

Arts Expo!

The Arts and English, Level 2

The Learning Context:

In this unit students will organise an arts expo auction and invite people in the community to attend, eg: parents, caregivers, extended family, teachers, local residents, business owners, etc. Students' artwork will be exhibited at the Arts expo auction and visitors will be able to bid for pieces that they like. This unit can be implemented across the whole school so that students at all levels are involved in artistic endeavours.

During the first stage of the unit students will explore a range of art techniques (painting, sketching, sculpting, print making, etc) and consider the skills and talents that are specific to each type of artwork. Students will then evaluate their own strengths and interests to determine what type of technique/media they would like to use to create an artwork for the auction. Students will also interview a local artist who sells their products in the community to find out how and why they are an artist, what techniques and products they use, and how they sell their art work.

During the second stage of the unit students will create their artworks and organise the Arts Expo auction. Some of the tasks that will need to be completed include costing and purchasing their required art materials; designing and producing their artworks; presenting and pricing their artworks; and making advertisements and invitations for their Arts Expo market. If this unit is being used for a school wide initiative each teacher could offer a different visual arts discipline for students to select from.

During the final stage of the unit students will host the arts expo auction and reflect on its success.

NB: The achievement objectives and learning outcomes will need to be adapted if this unit is to be implemented across the school.

Approximately 15 lessons

Achievement Objectives:

THE ARTS CURRICULUM:

Visual Arts:

Developing Ideas: Students will explore elements and principles and discover ways of using a variety of materials and tools.

Communicating and Interpreting: Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Understanding the Arts in Context: Share ideas about how and why their own and others' works are made and their purpose, value, and context.

ENGLISH CURRICULUM

Speaking, Writing, Presenting:

Purposes and audiences: Show some understanding of how to shape texts for different purposes and audiences.

Language features: Use language features appropriately, showing some understanding of their effect.

Structure: Organise texts, using a range of structures.

Enterprising Attributes:

- Generating, identifying, and assessing opportunities
- Generating and using creative ideas and processes
- Matching personal goals and capabilities to an undertaking
- Working with others and in teams
- Planning and organising
- Collecting, organising and analysing information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- School hall, or other space, e.g. community hall to hold event.
- Budget to pay for materials.
- Other resources as required for students to use.
- Decision Making Grid.
- Local artists.
- Local arts and craft shop/s.
- Resource list
- Cash book

Learning Outcomes:

Students will be able to:

1. Practice a range of art techniques and describe the skills and methods required in each art discipline.
2. Explain why artworks are produced and how they are sold in the community.
3. Write a Letter of Application to apply for work in an art venture using persuasive language and paragraphing.
4. Design, produce and present an appealing and creative artwork for the art expo auction.
5. Organise the arts expo auction by taking responsibility for an allocated role.
6. Describe how they applied Enterprising Attributes to support the tasks in this unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students are being enterprising by identifying an artistic opportunity to share with others. When creating, designing and displaying it for their community, students are engaging in social entrepreneurship. The students' art work brings benefits to their community. Through their enterprise, students are encouraged to value community and personal participation for the common good. They are also encouraged to achieve personal excellence by aiming high and by persevering when faced with difficulties.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Getting started:

The teacher brings a small selection of desirable toys and games to school (these could be purchased from the Warehouse or the \$2 Shop) to sell off in a 'class auction'. Over the next few days the teacher distributes 'funny money' to students to reward them for great behaviour and/or work efforts. This money is saved up by students in readiness for the auction.

Before the auction the teacher explains how an auction works – that the teacher is the seller and the students are buyers, and they are trying to establish a 'market price' for the goods that are for sale. The highest price from a bidder will determine who will buy the product/s, if it meets the teacher's reserve price.

The auction is held and toys and games are sold at the market price (or passed in if the highest bid does not reach reserve).

The unit and focus for learning is described to the students. Explain that the class will:

- Create artworks to sell off at an arts expo auction,
- Sell their artworks at prices that will cover their costs and hopefully make a profit,
- Organise and promote the arts expo auction to ensure that it runs well with a good attendance,
- Reflect on the success or otherwise of their learning.

The class creates a timeline for the unit with key dates for critical actions. This process will make the teaching sequence of the unit explicit to the students.

LINKS TO BES Best Evidence Synthesis

5. Quality teachers create effective and sufficient learning opportunities.

Exploring:

1. Over several lessons the teacher introduces a range of art techniques to students (eg: painting with water colour, using crayon and dye, fabric painting, printmaking, photography, etc) and allows them the opportunity to practice each technique. During these lessons the teacher also brings in different artworks for students to view. A discussion is held about each artwork in terms of its aesthetic appeal, function, cultural and historical significance, etc. (Learning Outcome 1) **Generating and using creative ideas and processes, Collecting, organising and analysing information**
2. The teacher explains to students that most artists in New Zealand make and sell their art work to earn a living. The school organises for a small group of these artists to visit students' classes, giving students an opportunity to learn more about their art field, to see examples of their work and question how they sell their art in the community. Students are to devise a range of questions to find out about the type of art form, the history of the art form, the designs they use, the required skills and techniques, the necessary resources/materials, and the process that they follow to produce their art. Learning Outcome 2 **Collecting, organising and analysing information** **Innovation, inquiry, and curiosity**
3. After the visit, students describe the ideas communicated by the artist's work. They consider whether the artwork has decorative appeal and/or functional appeal. They also explore the style of the artist's work, whether culturally based, contemporary, post modern, etc. Students draw a picture of the artwork that they have seen and use a range of vocabulary to describe it, eg: sculpture, drawing, colour, contrast, still life, design, paint, printmaking, photography, wearable art, texture, etc. Learning Outcome 2 **Collecting, organising and analysing information**
4. Students brainstorm a list of different types of artworks that they could produce for their own art expo auction. Encourage students to be specific about the media they could use, the function of the artwork, and the artistic theme. Ideas could include: PVA glue prints of Samoan tapa designs; screen printed calico that is sewn into cushion covers; flax woven flowers; black and white photographs of the local beach; pumice garden sculptures, etc. For further ideas and stimulus, the teacher may organise a trip to a local arts and craft shop. **Generating, identifying, and assessing opportunities**
5. From these art work ideas, the teacher and students decide which art disciplines and themes are the most popular and feasible. A Decision Making Grid should be used at this stage. NB: The art opportunities that can be offered to students in this unit is heavily dependent on how many classes are engaged. If this unit is being done across the school or a syndicate each teacher can select an art technique/discipline that they will offer in their classroom. If this unit is only being done in one classroom the teacher will need to decide on how many different options they can realistically manage. **Generating, identifying, and assessing opportunities**
6. The teacher or teachers create job advertisements for each art discipline which outline the skills and attributes that are required. These job advertisements are circulated to students and students consider which art discipline they would like to work in.

4. Quality teachers know learning processes in each curriculum area.

8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.

9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time and opportunities for application and creativity.

7. Quality teachers encourage critical thinking.

7. The teacher explains to students that they are going to write a Letter of Application to apply to work in a particular art discipline. The teacher and students explore the following questions: What is a Letter of Application? Who do we write these letters for? What do they look like? What information is contained in them? The teacher shares samples of job application letters with students to help answer these questions. Learning Outcome 3

8. Students examine a Letter of Application more closely in a guided reading lesson. The teacher breaks a letter up into chunks for analysis. What information is recorded at the top of the letter? How does the letter begin? What information is recorded in the first paragraph? What information is recorded in the body of the letter? How long is the letter? How is the letter concluded? Why is it ordered in that way? etc. The teacher encourages students to consider how a writer can create impact when writing a Letter of Application – examine the use of convincing language, the promotion of a person's interests, skills and knowledge within the letter, etc. Learning Outcome 3

9. Students write a Letter of Application to apply for work in one of the venture themes, with students also providing a second and third 'art theme' choice. Learning Outcome 3 **Matching personal goals and capabilities to an undertaking**

Creating Artworks:

10. Students receive a reply to their letter which confirms their employment in an art venture. The first 'artistic venture' meeting is held (NB: if this unit is being implemented across the school students will need to work in the classroom of their selected art discipline to create their artworks). The teacher explains and models the design process that students will need to follow to make their artworks (using a range of art examples for support) and students are encouraged to ask questions and/or add ideas. Learning Outcome 4

11. The teacher and students establish a list of success criteria for their artworks. The list of success criteria could include the following:

- the design of the artwork is appealing to the buyers
- the media and tools are used effectively
- the quality of the artwork entices buyers to purchase it
- the reserve price that is set covers the costs.

NB: The teacher and students could enlist the help of an artist when formulating the success criteria. Learning Outcome 4 **Excellence**

12. The teacher and students make a list of the resources/materials they will need to produce their artworks using the resource list template. Materials are costed (budgeted), and an estimate of costs per unit is calculated. Students consider if they can recover these costs and possibly more at their arts expo auction. Final decisions about materials and resources are made and production begins. As expenditure is incurred they record costs. Students may consider the need for a 'Quality controller' to monitor the quality of their work. Students may also choose to invite their local artist/s back into the classroom to critique their work in progress. Learning Outcome 4 **Planning and organising**

13. Once the artworks are completed students carry out self assessment and/or peer assessment using the success criteria listed during step 11. Students identify the strengths of their artworks and areas for improvement.

4. Quality teachers use the existing effective models as defined in literacy.

10. Quality teachers involve students in the process of setting specific learning goals.

<p>14. The teacher and students consider how the artworks could be presented at the arts expo auction to make them look more appealing. Ideas are listed and trialled (eg: flax flowers could be displayed in a large vase or pinned to a white wall; black and white photographs could be framed with black card or laminated; tapa prints could be individually mounted onto card or several prints could be combined to resemble a large tapa cloth, etc). The teacher and students decide on a method of presentation and prepare their artworks. Learning Outcome 4</p> <p>15. The teacher and students set a reserve price for their artworks ensuring that production costs are met.</p>	
<p>Organising and holding the arts expo auction:</p> <p>16. The students begin to organise the Art Expo. Different classes or groups could take responsibility for different areas of organisation. Possible organisation teams could include:</p> <ul style="list-style-type: none"> • Promotional Managers: In charge of producing and distributing posters and newsletters to advertise the event. This group could also contact the local newspaper to advise them of the Arts Expo. • Art Curators: In charge of looking after the various artworks and displaying them effectively. • Caterers: In charge of organising and selling food and drink during the event. • Auctioneer Team: In charge of numbering each piece of artwork and recording the reserve price, electing and training an Auctioneer, distributing auction numbers to their guests, recording transactions, etc. • Ushers: In charge of greeting people at the door, collecting entry fees, explaining the different artworks on display, answering any questions about the evening, etc. One member of this team could be the Master of Ceremonies who officially opens the auction and guides the progress of the event. • Risk Management Team: In charge of identifying potential risks on the night (eg: absent Auctioneer; power cut; overcrowding, poor attendance, etc) and putting strategies in place to avoid or minimise each risk. <p>NB: All students could make invitations for their immediate and extended family members to ensure that a sizeable number of people attend the event. Learning Outcome 5 Working with others and in teams Community and participation</p> <p>17. The arts expo auction is held and artworks are sold. Any unsold pieces can be collected and displayed in the administration area of the school with set prices for purchasing. NB: Schools may choose to run an 'Art Sale' instead of an 'Art Auction' and have stalls that display priced artworks. Students update their cash book with their sales. Learning Outcome 5 Working with others and in teams</p>	<p>2. Quality teachers teach students how to work collaboratively and facilitate active learning in the classroom.</p> <p>3. Quality teachers support parents and caregivers to understand the learning and skill development in school.</p>

Reflective Questions:

Exploring new knowledge and skills

- What were some of the techniques that you applied to your work that were also applied by the visiting artists?
- How has art changed over time, and when and how does it reflect culture?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- How can art reflect our community's culture?
- If you had to describe an artist either as a social and economic entrepreneur, or both, how would you describe them?
- What would a community be like without its art?

Possible Assessment Activities (Teacher):

Learning Outcome 1: Students appraise/describe a piece of artwork they either admired or purchased at the arts expo auction using the language they have applied in similar work during their unit.

Learning Outcome 3: The teacher assesses students' Letters of Application.

Learning Outcome 4: The teacher assesses the artwork produced by each student considering the aesthetic appeal, technique and creativity of each piece.

Learning Outcome 5: The teacher observes how well each student carries out their responsibilities when organising the arts expo auction.

Handy Hints:

Combine this unit with "Read All About It", and produce a newspaper to record the event.

Refer to the unit, **Flash Trash!** (The Arts, Level 1) for more ideas.

Arts Expo! – Enterprising Attributes

Task	Enterprising Attribute/s NB There may be more than one answer! (These to be removed when using this sheet)
We had to think about what type of artworks we could produce for our Arts Expo Auction and use a Decision Making Grid to analyse each option.	Generating, identifying, and assessing opportunities
We learnt about different art disciplines and talked to a visiting artist about how they made and sold artworks.	Collecting, organising and analysing information
We worked in teams to plan and organise the arts expo auction.	Planning and organising
We had to use our creative skills and processes when we were creating our artworks.	Identifying, managing and assessing risks
We worked co-operatively to plan and organise the arts expo auction. Each person in the team had a job to do.	Monitoring and evaluating
We listed the skills and techniques that each art discipline required and then chose an art discipline that best suited our abilities and interests.	Matching personal goals and capabilities to an undertaking

Decision Grid

Choices						
Criteria						
						Total

Resource list and order form			
Material Resources - description	Price per unit	Quantity	Total price

Cash Book				
Business Name:				
Date:	Details:	\$ Deposit	\$ Withdrawal	\$ Balance