

# Classroom activities

## Stage one / Lesson three



### Learning Outcomes

A student:

- **VAS1.2** Uses the forms to make artworks according to varying requirements.



### Cross Curriculum Links

A student:

- **IRS1.11** Identifies the ways in which they communicate, cooperate and care for others.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.



### Resources and Preparation

#### Resources

- A variety of vegetables to be used to paint with. Teacher can brainstorm with students prior to the day for ideas. Some examples might include: tops of celery and carrot; okra and celery cross sections; potato halves. Vegetable donations can be sought from local businesses, school kitchen garden or parents. Ensure there are enough vegetables so that each student will have the option of using each vegetable form in each of the available paint colours.

*Resources and Preparation continued >*

## Vegetable Art

Students use various vegetable shapes and forms to produce a painting.

### Introduction (5 mins)

- Teacher advises students that they will be using vegetables to make artwork. Teacher shows students the vegetable parts they can choose from.
- Students brainstorm what kinds of effects they might be able to achieve with the various vegetable forms available. Teacher writes ideas on whiteboard.
- Students discuss how they will work together to undertake activity (e.g. preparation, sharing, packing up). Teacher writes ideas up on whiteboard.

### Activity (25 mins)

1. Students break into groups for painting activity.
2. Ask students to choose a subject for their painting (e.g. a house, a garden, an animal or a person).
3. Students use the various vegetable forms to produce their artwork.
4. Artwork hung up to dry and students help to pack away.

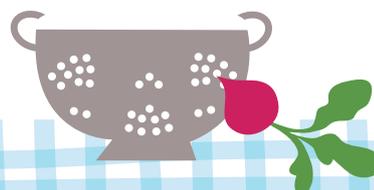


### Conclusion (10 mins)

Students discuss the challenges and successes of painting with the various vegetable forms. Artwork can be displayed in the classroom or around the school.

**Note:** Teacher could demonstrate the preparation of vegetables during class. Students could request various parts of the vegetable to use. A tasting activity could also be included before or after the painting activity.

*Vegetable Art activity continued >*



# Classroom activities

## Stage one / Lesson three continued

### Resources and Preparation

- Paint.
- Trays for holding paint.
- Art paper.
- Whiteboard pens.

### Preparation

#### 1–2 days prior:

- organise vegetables.

#### Prior to lesson:

- prepare vegetables. Place adequate forms of each vegetable at each painting station so that each type of vegetable form can be used in each colour.
- prepare desks for painting.
- put paint into trays.

**Duration | 40 minutes**

### Assessment

- For:** Student contribution to group discussions. Student is able to communicate and cooperate with others. Student articulation of their artwork and the process.
- As:** Student understanding of the task.
- Of:** Student uses multiple forms to produce the artwork.

### Differentiation

- Extend:** Students can write letters to request vegetable donations. Students write a narrative to go with their painting. Students can make a digital collage of the process (e.g. PicPlayPost).
- Simplify:** Students undertake task with assistance. Students use only 1 or 2 vegetable forms in their artwork. Students do not need to produce a painting of a specified subject.

### School/Home Link

Selected artworks can be featured in the school newsletter or on the school website.

