

Symbol systems Stage 3 Library Program

Connection focus: understanding that symbols can be personal, cultural and global. We use symbols to communicate in many ways including art, product design, different media and movement. The cultural diversity of Australia provides opportunities for us to explore different symbol systems.

Visual Arts Strand

Each art form employs a kind of symbol system or language. Students learn to read these and respond to art form conventions and use symbol systems to communicate. Codes can be aural or visual, as well as written. Literacy in the arts is evident when students use and understand symbols, images, movement, sound and artistic conventions. Symbols can be personal, cultural and global. The idea and process of abstraction underlines the making of meaning through symbol systems.

Science Strand

Students will explore symbols used by different groups of people that relate meaning to their intended audience e.g. the art of Ken Done or Reg Mombasa, graffiti, surf, skate art, clothing labels and designs, then create symbols to represent themselves.

Students demonstrate their knowledge by:

- identifying criteria for aesthetic, environmental, cultural and functional impacts of the development
- drawing annotated concepts sketches listing materials and explaining how the design meets the criteria
- evaluating and modifying their design.

Outcome	Lesson Focus	Assessment
<p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <ul style="list-style-type: none"> • <i>understands that artworks can use symbol systems to communicate meaning.</i> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p> <ul style="list-style-type: none"> • <i>discusses the relationship between symbols, fantasy and dreams.</i> 	<p>Students examine the artwork “The Twittering Machine” by Paul Klee. http://www.breakoutofthebox.com/PaulKlee.jpg</p> <p>Students discuss the artwork:</p> <ul style="list-style-type: none"> - what do you think this machine does? - is it real or un-real? Why? - what words would you use to describe this machine? (eccentric, odd, funny, fanciful, imaginary, unusual, not real, impractical) - - how would this ‘twittering machine’ move? - what would it sound like? 	<p>Students open a Keynote doc and title it “Symbol Systems”</p> <p>On the first slide, students write an introductory paragraph about symbolism in artwork, entitled “Symbols and Fantasy.”</p> <p>On the second slide, “Examining the Artwork”, they present their answers to the discussion questions. This can be done in question and answer style, or as a continuous paragraph of text.</p>
<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p> <p>English</p> <p>TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p>	<p>Students look at a selection of artworks related to dreams, fantasy, nightmares, and ‘fantastic machines’, including artists such as:</p> <ul style="list-style-type: none"> - Salvador Dali - Marc Chagall - Yves Tanguy - Jean Tinguely. <p>Students discuss how the artists used symbols to create fantasy or give the works an unusual, imaginary, dreamlike or ‘unreal’ feel.</p>	<p>Students entitle their next slide “Symbols and Artists” and complete a google search for specific paintings by artists mentioned.</p> <p>Yves Tanguy - Reply to Red Jean Tinguely - Kinetic Sculpture (found at: languageoftoday.wordpress.com/tag/yves-klein/) Salvador Dali - Melting Watch Marc Chagall - The Juggler</p> <p>Students create a table, including the name of the painting, the artist and each student’s explanation of what they think the painting is about. NB. If images are included, proper credit needs to be given</p>

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<p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p> <ul style="list-style-type: none"> discusses the relationship between symbols, fantasy and dreams. <p>English</p> <p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<p>Students are introduced to the concept of the Dreamcatcher and read a piece of text outlining the history of this particular sculpture.</p> <p>Students examine a variety of different dreamcatchers and discuss the similarities and differences between them.</p>	<p>Students complete two slides. The first, "Symbols in Sculpture" requires the students to reread the text about the Dreamcatcher's history and create a summary in their own words. Extra research may be completed if desired.</p> <p>The second slide, "Examining the Dreamcatcher symbol" requires the students to conduct a google search of Dreamcatcher sculptures and select two that interest them. They complete a table that outlines the similarities and differences. NB. If images are included, proper credit needs to be given</p>
<p>SciTech</p> <p>DM S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes</p> <p>English</p> <p>TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p>	<p>Students discuss design criteria necessary when creating an individual dreamcatcher sculpture, including: size, colour, materials, representation of self, relation to the history of the dreamcatcher.</p>	<p>Students create a slide entitled "Designing a Dreamcatcher" and complete a table that answers the following questions:</p> <ul style="list-style-type: none"> What is your dreamcatcher made from? List all the things you would need. What colours would you use in your dreamcatcher? What types of dreams would be caught in it? What personal symbols would you put into the centre to represent you? How are people supposed to feel when looking at your dreamcatcher?
<p>SciTech</p> <p>DM S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes</p> <ul style="list-style-type: none"> researches needs that influence the development of products, systems and environments and establishes criteria for the evaluation of produced designs. generates design concepts that reflect the consideration of aesthetic, cultural, safety and functional requirements. 	<p>Students revisit the answers to their Designing a Dreamcatcher slide and establish a set of design criteria to follow, in order to plan and then make their individual dreamcatcher.</p> <p>NB. The practical part of this lesson will require materials. These can be provided by the teacher, each student can provide their own, or the students can be levied for the cost of the materials. It is anticipated that the planning sketch will not be completed on the same day, to allow for the purchase of materials.</p>	<p>Students complete a colour pencil sketch of their intended dreamcatcher sculpture and photograph their sketch.</p> <p>On a slide entitled "From Sketch to Sculpture", students include their original sketch.</p> <p>Using provided materials (metal hoop, string, feathers, beads etc) students construct their own dreamcatcher, photograph it and add the photo to the slide.</p>
<p>English</p> <p>TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p> <p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<p>Exhibiting and responding</p> <ul style="list-style-type: none"> The finished sculptures should be displayed in the classroom and the features explained by the artist. Other students should respond to the designs by questions and suggestions. 	<p>On a slide entitled "An Artist's Statement", students analyse how closely the finished product resembles the design and the reasons for this. The statement should be concise, clear and relevant to the work, explaining what the artist did from their perspective i.e what, how and why.</p>

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<p>English TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p> <p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<p>Logos Show students a variety of logos: - how many can they recognise? - which do they like the most? Why? - what do they associate with each design?</p>	<p>On a slide entitled “Logos as Symbols”, students type the following information, by way of introduction: A logo is a trademark or symbol designed to identify an organisation, institution, company or product. It is a recognizable graphic design element that an audience relates to a particular product, object, company or group. A personal logo relates to a particular person. An example is a graffiti tag.</p> <p>Students search for recognisable logos and add 3 labelled logos to their slide.</p>
<p>SciTech DM S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes</p>	<p>Personal Logo Design</p> <p>Discuss: what elements would be included in a personal logo. For example: the shape or design could be based on their individual signature, some aspect of their personality or appearance, or a particular sport or hobby.</p>	<p>Students then create a personal logo representing their identity. The logo can be completed on paper, or represented graphically. The logo design is included on the slide, with a paragraph of text explaining how the logo represents the individual.</p>

Keynote documents will be assessed using the following rubric and a percentage given.

<i>All Keynote slides are complete</i>	<i>Some Keynote slides are complete</i>	<i>Most Keynote slides are incomplete or missing</i>	<i>/10</i>
<i>Each Keynote slide has been edited for punctuation, grammar and expression.</i>	<i>Some Keynote slides have been edited for punctuation, grammar and expression.</i>	<i>Little attempt has been made to edit the Keynote slides.</i>	<i>/10</i>
<i>Answers to questions are well thought out and expressed</i>	<i>Answers to questions are answered in a basic way</i>	<i>Little attempt is made to answer questions</i>	<i>/10</i>
<i>Dreamcatcher design meets all of the task requirements</i>	<i>Dreamcatcher design meets some of the task requirements</i>	<i>Dreamcatcher design is missing or does not meet any of the task requirements</i>	<i>/15</i>
<i>Dreamcatcher is made to a high standard</i>	<i>Dreamcatcher is made to a satisfactory standard</i>	<i>Dreamcatcher is made to an unsatisfactory standard, or is incomplete.</i>	<i>/20</i>
<i>Artist's statement slide is well expressed</i>	<i>Artist's Statement slide is expressed in a basic way</i>	<i>Artist's statement slide is missing or incomplete</i>	<i>/15</i>
<i>Personal Logo is completed to a high standard, with a comprehensive explanation showing how it represents the individual.</i>	<i>Personal Logo is completed to a satisfactory standard, with a basic explanation showing how it represents the individual.</i>	<i>Little attempt is made to design or explain a personal logo</i>	<i>/20</i>
		<i>Total</i>	<i>/100</i>