

CHILDREN'S ARTSPACE KALEIDOSCOPE - PLAYING WITH COLOUR LEARNING RESOURCE

YEAR 5-6 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	Explains how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> • Uses modelled terminology accurately • Expresses ideas and makes comparisons using examples from viewed artworks as evidence <i>"the artwork is different from other artworks I have seen because it is made from mixed-media, most artwork I have seen is 2D and lots of these artworks are 3D."</i>
	Explains how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> • Articulates similarities and differences between viewed artworks or parts of viewed artworks for example <i>"I can see how the work was inspired by a kaleidoscope. It uses similar colours and shapes, but in a different way"</i>

ACTIVITY 1 – DON'T LOOK DOWN

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Explains how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts	<ul style="list-style-type: none"> • Explains how the poses of the figures suggest different types of actions using key terminology and references to art elements including line and shape • Describe how the lines around the figures have different effects, and could depending on position and direction suggest direction or speed of movement.
	Develop and apply techniques and processes when making their 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 • Varies line by length, direction and/or weight to create different effects

ACTIVITY 2 – ALL ABOUT THE SHAPES

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	<ul style="list-style-type: none"> • Describes with examples how their chosen shape is inspired by something from their life, and explains it's significance. For example – "I drew a semi-circle because it is like the shape of a rainbow, rainbows make me feel happy and relaxed." • Selects colours to express or enhance their idea- "I would use all the colours of the rainbow so people would feel like they were surrounded by rainbows " • Creates sophisticated and interesting compositions through splitting and joining shapes. • Fills the space to create a balanced composition.
Maths	<p>Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original</p> <p>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies</p>	<ul style="list-style-type: none"> • Represents 2D Shapes accurately • Transforms their chosen shape by changing its size • Transforms their chosen shape by changing its position or direction • Transforms their chosen shape through flipping and turning the shape, demonstrating reflection and rotation • Experiments with overlapping shapes and cutting off shapes at the edge of the page • Describes the ways in which they have manipulated their shape and how it differs from the original

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
	Develop and apply techniques and processes when making their artworks	<ul style="list-style-type: none"> Follows processes outlined in task instructions. Uses all tools safely Makes deliberate choices about combinations of shapes and colours
Maths	Connect three-dimensional objects with their nets and other two-dimensional representations Construct simple prisms and pyramids	<ul style="list-style-type: none"> Independently constructs a triangular prism from a rectangular sheet of card Describes how each section of the rectangle will form a face of the prism.
	Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies	<ul style="list-style-type: none"> Describes using mathematical terminology how shapes are reflected and rotated in the kaleidoscope to form patterns. Compares different turns and rotations and describes their affect on the patterns in the kaleidoscope
Science	Light from a source forms shadows and can be absorbed, reflected and refracted With guidance, pose clarifying questions and make predictions about scientific investigations	<ul style="list-style-type: none"> Describes how light is refracted to create the coloured patterns observed in the Kaleidoscope. Predicts using provided information, what they will see when they look through the kaleidoscope. Seeks clarifying information to confirm or disprove their prediction