

Lesson Plan

AR LESSON PLAN

Visual Arts Across Cultures

Learning Area	Visual Art	Kit	AR/VR Education Kit
Year Level	Years 3 & 4	Duration	1x 60 minute lessons

Introduction/Description

Understanding the cultural significance of visual arts can promote cultural sensitivity and encourage us to embrace and celebrate the diversity of the world's artistic traditions. Overall, exploring how visual arts are created in different cultures, and the various ideas that are expressed, is important for broadening student's perspectives and deepens appreciation for the power of artistic expression.

Learning Intentions

In this lesson, students will gain an understanding of the different ways that artists create and present their artworks across the world to express ideas.

Task Summary


After exploring various artworks in augmented reality, and viewing one video about artwork from another country, students will write a reflection to demonstrate their understanding of the artist's artistic choices and culture.

Preparation

Students are expected to:

- Be familiar with viewing AR content in CoSpaces.
- Have an understanding of what 'culture' means.

Teachers should make sure that:

- All hardware has been charged and sanitised.
- Student Devices have the most recent updated version of [CoSpaces](#) installed.
-  Art Across Cultures Teaching Deck has been checked and the teacher has accessibility.
- Students have been divided into pairs or groups and names are written on Slide 8.

Resources

Physical Materials

- Small pieces of paper (1 per student)
- Jar/box



Hardware

- Mobile Devices
- Laptops/iPads/Tablets (one per student is preferred)

AR Experiences

- [Google Arts and Culture: Art Projector](#)



Tasks/Presentations

-  Art Across Cultures Teaching Deck
-  Artwork Reflections Template

Websites

- [Visual Arts Across Cultures Google Site](#)

Videos

-  Aboriginal Art and Culture in the Territory
3.5 minutes
In this video by Tourism Northern Territory, take a trip to rural Australia to learn about the many forms of artwork of Aboriginal people.
-  Kintsugi - the Japanese art of repair | Everyday Home | ABC A...
5 minutes
Kintsugi is the ancient Japanese method of repairing ceramics using gold and lacquer. Here's how you can do it at home in 30 minutes to create beautiful pieces and upcycle broken items.
-  The Meaning Behind Indian Henna Designs
2.5 minutes
The henna tradition at Indian weddings is rooted in Indian folklore and is both decorative and symbolic. Many of the elaborate floral patterns signify new beginnings, as well as a sense of purity.
-  What is Cubism? | Tate Kids
5.5 minutes
Learn all about Cubism! Meet Pablo Picasso and Georges Braque, the artists who started this famous art movement. Watch this short introduction for kids.

Learning Sequence

1

(5 mins)

Introduction

- Show students the famous artwork, 'Starry Night' by Van Gogh on slide 2 of the [Art Across Cultures Teaching Deck](#)
- Give each student a piece of paper, and ask them to write two emotions they think the painting is expressing (feel free to display the list of emotions on slide 3 to give students some ideas on how to describe their emotion). Let them know not to write their name on their paper to keep it anonymous. Ask students to place their paper in the jar/box when they're finished.
- Take up to 10 student responses from the jar/box and read out what each one says.
- Discuss the following questions with the class on Slide 4 of the [Art Across Cultures Teaching Deck](#) :
 - Did everybody respond in the same way to this artwork?
 - Why do you think the responses were different?
- Tell students that during this lesson they will be exploring various artworks from artists in different cultures, and using different mediums (sculpture, paint, etc.) using AR and YouTube videos.

2

(50 mins)

Development

- Introduce the two stations students will engage in, as shown on Slide 5 of the [Art Across Cultures Teaching Deck](#) .

Station based learning

Station-based Learning in 25 min interval rotations

- Station 1: AR - Google Arts and Culture
 - Using a device, students use the Google Arts and Culture app to view famous artworks in AR.
 - Students will need to navigate to the Art Projector section. Instructions on this are found on slide 6 of the [Art Across Cultures Teaching Deck](#)
 - As they explore the artworks students answer the following questions on the [Artwork Reflections Template](#) :
 - Which artwork interested you the most?
 - Who is the artist, and what country do they come from?
 - What medium did the artist use?
 - What ideas/emotions did this artwork express?
 - Why do you think the artist created this artwork?
- Station 2: Watch - Artwork Across Cultures
 - Students can choose one or two of the following videos, which can be accessed on the [Visual Arts Across Cultures Google Site](#).
 - [Aboriginal Art and Culture in the Territory](#)
 - [Kintsugi - the Japanese art of repair | Everyday Ho...](#)
 - [The Meaning Behind Indian Henna Designs](#)
 - [What is Cubism? | Tate Kids](#)
 - A short link to the [Visual Arts Across Cultures Google Site](#) can be

found on slide 7 of the [Art Across Cultures Teaching Deck](#) for students to type into their browser.

- Students choose one artwork to write a review for on the [Artwork Reflections Template](#) template.

3

(5 mins)

Conclusion

- Students engage in a [think - pair - share](#) to discuss the following question:
 - If you could create any of the artworks you saw today, what would it be?
 - Explain your reasons why.

Modifications

Adaptations

- Students may wish to film a video of their artwork reflections, rather than writing them down using the template.
- If time is limited, the teacher may choose one particular artwork video for students to watch instead of using the [Visual Arts Across Cultures Google Site](#).

Extension Ideas

- Students could spend a lesson or two creating their own version of the artworks they encountered during this lesson.
- Students conduct further research into a chosen artwork or artist and create a report.

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
<p>Version 9 Years 3 and 4 Visual Arts</p> <p><u>Exploring and responding</u></p> <p>AC9AVA4E01 <i>Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts.</i></p>	<p>Stage 2 Visual Arts</p> <p><u>Appreciating</u></p> <p>VAS2.3 <i>Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</i></p>	<p>Levels 3 and 4 Visual Arts</p> <p><u>Explore and Express Ideas</u></p> <p>VCAVAR028 <i>Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples.</i></p>

Cross-Curriculum Priorities

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

Capabilities

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