

Lesson Plan

IMVR LESSON PLAN

Street Art

Learning Area	The Arts (Visual Art)	Kit	Lumination Immersive Virtual Reality (IMVR) Kit (Lumination AR/VR Education Kit if using devices)
Year Level	Year 9	Duration	1x 60 minute Lesson

Introduction/Description

Street art has a history of being highly contested as a recognisable art form, however as society changes, this once illegal form of communication is starting to become widely accepted.

Learning Intentions

Students will explore the intention of street artists and explore some street art around the world and in Adelaide. They will design and create their own street art pieces based on a message they would like to bring to light in VR using Google Tilt Brush.

Task Summary

Students will explore some street art around the world and the artists' intentions, and will create their own street art outlining a message important to them using Google Tilt Brush in IMVR

Preparation

Preparation:

Students are expected to:

- Have some background knowledge on using Immersive Reality (IMVR) Headsets.
- Have some background in using Google Earth.
- Have background experience in creating using Google Tilt Brush on IMVR.
- Have already brainstormed a message they would like to portray in their art

Teachers should make sure that:

- Devices are charged (if using)
- Students are able to access YouTube videos.
- Presentation slide deck has been checked.
- A padlet has been created and the link shared on the presentation slide deck for students.
- A copy of the Student Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves.
- Students have been prepped to 'become a street artist' with a

message to push. They may want to consider:

What would their message be?

How might they create this visually?

Where might they place their artwork?

- Students are divided into pairs or groups depending on how many devices are available. A suggested rotation cycle may be:

Group	Round 1	Round 2	Round 3
Group 1	IMVR	Go Global	Explore
Group 2	Explore	IMVR	Go Global
Group 3	Go Global	Explore	IMVR

This may differ based on student numbers and number of HHVR headsets/ devices.

Resources

- Hardware
 - Student laptops
 - IMVR Stations
 - Mobile Device (if using)
- IMVR Apps
 - [Google Tilt Brush](#)
Tilt Brush lets you paint in 3D space with virtual reality.
- Videos:
 - [Meet the street artists of Melbourne | City of Melbourne](#) (1.33)
 - [Kashink](#) (2.42)
- Apps/ Websites:
 - [Google Earth](#)
 - [Google Arts and Culture](#)
 - [Google Art Project: Street Art](#)
 - [Padlet](#)
- Google Earth Locations
 - [Artist's Lane, Windsor, Victoria](#)
 - [Solomon Street, Adelaide](#)
 - [Kinkaid Avenue, Novar Gardens](#)
 - [Cold Chisel Lane, Adelaide](#)
 - [Burnett street, Adelaide](#)
 - [Sym Choon Lane, Adelaide](#)
 - [Twin Street, Adelaide](#)
 - [North Tce Underpass, Adelaide](#)
 - [AC/DC lane, Melbourne](#)
 - [Hosier Lane, Melbourne](#)
 - Blender Lane, Melbourne (photo spheres)
 - [Blender Lane 1, Melbourne](#)
 - [Blender Lane 2, Melbourne](#)
 - [Blender Lane 3, Melbourne](#)
 - [Duckboard place, Melbourne](#)

- [Artists lane, Windsor, Victoria](#)

- Teaching Materials:

- [Street Art Student Digital Notebook](#)
- [Street Art Teaching Deck](#) (slide deck)

Other Learning Areas

- Digital Technologies

Learning Sequence

1

Introduction
(8-10 mins)

- Ask students to access Google Earth and view '[Artist's Lane, Windsor, Victoria](#)'. Students [Think-pair-share](#):
 - Is this art?
 - What makes it art, or not art?
 - Why do street artists choose public areas to display their art?
- Watch  [Meet the street artists of Melbourne | City of Melbourne](#) (1.33)

2

Development
(40-45 mins)

Introduce the stations students will engage in

Station based learning

Station-based Learning in 10-15 min interval rotations

Station 1 - IMVR

In pairs, create a visual representation of their art piece using Google Tiltbrush.

Reflect in their  Street Art Student Digital Notebook :

- How can we use VR and technology as a form of 'street art'?
- Does using VR add any value to the art piece?

Station 2 - Explore

Either in pairs, or individually students use google Earth street view to explore the following places around Melbourne and Adelaide;

- [Solomon Street, Adelaide](#)
- [Cold Chisel Lane, Adelaide](#)
- [Burnett street, Adelaide](#)
- [Sym Choon Lane, Adelaide](#)
- [Twin Street, Adelaide](#)
- [North Tce Underpass, Adelaide](#)
- [AC/DC lane, Melbourne](#)
- [Hosier Lane, Melbourne](#)
- Blender Lane, Melbourne (photo spheres)
 - [Blender Lane 1, Melbourne](#)
 - [Blender Lane 2, Melbourne](#)
 - [Blender Lane 3, Melbourne](#)
- [Duckboard place, Melbourne](#)
- [Artists lane, Windsor, Victoria](#)

Take screenshots from two art works (one from Melbourne, one from Adelaide) and paste into their  Street Art Student Digital Notebook - complete a [values, identities, and actions](#) thinking routine on each piece

Station 3 - Go global

Explore [street art](#) from around the world using [google arts and culture](#) app on devices or on laptops. Watch the story with [Kashink](#) (2.42) first, then explore some street art around the world. Students are to answer in their

 Street Art Student Digital Notebook : Do you think street art has different meanings in different parts of the world? Why/ why not?

3

Conclusion
(5-8 mins)

Ask students to complete the following exit ticket on [www.padlet.com](#):
"If 'street art' was in an art gallery, would the intention/ meaning of the artwork change? Why/why not?"

Modifications

Adaptations

Teachers may choose to only give a selection of the places on Google Earth rather than all.

Teachers may choose to dictate which artworks in particular students are to focus on in their discussions.

Extension Ideas

Students may search themselves for art work around cities using Google maps.

A class excursion around the city to view street art may be an exciting opportunity.

Students may be introduced to the idea of guerilla art and place some (removable) art around the school.

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
Year 9 - The Arts (Visual Art) Plan and design artworks that represent artistic intention (ACAVAM128)	Stage 4 - Visual Arts 4.7 explores aspects of practice in critical and historical interpretations of art 4.8 explores the function of and relationships between artist – artwork – world – audience 4.9 begins to acknowledge that art can be interpreted from different points of view 4.10 recognises that art criticism and art history construct meanings.	Levels 7 & 8 - Visual Arts Develop skills in planning and designing art works and documenting artistic practice (VCAVAV036)

Year 9 - Civics and Citizenship The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)	Stage 5 - Visual Arts 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art 5.9 demonstrates how the frames provide different interpretations of art 5.10 demonstrates how art criticism and art history construct meanings.	Levels 9 & 10 - Civics and Citizenship Analyse how citizens' political choices are shaped, including the influence of the media (VCCCG030)
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Cross-Curriculum Priorities

- ☐ Aboriginal and Torres Strait Islander Histories and Cultures
- ☐ Asia and Australia's Engagement with Asia
- ☐ Sustainability

Capabilities

- ☐ Literacy
- ☐ Numeracy
- ☒ ICT Capability
- ☒ Critical and Creative Thinking
- ☒ Personal & Social Capability
- ☒ Ethical Understanding
- ☐ Intercultural Understanding