


Asia Scope and Sequence for English

Secondary Units of Work

Engaging young Australians with Asia



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Acknowledgement

This product was funded by the Australian Government Department of Education, Science and Training through the Asia Education Foundation under the Grants and Awards Programme.

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The author would like to thank the following people for information and advice:

Asia Education Foundation

Kathe Kirby, Executive Director
Maureen Welch, Director
Allan Goedecke, Partnerships Manager

State and Territory Studies of Asia Advisers

Kratay Visituthasart, ACT
Lianne Singleton, NSW
Jennifer Ure, NT
Marcia Rouen, Qld
Lee Grafton, SA
Jan Kiernan, Tas
Pamela Stewart, WA

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These Units of Work are drawn from *Asia Scope and Sequence for English* which can be downloaded from the website: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Originally designed to be part of the Scope and Sequence document, they have been compiled in this format as well to assist the planning of teachers in secondary schools.

Level

Unit of Work

Lower Secondary

Beyond the River

Art as a Bridge between Cultures ✓

Poetry into Performance

Middle Secondary

Our Region, Our Home

Floating Lives (Film Festival)

Japan Diary – My Double Journal

Stage of Schooling: Lower Secondary

Learning Focus: Reading and Viewing (*Asia Scope and Sequence for English*, p. 22)

Students read and view imaginative texts from and about Asia that contain subject matter related to real or imaginary worlds. They:

- identify how figurative and visual language is used in different cultures.

Students understand that interpretations of texts about and from Asia are influenced by the knowledge and values of readers and viewers, and by their own experiences. They:

- explore how their own experiences and the values of groups to which they belong influence their interpretation of texts from and about Asia.

Texts/Resources

Inspirations: Art Ideas for Primary and Middle Years (Curriculum Corporation, 2004)

Art materials as required

Overview

The Inspirations cards set provides a stunning range of art images, both traditional and contemporary, from countries in Asia. Interpretation and appreciation of these images acts as a bridge between people of different cultural backgrounds. While the back of each card offers specific activities related to the artwork featured, this unit as a whole provides a creative way to use all the cards with a whole class. Students work in pairs to focus on a specific card, complete some of the activities, create an artwork of their own and arrange a class exhibition. They then reflect on what they have learnt. You will need to be familiar with all of the cards in order to support students in completing this unit. This unit has strong links to the arts and lends itself to an integrated curriculum approach.

Duration

This unit is flexible and easily adapted to run over several lessons, or over several weeks if set as a more major project.

Activities

Introductory Activity: Playing with Pictures

1. The activities students will complete in relation to their images often require a playful approach, so it is important to create an open and lively atmosphere in the classroom through the use of some suitable energisers. For example:

- Image/Word association: Hold up a card and ask students to say the first word that comes into their head in relation to the image. Change the card several times.
- Show students Card 4, the eighth–ninth century *Amitabha Buddha* from Indonesia. Ask students to describe the position of his hands. Explain that this position is called a *mudra* and ask them to copy it. How does it feel? What might it symbolise?
- Show students Card 6, Galo B Ocampo's *Brown Madonna* from the Philippines. How would it feel to step into this picture? What do you see, smell and hear? Imagine that the woman in the picture speaks to you. What does she say? What is her voice like?
- Show students Card 10, Ah Xian's *China Bust No. 3* and the *Jingdezhen Dish*. Give student pairs one minute to write down as many things as possible that the two items have in common. Have the pairs share their results with the class and see who thought of the most.

Activity One: Shuffling the Cards

1. Following on from the introductory activities, ask students what we might be able to learn about other cultures by studying the cards.

2. Have students work in pairs to focus on a single card (allow them to choose a card, if possible). Prior to reading the reverse of the card, they should individually complete the following statements in regard to the image:

- I see.....
- I think.....
- I feel.....
- I imagine.....

3. The reverse side of each card includes a range of activities. The Looking activities offer ways to engage students with the image through extended observation with an open and imaginative attitude. The Discussion suggestions broaden the context of the image and link the image to students' experiences. After reading the Background Information for Teachers section, student pairs should complete:

- all of the Looking activities, keeping careful notes
- any of the Discussion activities that do not require further research (unless there is time and the facilities for further research), keeping careful notes.

Activity Two: Making

1. When they have completed the Looking and Discussion activities, student pairs should select one of the Making activities to undertake, in consultation with you. In the Making activities students respond to the images through art.

Activity Three: The Exhibition

1. When students have completed the Making activities, have them plan an exhibition of their cards, accompanied by the artworks they have created themselves. They will need to write an interpretive panel to accompany each exhibit. Further research may be required to complete this activity (see Appendix One: Writing an Interpretive Panel).

2. Once the exhibition is mounted, invite students to circulate and discover each other's work.

3. Have each pair give a brief oral presentation to the class, explaining why they selected their particular card and Making activity and how their interpretation and appreciation of the image changed during the unit.

Consolidation Activity: Reflection

1. Students should repeat the first activity undertaken in relation to their card, completing the following prompts:

- I see.....
- I think.....
- I feel.....
- I imagine.....

2. Have students use their initial and current responses as a stimulus for a reflective piece exploring how art can be a bridge between cultures. They should reflect on how their own experiences and background influenced their initial understanding of the artwork they chose, and how their understanding changed as they found out more about the work's context in its culture of origin and thought more deeply about it.

Extension Activities

1. Visit a gallery, either online or real, to see some further examples of artworks from countries in Asia. Design your own card, including background information and activities, for the most interesting piece you discover.
2. Research the artist featured on your card and find further examples of her or his work. Share these with the class and discuss how they relate to the work you studied.
3. Complete another Making activity, or invent your own, or attempt some of the cross-curricular activities for English on your card.
4. Invite a different audience, such as another class, to your exhibition and give an introductory speech.

Assessment

Assessment is ongoing throughout this unit and is based on your observations of students' participation in class discussion and group work. Specific items for assessment could include student notes from the activities, exhibits (including original artworks and interpretive panels) and student reflections. A sample assessment sheet for the unit as a whole is included as Appendix Two, if desired.

PLEASE NOTE: Assessment record sheets are included as samples only and are based on the *Asia Scope and Sequence for English*. You will need to adapt them in line with specific state and territory curriculum goals.

Links

See individual Inspirations cards for links to art-related sites and online galleries.

Each of the Voices and Visions CD-ROMs contains an art section with a range of further artworks, teacher advice and student activities.

Visit <http://www.asiaeducation.edu.au/myplace>, the My Place Asia Australia website, to discover another way artworks can be a bridge between different cultures.

http://www.visualarts.qld.gov.au/content/apt2002_standard.asp?name=APT_Education_Kit

This kit includes information about and artwork by contemporary artists from Asia.

This unit has been developed as part of a set of units to support the *Asia Scope and Sequence for English*, which highlights key studies of Asia concepts and content that can be incorporated into P–10 English. The website is http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Appendix One: Writing an Interpretive Panel

Use the following guidelines to assist you in preparing an interpretive panel for your exhibit.

1. Include the details that describe the image on your panel. These are found in the top left corner of the card, in a blue box. These details include the title, date, material, size and location of the original artwork. They will help your audience imagine the real artwork.
2. Select the background information you think is essential for helping your audience to understand the artwork or artist. Include it on your panel.
3. Describe how you and your partner have been inspired by the artwork to create your own piece. You could mention:
 - what appealed to you about the image
 - what appealed to you about the Making activity you chose
 - what challenges you faced in making your artwork
 - what you learnt from making your artwork
 - any similarities and differences between the image and your artwork.
4. Include your names at the end of your panel.

Appendix Two: Inspirations Assessment Record

Name:		
Task	Completed	Not yet completed
Participated in introductory activities		
Studied a card with a partner, read the background information and completed Looking and Discussion activities as appropriate		
Selected and completed a Making activity with a partner		
Prepared an exhibit, including an interpretive panel, with a partner		
Gave part of a oral presentation about the exhibit		
Wrote a reflective piece considering how the interpretation of the image changed over the unit		

Comments: