

➤ VOLUNTEERING IN GROUPS (3): SHOWING OUR EMOTIONS

Target Group: **Year 5**

Australian Curriculum Reference: **Visual Arts, Civics and Citizenship**

Visual Arts

- + Develop and apply techniques and processes when making their artworks (ACAVAM115).

Civics and Citizenship

- + Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).

LESSON SUMMARY

Prior knowledge: students have been learning about why people volunteer, and the shared beliefs behind volunteering groups (see *Volunteering in Groups* lessons 1 and 2).

Through the pedagogy of Visual Arts, students will identify what emotions volunteers experience in their roles and present those emotions in a visually appealing manner using drawing, paint and paper collage medium. Students will critique and appreciate each other's work.

At the end of this lesson students will be able to:

- + explain what they know about volunteering
- + explain that volunteers feel different emotions in their roles
- + use colour, design and images to create feelings and mood
- + use different media to create artwork.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Stimulate prior learning by watching *Life Lesson of a Volunteer Fire Fighter* video at: www.bit.ly/1J8oE8E
- + Teacher leads a discussion about how the video made the students feel about becoming a volunteer fire fighter and how they could demonstrate that without using words.
- + Teacher explains that students will be using art to explore this concept further.
- + Teacher shows students a range of different mixed media works, highlighting and discussing:
 - + the variety in concepts and techniques
 - + the use of colour, materials, texture and design to show different emotions.

(Examples are available on the websites listed under *Resources*).

- + Teacher explains that each group will make a list of emotions and feelings based on what they have previously learned about volunteers.
- + They will be using a variety of different media and techniques to allow each student to produce an individual artwork.
- + Teacher describes that the artwork must be no bigger than A3 size and anchored with the word *volunteers*.

Body

- + Split students into groups of six. In their groups, students create a list of emotions. Teacher explains that the students must create an artwork that shows the emotions that are associated with one of the volunteer roles they have explored. The work must include the word *volunteer*. Works can be figurative or abstract, but the message should be clear.
- + Students look at Munch's *The Scream* and discuss how the artist has evoked the emotions, for example what colours are used and how the use of line and shape impacts on the meaning of the work. Images are available on Google Images, for example: www.edvardmunch.org/the-scream.jsp
- + Students are each supplied with an A3 piece of paper and the art supplies.
- + Teacher lists common emotions on the whiteboard and class discusses different ways to demonstrate these emotions. For example:
 - + happy = bright colours, soft lines
 - + angry = harsh lines, bold and dark colours.
- + Each student creates an individual artwork on the A3 paper.
- + Teacher circulates the room asking prompting questions and answering questions.

Conclusion

Students display their results to the class and the work is discussed using the following questions.

- + Is the emotion identified?
- + What art features have been used in the work?
- + What story does your art work tell about volunteering?

ASSESSMENT

- + Students will group the finished works according to:
 - + most successful
 - + very successful
 - + successful
 - + needs some more work.
- + The teacher will lead discussion with the students about why they have placed particular works in a specific group, for example: *why is this work in the 'very successful' group?*

RESOURCES

- + Interactive whiteboard and internet connection
- + *Life Lesson of a Volunteer Fire Fighter*: www.bit.ly/1J8oE8E
- + Assorted examples of collages
- + A3 paper (a sheet for each student)
- + Scissors and assorted glues
- + Assorted paints, pens and markers
- + Paint brushes and sponges
- + Assorted magazines, junk mail, newspaper and other printed media
- + The Scream: www.edvardmunch.org/the-scream.jsp

Websites and Examples

- + Feelings without Words: www.bit.ly/1Hbj6bk
- + Collage Canvas: www.bit.ly/1Hehz7m
- + Reason: www.bit.ly/1bLVkqY
- + Paint Blot Collage: www.bit.ly/1E3lmwO
- + Mixed Media: www.bit.ly/1KDxpGj
- + Strong Emotions: www.bit.ly/1crYsJi
- + Wax Flowers: www.bit.ly/1QRqdKz