

The Arts: Visual Arts - Below satisfactory - Foundation to Year 2

Portfolio summary

This portfolio of student work shows that the student can respond to artworks they have made or viewed (WS1, WS2) and use different materials to create artworks that communicate meaning (WS2).

Art response: *Leaving home*

Sample summary

Students engaged in responding to the subject matter and narrative in Aboriginal Nyoongar artist Laurel Nannup's woodcut print, *Leaving home*. They were also required to analyse elements such as shape, the artist's choice to exclude colour, and the technique of printmaking. The artist's context of her grandmother's forced removal from her family was effectively covered as part of section 2 through the reading of the narrative that accompanies the artwork in a picture book.

Achievement standard

Subject

Learning Area

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Response

Sharing Stories – Section 1

9. What is the narrative (story) of this artwork?
1 I then be doing in the shop

1 Who is the artist?
Laurel Nannup

2. What is the name of artwork?
Leaving Home

3. When was the artwork created?
2001

4. What has the artist used to make this artwork?
Woodcutting

5. What is the size of this artwork?
on Paper 602

6. Draw two shapes you can see in the artwork.
2

7. Draw the parts of the artwork that the artist is using to tell a story.
4 car

8. Why is this artwork in black and white?
3 Laurel put black

Laurel Nannup
Leaving Home
2001
Woodcut, ink on paper
602 x 600mm

Annotations

- 1 **Annotation 1**
Identifies a possible event in the artwork
- 2 **Annotation 2**
Identifies a geometric shape in the artwork
- 3 **Annotation 3**
Understands that the artist used black ink

- 4 **Annotation 4**
Draws a car as a part of the story from the artwork

Annotations

- 1 **Annotation 1**
Describes an aspect of the artist's personal and social context in the artwork
- 2 **Annotation 2**
Expresses sadness in response to the grandmother's story in the artwork

Sharing stories: Picture book

Sample summary

Students were engaged in a unit about illustrating personal stories. They explored a range of painting and drawing techniques, as well as processes and materials to develop their understanding of illustrating storybooks. The processes included printmaking (stamp printing with potatoes and relief printing with styrofoam) and sequencing images and written text to tell a story. Students practised observational drawing (graphite pencils) of themselves and their family and friends.

The students created a concertina picture book by selecting their preferred work and considering adjustments to existing work, using an art enquiry activity (giving reasons for choices). Finally, they shared their illustrated story work with an audience (class peers).

Achievement standard

Subject

Learning Area

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Concertina slideshow



VA F2 WS2 B A1



Watch later



Share



Watch on YouTube

Art inquiry

Look at your art inquiry so far,
Your story has characters, setting and an important event

Characters *like the bright colour*

Setting *with that better colour*

Important event *important*

Which medium-pencils, Why? *textas* *acquarelles* *or tempera paint* *did you like best? aquarell*

Which medium was best for the background of the artwork?
Why? *with the best*

Which medium was best for the small things in your artwork?
Why? *with the best*

Annotations

- 1 Annotation 1**
Views and makes some response to personal artwork
- 2 Annotation 2**
Identifies and expresses preference for a medium

Concertina book video

