

Visual arts unit plan: Drawing – Relief modelling in dough		
Topic/Theme: Native Birds	Class year: Year 3/4	Duration: 11 lesson unit (1 term)
Learning experience Drawing bird forms focusing on shape and texture moving into relief modelling in dough.		
Achievement objectives <i>The Arts in the New Zealand Curriculum</i> Page 75	Curriculum level: Level 2 (Some students development during this unit shifted into level 3 Practical Knowledge in the Visual Arts [PK] skills)	
Learning outcomes (Strands) Developing Practical Knowledge in the Visual Arts (PK) Explore 'shape' and 'texture' and the principle of contrast to explore drawing, dough relief, and dye techniques. Developing Ideas in the Visual Arts (DI) Develop visual ideas on birds based on structured models of drawing bird shapes. Use observational drawing of chosen native bird from photographs developed in tone and colour. Explore shape and texture using dough relief of their drawing ideas through to a finished tile. Communicating and Interpreting in the Visual Arts (CI) Use the terminology of 'shape' and 'texture' and recognise contrast through “difference”. Understanding the Visual Arts in Context (UC) Recognise shape and texture in ceramic tiles. Locate and discuss examples of book illustrators that have made drawings and paintings of native birds.		
Assessment <ul style="list-style-type: none">• Formative discussion with students by teacher for work-in-progress.• Paired-student discussion around the focus of key shape ideas and feather texture.• Students view their own, and others' progress, by collecting their sketches and noticing how they have improved.• Supportive class responses to student work will be encouraged. A visual record of selected students’ work will be kept for monitoring purposes and the generation of school exemplars.		

OTHER CURRICULUM AREA STRANDS Concurrent science unit on native birds and habitats, endangered species and Te Reo. Science strand: Making Sense of the Living World <ul style="list-style-type: none">Students discuss the actions of their birds, their environment and habitat, the nature of feather function (flight and down) and textures on birds.Students identify their bird in English and Te Reo making links to science understandings.	ESSENTIAL SKILLS Communication skills personal expression Social and cooperative skills audience skills, group feed-back Problem-solving skills plan, experiment, explore Self-management and competitive skills set goals, persevere
Teaching style <ul style="list-style-type: none">teacher-directedmodellingguided discovery	Physical skills fine motor skills Information skills locate, retrieve Work and study skills develop work habits, organise time
Teaching and learning sequence (lesson numbers in brackets) <ul style="list-style-type: none">Sketching basic bird shapes as a class. Attention to body, beak, wings and feet. Introduce textures and shading (1–5).Sketch native bird from selected visual resources. Attention to background environment (6).Research native bird and control colour for natural effect using coloured pencils (Year 1 students shared their completed tiles with class prior to starting dough work) (7).Choose one previous drawing and develop this idea in dough using slab technique. Attention to parts of bird. Explore textures achievable by pinching and using an ice block stick (practice dough tile photographed but not kept) (8).Using sketch as a plan and create native bird shape on cardboard, by pushing and squeezing the dough Use sharpened ice block stick as additional tool. Refocus on textures and details using pressing. Attention to edges (dough tile baked at 100 C for 1 1/2 hour left to cool and dry out further) (9).Dye tile with black dye, wiping off the high points with tissue to exaggerate the textures (10).Use fine brushes and over dye with selected dye colours. Use tissue to adjust the brightness and felt pen as an additional colour source. Seal with polyurethane spray when dry (11).	
Materials Dough recipe (for 3-4 children) 1 cup plain flour, 1/2 cup salt 1/2 tsp cream of tartar, 1 tbsp oil Mix with water until pliable and keep in sealed ice cream container when not in use. Dilute dough with water if “gluing” of initial shape to card required.	
Reflection All students had success with this unit. The emphasis on drawing was essential to build their confidence in using bird shapes. Children found squeezing and pushing the dough and using the one tool most helpful in controlling shape and texture. It is useful to ensure the dough tile is no thicker than 10mm. For this level dough was more responsive than clay and able to be repeatedly reshaped. Both drawing and 3-dimensional relief skills were developed with the shift into 3-dimensional providing a boost on texture and shape focus. Sharing Year 1 results provided incentive to other classes and profile for exemplars in the school.	