

Unit Title: Papermaking – Jasper Johns

Year Group: 6/7 (NC Level 3)

Duration:

**DESCRIPTION OF CONTEXT**

*Columba College has received ‘Enviroschool’ status. This means that the school is showing concern for the environment in the way that it runs. For example, located around the school are blue bins for the disposal of paper. These are collected each week by the Environment Committee, and all the paper is put in a big bin for collection by Envirowaste. Instead of going into a landfill, it is bundled up by and Otago Paper Recyclers and shipped overseas for recycling into various other paper products such as corrugate for cardboard, and ‘new’ paper made from 60% recycled materials.*

But... can we do anything here at school with the paper we collect?

**KEY FOCUS ON TRANSFORMATION OF:** Information / Energy / **Materials** (Circle)

**CLASS DESCRIPTION/Students’ Past Experiences**

Unknown at this stage – this section will be completed when the actual class to be taught is known and the unit will be refined accordingly to build of students past experiences (prior understandings/competencies)

**LEARNING LINKS**

**KEY COMPETENCIES:**

- Using language symbols and text** – specific to curriculum areas, literacy, numeracy
- Managing self** – appropriate time management, use of materials and equipment to ensure the completion of a creative and quality outcomes
- Relating to others** – group/ shared tasks, particularly in practical activities
- Thinking** – specific to curriculum area i.e. technological process
- Participating and contributing** – constructive contribution to class and activities

**VALUES:**

- Students will be encouraged to value
- Excellence** – through scaffolded sequential tasks, hands-on experience, and opportunities to practice skills and demonstrate understanding of technological and art-making processes, plus experience with high-quality exemplars
- Innovation, inquiry and curiosity** – through experimentation, learning experiences based around an ‘every-day’ technological product, and through variety in creative outcomes
- Diversity** – through looking at papers as creative expressions of different cultures – Japanese, Maori, Pacific Island ‘Tapa’ cloth, paper industries in NZ, and individual interpretations of the project theme(s)
- Equity** – through equal access to equipment, materials and resources
- Community and participation** – through sharing responsibility for management of equipment, materials and resources in the classroom context
- Ecological sustainability** – through using recycled materials, and examining the wider context of consumption and recycling
- Integrity** – through classroom conduct and commitment to the production of high quality technological products, artworks and artefacts

<p><b>KEY FOCUS: Component/s of Technology underpinning unit</b>          Planning for Practice          Brief Development          Outcome Development and Evaluation          Technological Modelling          Technological Products          Technological Systems</p> <p><b>KEY FOCUS: Component/s of Visual Art underpinning unit</b>          Understanding the Arts in Context          Developing Practical Knowledge          Developing Ideas          Communicating and Interpreting</p> <p><b>KEY FOCUS: Component/s of English underpinning unit</b>          Writing and Presenting, processes and strategies          Writing and Presenting purpose and audience          Writing and Presenting Ideas</p> <p><b>KEY FOCUS: Component/s of Science underpinning unit</b>          Investigating in Science</p>	<p><b>KEY FOCUS: Context-specific skills/knowledge</b></p> <p>Technology: pulp preparation and paper-making, planning and brief development, awareness of technological process</p> <p>Visual Art: drawing (media and processes), printing, colour,</p> <p>English – writing clear instructions, layout, verbs, language features</p> <p>Science : examining prior knowledge, investigating through inquiry and experimentation</p>
<p><b>TERMINOLOGY embedded within component focus</b>          deckle, frame, pulp, concentrate, drying rack,</p>	<p><b>TERMINOLOGY of specific skills/knowledge</b></p>

<p><b>LITERACY/ NUMERACY</b></p> <p><b>LEARNING ENVIRONMENT CONSIDERATIONS</b></p> <p><b>SAFETY ISSUES</b>  <i>(Refer to MOE Revised Health &amp; Safety Guidelines)</i></p>	<p><b>RESOURCES REQUIRED</b>          Recycled papers: <i>office, card, coloured, newspaper, magazines</i>          Other ingredients: vegetation, string, sparkles etc          Moulds and deckles, blender, water, jaycloths, c-clamps and drawing boards, hairdryer, pegs aprons, newspaper.</p>
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colour wheel, frottage, collage,

verbs, layout, compose, sequence, order

strength, absorbency, texture, rigidity, softness,  
recycling, physical change, functional change, starch,  
fibres, investigating

newsprint, ohp (acetate), paint, dyes, printing inks,  
brushes and rollers, glue etc.

School journals

Variety of papers, including remade, magnifying  
glass, torch, eye-droppers, dye

PREDETERMINED SPECIFIC LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Develop skills in working with paper and recycled materials (<i>Outcome development and evaluation</i>)</li> <li>• Develop knowledge of paper qualities and performance (<i>Technological products</i>)</li> <li>• Develop understanding of the key stages in the technology cycle (<i>Planning for Practice</i>)</li> <li>• Undertake appropriate time and resource management to ensure the completion of a quality outcome (<i>Planning for Practice</i>)</li> <li>• Undertake and understand that technological modelling is used to test and trial conceptual and realised ideas. (<i>Outcome development and evaluation, Technological modelling</i>)</li> <li>• Apply knowledge and skills in the manufacture of a quality solution. (<i>Outcome development and evaluation</i>)</li> <li>• Develop an awareness of representations of Technological systems (<i>Technological Systems</i>)</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop understanding of the key stages in the technology cycle</i></li> <li>• <i>Undertake planning to identify the key stages and resources required to develop an outcome</i></li> <li>• <i>Undertake appropriate time and resource management to ensure the completion of a quality outcome</i></li> <li>• <i>Complete an outline of intended outcome(s), specifying attributes, resources, methodology, and useage</i></li> <li>• <i>Demonstrate understanding that modellings is a form of testing and trialling.</i></li> <li>• <i>Show knowledge and understanding of how materials combine together to form products</i></li> <li>• <i>Apply knowledge and skills in the manufacture of a quality solution.</i></li> <li>• <i>Undertake modelling as a form of testing and trialling.</i></li> <li>• <i>Develop knowledge and skills in working with paper and recycled materials, including paper and materials qualities and performance</i></li> <li>• <i>Develop an understanding of manual and mechanical processes as examples of transformative systems</i></li> </ul>	<ul style="list-style-type: none"> <li>• Observation of material selection and use to produce an outcome.</li> <li>• Discussion with students about knowledge of how to work materials to form products.</li> <li>• Teacher checks through ongoing formative discussions with each student and marking of workbooks to ensure all students have: developed concepts, tested mock ups, completed an outcome in given time, evaluated outcome against performance attributes</li> <li>• Observation of cooperation between students.</li> </ul>
<ul style="list-style-type: none"> <li>• To develop an understanding of the Numerals series by Jasper Johns (<i>Understanding the Arts in Context</i>)</li> <li>• To explore and use a range of drawing and printmaking processes (<i>Developing Practical Knowledge</i>)</li> <li>• Use the Numerals series by Jasper Johns as the</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Investigate and analyse examples of appropriate artworks to identify their characteristics and the contexts in which they were made</i></li> <li>• <i>Use dry media, exploring use of line,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Written comment on context of the work of Jasper Johns, and analysis of his artwork(s)</li> <li>• Production and presentation of a number of artworks in sketchbooks</li> <li>• Planning and development of ideas in sketchbooks</li> </ul>

<p>basis for making a series of artworks (Developing ideas)</p> <ul style="list-style-type: none"> <li>• Critique and evaluate their work and the work of their peers following exhibition (Communicating and Interpreting)</li> </ul>	<p><i>shading, texture and pattern</i></p> <ul style="list-style-type: none"> <li>• <i>Explore mono print-making techniques</i></li> <li>• <i>Generate ideas in response to artworks by the selected artist model, and materials and media, using typographic templates</i></li> <li>• <i>Express ideas contained in their own work and the work of others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal responses to their own work and the work of their peers</li> </ul>
<ul style="list-style-type: none"> <li>• Develop an understanding of the connections between written and visual language when producing an instructional text. (L3 <i>Speaking, Writing and Presenting, processes and strategies</i>)</li> <li>• Form and express ideas and information with increased clarity (L3 <i>Speaking, Writing and Presenting, Ideas</i>)</li> <li>• Construct a text that shows an awareness of purpose and audience through careful choice of content, language and text form. (L3 <i>Speaking, Writing and Presenting, purposes and audiences</i>)</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Written and visual features are balanced</i></li> <li>• <i>Written language matches the visual aspects.</i></li> <li>• <i>Includes most domain element for procedure e.g. headings, materials, actions.</i></li> <li>• <i>Relates most content and detail to the task</i></li> <li>• <i>A task can be completed from the information provided.</i></li> <li>• <i>Writer shows <b>some awareness</b> of purpose and audiences through choice of content, language and writing style.</i></li> <li>• <i>May rely on context and relies on <b>some audience inference</b> to follow the instructions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with teacher around the layout</li> <li>• Peer critique</li> <li>• Peer assessment on whether the instructions are clear and specific</li> <li>• Self assessment using checklist for instruction writing considerations.</li> <li>• Stakeholder feedback around clarity of the instructions.</li> </ul>
<ul style="list-style-type: none"> <li>• Examine prior knowledge through inquiry and experimentation (<i>Investigating in Science</i>)</li> <li>• Carry out investigations to develop simple explanations (<i>Investigating in Science</i>)</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Identifying and controlling variable to enable valid and reliable data to be collected</i></li> <li>• <i>Design experiments, and communicate results using appropriate means</i></li> </ul>	<p>Written work and illustrations in topic books</p>
<p><b>NEGOTIATED SPECIFIC LEARNING OUTCOMES</b></p>		<p><b>ASSESSMENT STRATEGIES</b></p>
<p><i>(Class, group or individual student specific learning outcomes should be noted here. At the planning stage of the unit this will be blank. However, as the unit progresses and opportunities for negotiated learning</i></p>		

*outcomes arise, this section can be completed to ensure additional learning experiences are developed and incorporated in to the delivery to support the class, group of students or individual students as appropriate.)*

## TECHNOLOGY

LEARNING EXPERIENCES (Lesson One)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<b>Introduction into Course</b> <ul style="list-style-type: none"> <li>Roll</li> <li>Introduction to the art room (H3) and teacher</li> <li>Equipment needed:</li> </ul>		Workbooks issued Students require pens, coloured pencils, glue sticks, to be organised	
<b>Codes of Practice</b> Safety in the classroom environment Explain Duties / Routines.	<b>Managing self</b> Students are aware of their surroundings and appropriate behaviour  Students understand that each student is responsible for own actions		
<b>Introduce Technology Cycle</b> <ul style="list-style-type: none"> <li>Introduce the Technology Cycle (relate this to Technological products e.g. Juice carton*)</li> <li>What is Technology? (give examples : Camera – analogue/ digital; microwave, etc.)</li> </ul>	<b>Using Language, symbols and texts:</b> Students can Develop understanding of technological process <b>Participating and contributing:</b> Take part in group discussion to complete brainstorming diagram on board	Technology Cycle sheet – Juice Carton	Develop understanding of the key stages in the technology cycle ( <i>Planning for practice</i> )

LEARNING EXPERIENCES (Lesson Two)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<b>Recap Technology Cycle</b>  <b>Introduce the issue of Paper</b> , Columba as an EnviroSchool, and opportunity for recycling waste paper into specialty papers (special papers for special purposes). <ul style="list-style-type: none"> <li>Introduce class brief and discuss differences between attributes and specifications:</li> <li>Give out Technological Issue sheet and explain Key stages in the process. (Relate to the Technology cycle) as it relates to the class brief</li> </ul>	<b>Thinking:</b> Introduction to issue  Students understand the aims of the course and how process is an integral part of technology.  Understand the stages of the technology cycle and those specific to that term.  Revise the technology cycle.  Relate the process of technology to the new context.	Brief sheet,  Blank Technology Cycle Sheet	Develop understanding of the key stages in the technology cycle ( <i>Planning for practice</i> )

LEARNING EXPERIENCES (Lesson Three)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>Technological Knowledge</b></p> <ul style="list-style-type: none"> <li>• Introduce students to variety of existing paper samples</li> <li>• Where does it come from? How is it made? Establish prior knowledge...</li> <li>• Question students on uses of paper (group brainstorm on board) – what do we use paper for? Special papers for special purposes?</li> <li>• Show them samples and explain their <b>attributes</b> – strength, weight, usage, cost; terminology: sheaf, ream, pad, Set Paper Analysis sheet for class work, and a second one for homework.</li> </ul>	<p><b>Using Language, symbols and texts:</b> Students will:</p> <ul style="list-style-type: none"> <li>• establish, share and build upon relevant prior knowledge</li> <li>• use appropriate terminology: attributes (characteristics)</li> <li>• Identify the material they are working with and possible implications in using paper</li> </ul> <p><b>Participating and contributing:</b> Take part in group discussion to complete brainstorming diagram on board</p>	<p>Paper samples</p> <p>Paper Analysis sheet</p> <p>Definitions of terminology for homework</p>	<p>Develop knowledge of paper qualities and performance (<i>Brief Development, Technological Products</i>)</p>

LEARNING EXPERIENCES (Lesson Four)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>Reflect on <b>Key Stakeholder</b> and stakeholder interests / hobbies / likes / dislikes. Complete the first page in their brief (this can be completed for homework if not done in class)</p> <ul style="list-style-type: none"> <li>• Identify the key stakeholder (Intermediate staff, students)</li> <li>• Complete the following questions:</li> <li>• who will their specialty paper be for - intermediate staff?</li> <li>• what makes it special/what will it be used for – personal stationery, scrapbook pages</li> <li>• why – visually interesting, every page is unique, made from recycled materials, possibly themed gift idea</li> </ul> <p>Identify the key attributes/specifications for their specialty paper; It should...</p>	<p><b>Thinking</b> – making sense of information, experiences and ideas</p>	<p>Characterise stakeholders on whiteboard!</p> <p>Brief worksheet</p>	<p>Undertake modelling as a form of testing and trialling. (<i>Outcome development and evaluation and Technological modelling</i>)</p>



<p>Review workbooks and homework</p> <p><b>Concepts:</b> Develop ideas for possible paper recipes.</p> <ul style="list-style-type: none"> <li>• Concept design – what sort of paper is suitable for your selected specialty? What is possible?</li> <li>• What sort of materials should it contain?</li> <li>• Design ideas might include using base mixes of different paper pulp, and then customising them with additional ingredients such as dyes, flowers, glitter, leaves.</li> <li>• Other variations include: consideration of pulp size (small/large chunks), colour themes/ relationships etc.</li> <li>• Refined identified key attributes/specifications based on stakeholder feedback and findings from undertaking technological modelling</li> </ul> <p>Use the worksheet provided</p>	<p><b>Relating to Others:</b> Develop an understanding of the stakeholders needs.</p>	<p>Worksheet</p> <p>Drawing equipment. Colouring pencils</p>	<p>Develop knowledge of paper qualities and performance (<i>Brief Development, Technological Products</i>)</p>
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LEARNING EXPERIENCES (Lesson Five)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>What resources are needed at the different stages during the project?</p> <p>Talk about <b>Restrictions</b> (i.e. methodology of papermaking process – pulping, different pulps based on different papers, additional ingredients, drying methods and times) and the importance of <b>Planning</b> to make sure their paper project is finished in time and to a <b>high standard</b> to address identified key attributes/specifications.</p> <p>With teacher guidance draw up a scheme on the worksheet headed “<b>Planning</b>”.</p>	<p><b>Managing self</b></p> <p><b>Thinking</b> Importance of planning will be understood. Students will understand what resources are needed to work through the process.</p>	<p>Workbooks</p> <p>Planning worksheet</p>	<p>Develop understanding of the key stages in the technology cycle (<i>Planning for practice</i>)</p> <p>Undertake appropriate time and resource management to ensure the completion of a quality outcome (<i>Planning for practice</i>).</p>

LEARNING EXPERIENCES (Lesson Six)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>Finish planning template</p> <p>Gathering and sorting materials, tearing and sorting. Work in small groups to process papers.</p>	<p><b>Participating and Contributing</b></p>	<p>Recycled papers</p>	<p>Develop understanding of the key stages in the technology cycle (<i>Planning for practice</i>)</p> <p>Undertake appropriate time and resource management to ensure the completion of a quality outcome (<i>Planning for practice</i>).</p> <p>Develop skills in working with paper and recycled materials (<i>Outcome development and evaluation</i>)</p>

LEARNING EXPERIENCES (Lesson Seven & Eight)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>Trial paper making</p>	<p><b>Using Language, symbols and texts; Thinking:</b>            Trial and evaluate potential outcomes against key attributes and specifications to select and develop an outcome to address the need or opportunity</p> <p>Students will understand the importance of accuracy to create a quality outcome.</p>	<p>Pulps            Frames and deckles            Sponges            Jay cloths            Trays            newspaper            Boards &amp; c            clamps            Rollers            Additional ingredients:            dyes,            vegetation,            glitter etc.</p>	<p>Develop skills in working with paper and recycled materials (<i>Outcome development and evaluation</i>)</p>

LEARNING EXPERIENCES (Lesson Nine)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>Planning and undertaking evaluations</p>	<p><b>Managing self:</b>            Importance of planning will be reinforced</p>	<p>Worksheet</p>	

<p><b>Development:</b> Stick samples in workbook, and annotate successes and proposed changes</p> <p>Use the trials as a template to make modifications. Apply the feedback given to you by stakeholders. Make any adjustments requested and show this on the development worksheet. Support changes / modifications with annotations.</p>	<p><b>Using Language, symbols and texts:</b> Understand the importance of using a mock up as a form of testing and trialling.</p>		
<p><b>Final brief:</b> Create a final written statement that tells you: Make a visually interesting specialty handmade paper from recycled materials</p> <p><b>Final Attributes:</b> With guidance, students should complete the following information on a 'SCUMPS' graphic organiser-</p> <ul style="list-style-type: none"> <li>• The qualities the paper should have (what it should look and feel like)</li> <li>• Size</li> <li>• Number of sheets</li> <li>• Final recipe, including materials used</li> </ul>	<p><b>Using Language, symbols and texts:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of a final brief</li> <li>• Key attributes identified in final brief specifications</li> <li>• Students will understand the importance of accuracy to create a quality outcome.</li> </ul> <p><b>Thinking:</b> Use SCUMPS graphic organiser to plan effectively</p>		

LEARNING EXPERIENCES (Lesson Ten, Eleven & Twelve)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>Manufacturing</b></p> <ul style="list-style-type: none"> <li>• Development of Final technological Outcome (Workshop Practice/ application of skill development)</li> <li>• Use of frame and deckle</li> <li>• Use of rollers, other ingredients</li> <li>• Safe and appropriate conduct during practical activity</li> <li>• On-going use of PMI thinking to evaluate work</li> </ul>	<p><b>Using Language, symbols and texts:</b> Apply relevant knowledge and skills to manufacture an outcome</p> <p><b>Thinking:</b> On-going use of PMI (Plus/ Minus/ Improve- Interesting) to help evaluate work.</p>	<p>Workshop equipment</p>	<p>Develop skills in working with paper and recycled materials (<i>Outcome development and evaluation</i>)</p> <p>Apply knowledge and skills in the manufacture of a quality solution. (<i>Outcome development and evaluation</i>)</p>

LEARNING EXPERIENCES (End of project)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>Portfolio presentation and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Talk to the students about how to evaluate their technological outcome and complete the evaluation sheet.</li> <li>• Give out the assessment rubric – explain the terminology and ask students to complete these and hand them in.</li> <li>• Give out blank portfolios (folded card)</li> </ul> <p>Explain using the examples how to assemble their portfolio, explain that presentation is important.</p>	<p><b>Managing Self:</b> Evaluate final outcome against the key attributes and how it addresses the need or opportunity (metacognitive learning)</p> <p>Take pride in their presentation of their work</p>	<p>Evaluation sheet.</p> <p>Portfolio card, craft knives and cutting mats.</p> <p>Assessment Rubric</p>	<p>Apply knowledge and skills in the manufacture of a quality solution. (ODE)</p>

## TECHNOLOGY INTO ART

LEARNING EXPERIENCES (Broken into Session Blocks)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><i>This Art activity is based upon some prior experience of paper-making. Students should consider approaches to papermaking design in the context of the artist model studied. This lesson sequence should therefore be inserted after trial paper-making, and prior to Lesson 9 – evaluation and final brief design.</i></p> <p><b>Through visual resources, students are introduced to the Numerals series by Jasper Johns.</b></p> <ul style="list-style-type: none"> <li>Hand out examples, using the CAMPER template, discuss the following issues as a class/ in groups: Composition, Accuracy, Meaning, Period, Effectiveness, Relevance</li> <li>Students record ideas on answer sheets provided</li> </ul>	<p><b>Thinking</b> Use CAMPER format to organise and analyse information</p> <p><b>Using language, symbols and texts</b> Identify conventions of visual art making – drawing and printmaking, colour, tone, figure and ground relationships</p> <p><b>Participating and contributing</b> Students verbalise answers to visual stimulus</p> <p><b>Relating to others</b> In group work</p>	<p>Reproductions of Jasper Johns' Numerals series</p>	<p>Developing an understanding of the Numerals series by Jasper Johns (<i>Understanding the Arts in Context</i>)</p>

LEARNING EXPERIENCES (Broken into Session Blocks)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>Based upon artworks studied, students can undertake a number of practical drawing activities, as well as consider designing and making coloured grounds using a variety of pulps for printing.</b></p> <p><i>(Tasks are not listed in any sequential order here, as multiple activities may allow individual teachers to work with available materials and resources as appropriate to student needs and abilities)</i></p> <p><b>DRAWING TECHNIQUES</b> <b>Frottage</b> – rubbing on textures surfaces using soft drawing material(s) on newsprint/ or handmade paper). Masks can be used to define numeral shape, including a variety of fonts. Alternatively, numbers can be cut out afterwards from sheets of</p>	<p><b>Using language, symbols and texts</b> Exploring art-making conventions</p> <p><b>Thinking</b> Using creative and critical processes to make sense of visual information and art-making experiences</p> <p><b>Managing self</b> Self-motivated/ directed practical tasks</p>	<p>a range of numbers (0-9) cut from OHP and/or card, and in a range of fonts for use as stencils, masks and templates</p> <p>handmade papers, newsprint, cartridge</p>	<p>Exploring and using a range of drawing and printmaking processes (<i>Developing Practical Knowledge</i>)</p>



	processes to make sense of visual information and art-making experiences		
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LEARNING EXPERIENCES (Broken into Session Blocks)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>This work has potential to be exhibited in a variety of contexts, including:</b></p> <ul style="list-style-type: none"> <li>• Book format (*see Tech into English following)</li> <li>• Within conventional art displays</li> <li>• As a visual resource in the Mathematics department (e.g. as an algebraic equation, or pi – a visual celebration of number!)</li> </ul> <p><b>Students should be given the opportunity to comment on their work and the work of their peers. Discussion should be around the ideas contained within their work, use of materials and media, relevance to and inspiration provided by the artist model.</b></p> <p>This can be in the form of</p> <ul style="list-style-type: none"> <li>• class/group discussion,</li> <li>• written evaluation etc.</li> </ul>	<p><b>Using language, symbols and texts</b> Exploring art-making conventions, and using literacy</p> <p><b>Thinking</b> Using creative and critical processes to make sense of visual information and art-making experiences</p> <p><b>Participating and contributing</b> Students verbalise answers to visual stimulus</p> <p><b>Relating to others</b> In group work</p> <p><b>Managing self</b> Metacognitive learning – self awareness and evaluation</p>	<p>Display space, evaluation forms</p>	<p>Critique and evaluate their work and the work of their peers following exhibition (<i>Communicating and Interpreting</i>)</p>

## TECHNOLOGY INTO ENGLISH

LEARNING EXPERIENCES (Broken into Session Blocks)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p>Introduce writing of instructions through looking at journal articles such as <i>Bright Lights Window Decorations</i> (P3 No 2 2004) and <i>Fold It!</i> (SL, No 2 1995).</p> <p>Look at the language features of the instructions and develop success criteria on what features effective instructions should include. (refer to self assessment tool for idea of expected success criteria)</p> <p>Teacher models the instruction writing process to the class, using a process that is common to all.</p> <p>Students work in a pair to experiment with writing instructions using a process they are familiar with, such as tying a shoe lace, making a sandwich or washing their hair, with a focus on</p> <p>Using a range of school journals with instructions, students look at the visual language features particularly the layout and how the written and visual features complement each other.</p> <p>Students work in groups to develop some success criteria around layout.</p> <p>Using photographs of a common process such as making toast or brushing teeth, students put the photographs into the appropriate order and write instructions for what is happening in each photograph. Encourage the students to think about the time frame for each stage. Students also need to consider the layout of their instructions and photographs and how the text and visual's combine to enhance meaning.</p> <p>Students use the photographs of their paper making process, and sequence them according to the process they followed. Students will write a concise set of instructions for each photograph.</p> <p>Students to consult with peers, the teacher and stakeholders about the clarity of the instructions and edit where appropriate.</p> <p>Students will self assess their final product, as part of the editing</p>	<p><b>Thinking</b> - critical thinking about what makes an effective set of instructions.</p> <p><b>Using language, symbols and texts:</b> Looking at language features essential to clear instruction writing</p> <p><b>Using language, symbols and texts:</b> how the visual and written language combine to enhance meaning</p> <p><b>Thinking:</b> Sequencing ideas and writing clear and concise instructions</p> <p>Sequencing ideas and writing clear and concise instructions</p> <p><b>Relating to others:</b> Editing process – using appropriate language features and giving meaning.</p>	<p>School Journals</p> <p>School Journals – articles on instructions</p>	<p>Construct a text that shows an awareness of purpose and audience through careful choice of content, language and text form. (L3 <i>Speaking, Writing and Presenting, purposes and audiences</i>)</p> <p>Develop an understanding of the connections between written and visual language when producing an instructional text. (L3 <i>Speaking, Writing and Presenting, processes and strategies</i>)</p> <p>Form and express ideas and information with increased clarity (L3 <i>Speaking, Writing and Presenting, Ideas</i>)</p> <p>Construct a text that shows an awareness of purpose and audience through careful choice of content, language and text form. (L3 <i>Speaking, Writing and Presenting, purposes and</i></p>



<p>process, using the instruction writing self assessment tool.</p> <p>Students publish their work onto the recycled paper and bind into a booklet.</p>	<p><b>Participating and Contributing:</b> Presenting a well balanced, clear and concise set of instructions that are easy to follow.</p>	<p>Recycled paper from paper making, binding clips</p>	<p><i>audiences)</i></p>
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## TECHNOLOGY INTO SCIENCE

LEARNING EXPERIENCES (Broken into Session Blocks)	LEARNING INTENTIONS	RESOURCES	LINK TO LEARNING OUTCOMES
<p><b>DOES RECYCLING CHANGE THE PHYSICAL PROPERTIES OF PAPER?</b></p> <p>(Activities listed here come from “Making Better Sense of the Material World; levels 1-4”, Learning Media Ltd, 1998)</p> <p><i>Students carry out a range of tests, comparing the properties of recycled paper with those of original samples.</i></p> <p><i>Students comment on the differences and similarities in the physical properties of the papers they test, and present evidence in the appropriate manner.</i></p> <p><b>Activity 1: Look, Fold, Pull, Rip, Shine and Soak...</b></p> <p><b>Activity 2: Close Inspection...</b></p>			<p><b>Investigating in Science</b></p> <ul style="list-style-type: none"><li>• Build on prior experiences, working together to share and examine their own and others' knowledge.</li><li>• Ask questions, find evidence, explore simple models and carry out appropriate investigations to develop simple explanations.</li></ul> <p><b>Communicating in Science</b></p> <ul style="list-style-type: none"><li>• Begin to use a range of scientific symbols, conventions and vocabulary</li></ul>