous lesson and show the hexagonal collection of their thinking. Ask students to consider everything that was recorded, what it means to be a volunteer and the definition of volunteering.
- + Ask students to think about how the stimulus videos made them feel, brainstorming the emotions that come from what they saw (an example of how volunteers can make you feel) and what impact volunteering could look like on a social level (in their own lives), a local level (the school), a community level and a global level.
- + Invite students to think about how these thoughts and ideas could possibly go together to create a visual artwork to represent their understanding of what it means to be a volunteer.

Lesson 4

Students spend time designing, planning and detailing the resources they will need to complete their artwork.

Lesson 5

Students create their artwork.

Lesson 6

- + Students bring their finished artworks together in small groups, discussing the themes and beliefs they are depicting in their pieces. As a whole group, students discuss the themes and ideas they have represented, grouping similar themes and images.
- + Ask students with similar themes and images to work as a group to create a description of their collective works and how they work together as a part of a larger collection.
- + Students work on a written description of their own individual works, explaining the theme and meaning of their pieces.

Lesson 7

Students create an exhibition.

Lesson 8

Students complete a written reflective task, outlining how they have used visual arts to convey a message. During this task students are asked to discuss things they found that were successful, things they would change if they were to repeat the activity and a skill or concept they have learned as a part of the process.

Lesson 9

- + Students are invited to create a written text of their choosing in response to the exhibition. They will need to make a decision about the text type they are going to create that will have volunteering as its focus.
- + Students will begin by working with a partner. Each person will be invited to talk through their thinking with their partner during two minutes of uninterrupted sharing. The listening partner will not be allowed to interject at all. Once the first person has finished, the second person will take their turn to talk without interruption.
- + After the students have had time to verbalise their thinking they will be provided seven minutes of continuous writing time. The focus is for students to get their thinking on the page in any format, genre or text type they choose.

Lesson 10

Students will be provided time to edit and refine their written work for publishing.

Note: teacher will determine the amount of time that needs to be assigned to each lesson.

ASSESSMENT

At the end of the unit of work students will be required to complete self-reflections outlining their thoughts and feelings about volunteering.

RESOURCES

- + National Gallery of Australia website: www.nga.gov.au/Education/indigenous.cfm
- + PBS: Volunteering for students explanation: www.pbskids.org/itsmylife/emotions/volunteering/article2.html
- + *Discovering Democracy: Joining In*: www.scootle.edu.au/ec/viewing/L9512/index.html
- + *TCM Ask the Kids: What is a Volunteer?* www.youtube.com/watch?v=J9w-ZqVAdOQ
- + *Making a world of difference*: www.youtube.com/watch?v=5FAEclpkhrM
- + *Youth Volunteerism*: www.youtube.com/watch?v=q4je9N26ouY
- + *For the Heroes: A Pep Talk From Kid President*: www.youtube.com/watch?v=tgF1Enrgo2g
- + *Kid President: How To Change The World (a work in progress)*: www.youtube.com/watch?v=4z7gDsSKUmU
- + Teacher resource – notes from the Australian Curriculum website to assist with visual art knowledge and skills requirements (attached).
- + Worksheet 1: Hexagonal graphic organiser

TEACHER RESOURCE

Notes from Australian Curriculum website to assist with visual art knowledge and skills requirements.

VISUAL ARTS KNOWLEDGE AND SKILLS – YEARS 5 AND 6 – ACARA

In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on the following.

REPRESENTATION

Subject matter (such as environment (macro/micro), physical and conceptual properties of materials and technologies).

Forms (cross-media – drawing, design, painting, sculpture, printmaking, photography, film, etc).

Styles (figurative, expressionistic, abstract, surrealism, Dada, digital art, etc).

Techniques (collage, drawing, screen printing, digital imaging, construction and environmental sculpture).

Visual conventions (identifying, using and interpreting a selection of design elements and design principles).

Materials (understanding of possibilities and restraints (qualities) of a range of materials).

Technologies (traditional and digital).

PRACTICES

Spaces

- + Recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work.
- + Presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function.

Skills

- + Expressive – interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli.
- + Conceptual – developing a thought or idea into a visual representation.
- + Practical – using visual arts materials, equipment and instruments.

Processes

- + Investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying.

Viewpoints

- + Expression – physical, psychological, sensory and intuitive.
- + Contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and people from Asia.

WORKSHEET 1

