

Approach: Independent

Time: 45 mins

Focus: Students can create an expressive painting from an imaginative idea, showing a variety of shapes, detail, colour mixing and spatial effect.

Resources: Video recording on laptop computer, cue card, B3 green sugar paper, flat no 8 brush, flat no 6 brush, round no 10 brush, 6-hole palette, A1 polythene desk covers, white chalk, sponges, water, mixing cards, plastic cups, acrylic paints: white, yellow, ochre, scarlet, blue, purple

Kupu: whakararu = mix paraihe = brush aho = sunlight maramara hautai = piece of sponge

Questions / instructions:

He maki rorohiko tēnei, e 45 meneti te roa.

Ka noho ngā ākonga ki mua i te pouaka whakaata rorohiko, ki wāhi kē atu i ō rātou tēpu.

Me noho tonu ngā tūru ki te taha o te mata rorohiko, kaua e whakahokia ki ngā tēpu. Me tū ngā ākonga ki te whakatutuki i ā rātou mahi peita.

He mahi peita tēnei. He tioka kei ngā tēpu hei hoahoa i ā koutou pikitia, me ngā tae peita e ono.

Mā te whakararu i ēnei peita, e puta ai ngā tae katoa. E taea ana ngā peita te whakararu ki runga tonu i te pikitia. Me whakararu anō te peita mā, kia āta kitea ngā tae i runga i te pepa. Ki te hiahia koutou ki ētahi peita anō, me tonu mai ki ahau. He rahi tonu ngā peita.

E toru anō ngā momo paraihe, he wai, e rua hoki ngā maramara hautai. Whakamahia tētahi o ngā hautai hei whakapaipai, hei whakamaroke i ngā paraihe i mua i te whakamahinga i tētahi atu tae. E pai ana te whakamahi i ngā paraihe, i ō koutou matimati, i tētahi maramara hautai rānei hei whakatutuki i te mahi peita, kia rerekē anō te āhua o te peita.

E 45 meneti hei whakaoti i ā koutou pikitia, ā, me whakapau te katoa o taua wā.

Me āta whakarongo ki ngā whakamārama mō te āhua o te pikitia. He pai pea kia katia ō koutou karu, kia rongu ai tō hinengaro i taku whakamārama.

Whakahautia ngā ākonga kia katia ō rātou karu i a rātou e whakarongo ana ki te whakamārama e whai ake nei.

Whakaarohia he uri koe nō Tangaroa. Kei roto koe i te moana e kimi kai ana, e kimi ana i tētahi wāhi huna. Engari ko te korekore kei ō taha katoa. Kua kore he aha hei whakaihiihi i a koe. Ko te wai moana anake. Ko te mea e tino hiahia ana koe, ko tētahi māra miharo ātaahua, he huhua ngā momo tipu me ngā momo toka i roto. E hiahia ana koe kia miharo tonu tō noho ki te moana, kia ngahau, kia piataata.

Ko tāu mahi, he peita i tēnei māra miharo – te mātotoru o ngā tipu e whakamiharo ana i te tiroiro a te karu, hei wāhi tākaro, hei wāhi huna hoki. Mā tō hinengaro e whakaaro te hanga o ēnei momo tipu – he tipu nui, he piataata, he miharo hoki ngā tae me te noho mai o ngā āhua, tētahi ki runga i tētahi. Ākene pea he rua hei kauhoe māu, he toka hei huna i raro. Ina titiro whakarunga, he miharo, he ātaahua te āhua o te aho e kānapanapa mai ana i te mata o te wai.

Huakina ō koutou karu, ka mātaki ai i te pouaka ataata. He āwhina anō kia puta ai ngā whakaaro ki tō hinengaro mō te āhua o ngā tipu i roto i te māra miharo i raro i te moana, me te noho whakapiripiri o ēnei tipu.

Whakaaturia te whiti ataata.

This activity was allocated a time frame of 45 minutes and uses the computer.

Seat students around the computer, away from their table spaces.

Keep the chairs at the computer rather than allowing them to be taken back to tables. Students *stand* to paint.

In this activity you will be making a painting.

On your table you each have a piece of chalk for planning your picture, and a palette with six colours of paint. With these colours you can make almost any other colours you want by mixing and blending your paints. You can mix colours directly on the painting. You will need to mix white with your colours to help them show up on the paper. If you need more paint you can ask me, because we have plenty.

You also have three different kinds of paint brushes, some water and two pieces of sponge. Use one piece of sponge to clean and dry your brush each time before you change to a different colour of paint. Sometimes you can use your brushes, your fingers or a piece of sponge to paint with. They will give you different kinds of marks.

You will have **45 minutes** to make your picture, and I want you to use all of that time for painting.

Now listen carefully as I explain what your painting is to show. It might help if you close your eyes and try to see in your imagination what I am explaining.

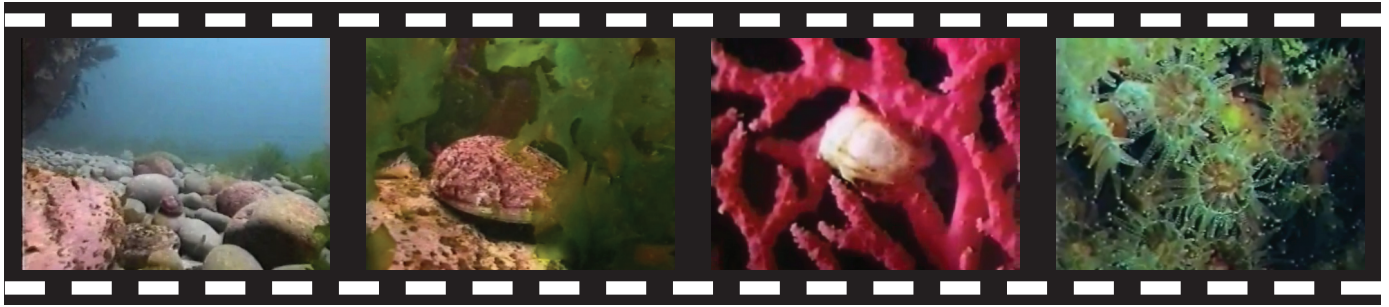
Encourage students to close their eyes as they listen to the following description.

Imagine you are a sea creature hanging about looking for somewhere to feed and hide, but your space is full of emptiness. It's so dull and uninteresting for you. You've got nothing but water. What you would really like is a beautiful, magical underwater garden with all sorts of unusual and wonderfully coloured magical plants and rocks. You want your life in the water to be bright, interesting and full of fun.

In your painting you are going to paint this magical garden with some plants that are overlapping and unusually exciting to look at, play in and hide in. These will be make-believe plants – plants that are big, bright and magical in their colours and overlapping shapes. There might be underwater caves to swim through and rocks to hide under. When you look up the plants in your garden will create wonderful dappled patterns of light rippling on the surface of the water.

Open your eyes now and look at the video which will also help you to think about the plants in your magical underwater garden, and the way they clump together and behind each other.

Click the *Underwater Garden* button and the video will start.



[No voiceover; soundtrack of atmospheric music only]

Ka timata te mahi peita ināianei, engari e toru ngā mea hei maumahara mā koutou.

Whakaaturia te kari tohutohu, ka pānuī ai i ngā kōrero. Kātahi ka tohutohu i ngā ākongā kia timata ā rātou mahi.

Kaua e roa atu i te rua, i te toru meneti rānei hei hoahoa i te pikitia ki te tioka. Māu tonu e ārahi ina raruraru te ākongā.

Kia toe mai te 10 meneti: Tekau meneti e toe ana mō tō mahi peita. Kia kaha te mahi i roto i taua wā. Me haere tonu te mahi kia pau rā anō te 10 meneti.

Ina pau te wā: Me mutu te mahi peita ināianei. Hoki whakamuri ka tiro tiro ai i tō pikitia. Kātahi ka haramai ki te noho.

He wā kōrerorero hei whakamutu i tēnei mahi. He kōrerorero ōpaki hei whakaputa whakaaro mō te whiti ataata.

You're going to start your paintings now, but here are three things to remember.

He Kāri Kei Raro i te Wai
Whakakīia a koutou whakaahua ki ngā tupu nunui, ātaahua, ururuā hoki.
Nōu tēnei māra. Tuhia ngā toka me ngā tupu engari kaua ko ngā mokamoka me ngā ika.
Kia tere tonu te tuhi i ngā rarangi o ngā tupu mā te tioka, engari me kaua e tāroahia te mahi.

Underwater Garden
Try to fill your picture with a few big, bright, beautiful, overlapping plants.
This is your garden. Paint the rocks, plants but not other sea creatures or fish.
Use your chalk to quickly draw the outlines of your plants – but don't spend too long with the chalk.

Show and read aloud the cue card, then instruct students to commence work.

Students shouldn't spend more than two or three minutes sketching with the chalk. Give guidance where necessary.

When 10 minutes remain: You have 10 minutes left for painting. See how much you can get done in that time. Don't stop painting until it is time to stop.

When time is up: It's time to stop painting now. Stand back and have a good look at your picture, then come and sit on a chair.

Conclude the activity with a brief informal discussion when students talk about what they thought of the video (not their own paintings).

Global Ratings: Underwater Garden		Mean Score
	Key attributes:	(0 low – 3 high)
	expressiveness:	1.48
	composition:	1.33
	detail:	1.27
	use of media:	1.38
Global rating:		(0 low – 5 high) 1.54

Commentary:

The results show that most students' expressive painting was judged to be in the lower to middle range of performance. While the task offered much scope, it nonetheless set boundaries for content and required skills of visualising, planning, forming images and using paint to give effect.

STUDENT EXAMPLES:



Task: He Taonga Toi — Art Objects

Approach: One to one

Focus: Students can identify the materials and equipment and explain the processes used for making selected art objects

Resources: 3 pictures: cow, cup, kite

Kupu: rauemi = materials taputapu = tools/equipment

Questions / instructions:

Whakatakotoria ngā pikitia e toru o ngā taonga toi ki mua i te ākonga.

He maha ngā momo taonga toi. Anei ētahi taonga toi rerekē e toru.

Place three pictures of art objects in front of student.

There are many kinds of interesting art objects. Here are 3 pictures of different objects that artists have made.

Tohua te pikitia tuatahi: Te Kau

1. He aha ngā momo rauemi i whakamahia hei hanga i tēnei taonga toi?
2. He aha ngā momo taputapu i whakamahia hei hanga i tēnei taonga toi?
3. He pēhea nei te hanga i tēnei taonga toi?

HE ĀWHINA: He aha te huarahi i whāia e te kaimahi toi mai i te tīmatanga hei hanga i tēnei taonga?

Select picture 1: Cow

1. What kind of materials do you think were used to make this?
2. What special equipment or tools would the artist need to make this?
3. How do you think the artist made this?



PROMPT: What steps would the artist follow to make this?

Tohua te pikitia tuarua: Te Kapu

4. He aha ngā momo rauemi i whakamahia hei hanga i tēnei taonga toi?
5. He aha ngā momo taputapu i whakamahia hei hanga i tēnei taonga toi?
6. He pēhea nei te hanga i tēnei taonga toi?

HE ĀWHINA: He aha te huarahi i whāia e te kaimahi toi mai i te tīmatanga hei hanga i tēnei taonga?



Select picture 2: Cup

4. What kind of materials do you think were used to make this?
5. What special equipment or tools would the artist need to make this?
6. How do you think the artist made this?

PROMPT: What steps would the artist follow to make this?

Identification of materials used:

corrugated iron	84
rivets/bolts	72
paint	67

Identification of tools/equipment used:

cutting tool	36
brushes	22
securing tool (e.g. spanner)	45

Identification of making process:

Elements mentioned –	6 or more	0
	4–5	0
	2–3	47
	1	15
	0 relevant	38

Identification of materials used:

clay	74
water	7
paint	72
glaze	7

Identification of tools/equipment used:

potter's wheel	24
kiln	7
brushes	41

Identification of making process:

Elements mentioned –	6 or more	0
	4–5	0
	2–3	46
	1	22
	0 relevant	32