

LEARNING AREA: VISUAL ARTS

Lesson Aim: Create a collective piece of art (e.g. a mural) which conveys the sensory experience students have when they walk to school and around their school community.

New Zealand Curriculum Level 1-2



Lesson Overview

As a class, go for a walk on streets around your school and take note of different things which can be seen, heard, touched, tasted and smelled. Some students could carry magnifying glasses, and others could take cameras/i-pads/tablets to take photos or videos. Teacher to stop at different points along the way and prompt students with questions such as “what can you feel on your skin?”, “what can you hear?”, “what colours can you see?” etc. Have students close their eyes to focus in on other senses.

The teacher could make notes in a note pad, to then turn into a brainstorm on a whiteboard or on larger paper with the class back at school.

Take student observations and create either a large collective piece of art, or a series of individual pieces, to convey what students experience on their way to school when they walk.

Put a photo or drawing of the student (or class) in the middle of the piece, and use mixed media to convey different experiences around them.

There is plenty of flexibility with how this plan is carried out; adapt it to meet the needs of your class and resources available to you.

Specific Achievement Objective Indicators (Visual Arts)

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Developing Ideas

- Investigate visual ideas in response to a variety of motivations, observation, and imagination.

Communicating and Interpreting

- Share the ideas, feelings and stories communicated by their own and others' objects and images.

Contextual Te Reo

- Toi = art
- Pūrekereke = gust of wind
- Kōkō = wind
- Rā = sun
- Pūāhuru = warm/hot (weather)
- Makariri = cold
- Kakano = colour
- Haere = Journey, trip, travel
- Wake or Hīkoi = to walk (verb)
- Pahikara = bicycle
- Ete Pahikara = to bike (verb)
- Oma = run

[Māori Dictionary](#)

Key Competencies

- **Thinking:** Thinking in a creative and abstract way to construct a visual art piece.
- **Using language, symbols and text:** Visually conveying ideas and feelings through art.

Opportunities for cross-curricular links

- **Literacy (poetry):** Create a visual poem to enhance artistic art. This could be done as an overlap to the art or next to the art. Could lead to a class art/poetry book being created.
- **Health (healthy communities and environments):** Discuss links with how our behaviour choices influence the health and wellbeing of a community.

Adaptations for different year levels

- **Level 3:** Create a collective map of students journeys to school. Place (or create) an image of the kura with the students in the middle, paint or draw the surrounding streets and use symbols to convey different things felt along the way.
- **Level 4:** Connect with other pieces of art (famous or otherwise), and communicate what it makes them feel and what they see to be messages embedded in the art. Students at this level should be deliberately having a purpose or message behind their creation (e.g. being active, living sustainably, connecting with the world. They should also be explaining what messages, feelings and emotions are being conveyed through their creation.

Other ideas for this lesson

- Can incorporate teaching of hot and cold colours, mixing of primary colours, texture, shape and tone.
- Class could collect items on their walk (such as leaves, litter, sand) to create a collage with.
- Incorporate word art into the art piece – print off typed words which express what students are noticing (e.g. smells like mowed lawns, I hear train bells dingding, I see birds in the tree, I hear leaves crunching under my shoes). This could also be linked in with literacy-poetry work.