

Exploring cultural and historical contexts-

Peter Gentenaar

The Australian Curriculum Assessment and Reporting Authority strand:

RESPONDING

- Students respond to and interpret artworks using key questions to explore the artworks of others from a range of viewpoints. Students learn to understand, appreciate and critique the Arts through the critical and contextual study of artworks

General capabilities:

Intercultural understanding.

Literacy

ICT

Cross- curriculum priorities:

Sustainability: exploring the qualities of materials that impact on the environment by selecting resources, considering their potential for recycling. (Paper focus)

Learning Outcome(s)/Standard(s):

Achievement standard: By the end of Year 6, students use skills, processes, materials and technologies to create and display visual arts works. They plan, reflect upon, refine and document their visual arts

ideas and processes. Students identify practices and viewpoints and their inter-relationship in visual arts works they view. They make connections between their own and others' artworks using visual arts terminology.

Students explore subject matter of personal and social interest from particular viewpoints including issues, activities and events in place, spaces, people, objects and the imaginary world

Students discuss how interpretation of visual arts works is affected by cultural, social and environmental factors.

Students identify beliefs that audiences and artists hold about taste, tradition, expression and creativity in visual arts

Students analyse how artists construct meaning recognising skills, techniques, materials and forms

Students will research the cultural background of Peter Gentenaar and his artwork, and answer a series of questions in a peer-held interview, and comment on any factors that they

think may influence his work.

Indicators

- Students will become critics, and engage in the process of justifying their judgment of Gentenaar's works.
- Students will make connections between Gentenaar's cultural background and his works.
- Students will analyse the artists intentions, making reference to why Gentenaar creates sculptures in the way that he does.

Assessment: Criteria (2 or 3 to match indicators)

Recorded interviews- interviews produced with voice recording technologies reflect an understanding of how to correctly analyse an artwork- judgments made are objective rather than subjective.

Students are observed to be engaged in discussions centred around the artworks and give reasons for their judgement of the works, using language depicting a measured viewpoint that relates to research surrounding Gentenaar's background.

Background to the learning:

Students are beginning to explore 3-Dimensional forms and what techniques may be used in order to make something 3D. Students visited the National gallery in the first term, with a particular focus on "sculpture."

Lesson Resources:

Information for the "Information stations" which are to be set up around the room, retrieved from: <http://www.gentenaar-torley.nl/index.php/peter-gentenaar>

<http://www.gentenaar-torley.nl/index.php/peter-gentenaar/about-peter>

<http://inhabitat.com/peter-gentenaars-stunning-paper-sculptures-soar-through-the-air-like-flying-jellyfish/>

Peter Gentenaar's artworks- images. Retrieved from:

<http://inhabitat.com/peter-gentenaars-stunning-paper-sculptures-soar-through-the-air-like-flying-jellyfish>

Voice recording technologies- classroom iPads with use of: "Dragon dictation" app which records voice and converts it to text, storing both forms.

Content of Lesson:

- “How did having an idea of what the artist’s intentions might be and his past, assist you in critiquing Gentenaar's works?”

- Students share some of their thoughts and ideas- artist intentions and something interesting from his background

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