|  |  |
| --- | --- |
| Planning brief by | Dr Audrey Fernandes Satar and Arif Satar |
| Date |  |

*Teaching Artists are referred to the Briefing for the information to be included in these briefs.*

***Context***

|  |  |
| --- | --- |
| Arts subject | * **Visual Arts** |
| Context | B Ed Primary August to October 2015 **Arts Challenge 1 for Visual Arts**  This is planning for an introductory activity for **Visual Arts** that can be completed by a student on her/his own in about an hour. |
| Title of activity/brief | * *The Secret History (Life) of Toys* |
| Overview | * Based on a Toy you may have or have had create a character for a picture book |
| The big picture/ Enduring questions/understandings | * Our personal journeys inform our creativity and learning process in the visual arts |
| Resources  *Resources include any PowerPoint presentations/videos /etc.* | * Paper, HB pencil, scissors, colour textas and pencils |

**The TA Activity outlined:**

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Learning** | **Links** | **Extensions** |
| The activity step by step | Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts |  |  |
| 1. Warm Up  * Take an A4 sheet of paper and cut a 21 by 21 cm square * Fold your square in diagonal and again in the opposite direction * Unfold it and you will have the sheet with two diagonal fold marks * Fold all corners to the centre * Turn over and fold all corners to the centre again * Turn over and insert your fingers in the pockets and play | WARM UP  **Observing and constructing:**  To take a piece of paper and transform it into a three dimensional object  **Practical:**  The use of visual arts materials | Technology - the property of materials |  |
| 1. Identify a toy character you have or may have had | **Representation and Viewpoints:**  To build a context through imagined and real events or histories | Personal and social development |  |
| 1. Identify its name and its history. This will inform the picture book activity that you will undertake during your on-campus intensive week  * Write a short history (no more than 150 words) of your toy /character. ***Remember your are including this in your Learning Journal*** | **Cultures and Histories:**  To build a narrative based on personal or imagined experiences | Society and Environment  History  Personal, social and cultural identity |  |
| 1. Draw the character  * If you have a toy character place it in front of you and start by drawing the silhouette on a sheet of paper using a HB pencil * If you don’t have the toy character find an image representing the character and draw its silhouette using a HB pencil | **Conceptual:**  To develop an idea into a visual representation | Drawing in the Visual Arts |  |
| 1. Draw details of the character  * Using different colour textas or pencils draw the details of your character | **Practical:**  The use of visual arts materials |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*The MU pedagogy focus activity will be outlined in response to the information from the TAs.*