

CHILDREN'S ARTSPACE KALEIDOSCOPE – PLAYING WITH COLOUR LEARNING RESOURCE

YEAR 3-4 ASSESSMENT TABLES

Indicators of success are examples of how students might meet the requirements of the content descriptors. This is not an exhaustive list and students do not need demonstrate every indicator to be successful.

DISCUSSION QUESTIONS

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	'Identify intended purposes and meanings of artworks...using visual arts terminology'	<ul style="list-style-type: none"> • Uses modelled terminology accurately • Uses examples from viewed artworks as evidence to support their ideas and opinions, for example <i>'I think the artwork shows happiness because the colours are all really bright'</i>
	Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia	<ul style="list-style-type: none"> • Articulates similarities and differences between viewed artworks or parts of viewed artworks for example <i>"This artwork is bigger than the others and it is in the middle of the room, I think it is supposed to be the most important artwork in the show"</i> • Articulates connections between viewed artworks and their own experiences for example <i>"The dancer in the painting was wearing a dance costume which is a lot like the one I wear for my dance lessons"</i>

ACTIVITY 1 – DON'T LOOK DOWN

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	<ul style="list-style-type: none"> Explains, using examples from viewed artwork, that the shape/pose of the figure suggests an action Explains, using examples from viewed artwork, that the lines around the figure suggest motion and speed
	Use materials, techniques and processes to explore visual conventions when making artworks	<ul style="list-style-type: none"> draws figure with a single outline draws figures of people and animals which are reasonably proportional and recognisable Shows emotions using a minimal number of simple lines and shapes to suggest a facial expression Suggests movement, either static (waving, jumping) or directional (running, walking) by including small lines around their figure

ACTIVITY 2 – ALL ABOUT THE SHAPES

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Present artworks and describe how they have used visual conventions to represent their ideas	<ul style="list-style-type: none"> Explains with examples how their chosen shapes are inspired by something from their life. For example – “I chose an oval because it's the shape of a football” Explains the reasons for their colour choices – “I would choose red, blue and yellow because they are the colours of my footy team” Shows variety in the shape they draw, changing the size, direction, and position of the shape as much as they can without changing the fundamental properties of their shape. Advanced students might split or join their shapes together. Fills the space to create a balanced composition. They explore overlapping shapes and cutting off shapes at the edge of the page.
Maths	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	<ul style="list-style-type: none"> Independently recognises and names shapes from their environment Represents 2D Shapes accurately Manipulates 2D shapes (eg. changing the size or orientation) while maintaining the key properties of the shape. For example, recognises that a square can be turned on its point but must still have four equal sides and 4 right angles.



ACTIVITY 3 – KALEIDOSCOPE: SCIENCE MEETS ART

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Explore ideas and artworks from different cultures and times, to use as inspiration for their own representations	<ul style="list-style-type: none"> Explains the reasons for their choices of shape and colour. Advanced students might refer to viewed artworks, their previous artworks or their own experiences as sources of inspiration
	Use materials, techniques and processes to explore visual conventions when making artworks	<ul style="list-style-type: none"> Follows processes outlined in task instructions. Uses cutting tools safely Explores combinations of shapes and colours
Maths	Identify angles as measures of turn and compare angle sizes in everyday situations Compare angles and classify them as equal to, greater than, or less than, a right angle	<ul style="list-style-type: none"> Describes the shapes and angles observed in the kaleidoscope Expresses the turns made when using the kaleidoscope as lesser, equal to, or greater than 90°
	Identify symmetry in the environment	<ul style="list-style-type: none"> Describes any symmetrical patterns observed in the kaleidoscope
	Create symmetrical patterns, pictures and shapes with and without digital technologies	<ul style="list-style-type: none"> Forms symmetrical patterns using the kaleidoscope
	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	<ul style="list-style-type: none"> Splits and/or joins chosen shapes in order to form new shapes.
Science	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> Observes and describes effects of the kaleidoscope. Summarises how light is refracted to create the coloured patterns observed in the Kaleidoscope.