

LESSON PLAN

Lesson Topic:	Olive Cotton-Art Appreciation 1	Date:	--/--/----
VELS Domain(s):	Discipline-based learning	Grade(s)/ Year Level(s):	4,5,6
VEL Dimension(s) or Religious Education Guideline:	The Arts	Duration of Lesson:	60 mins

Learning Outcome(s)/Standard(s):

The students will be introduced to Olive Cotton, learn to understand and appreciate her as an artist in terms of her era/history, life, environment and motivation for her subjects and photography. Students will begin to develop their own opinion on the life, times and inspiration behind Olive cotton, the woman and her work and begin to extend into knowledge of her subject matter. Cross-curricular opportunities for history knowledge, skills and inquiry learning will also be accessed here.

Indicators

- To demonstrate a basic, yet thorough understanding of Olive Cotton as an artist, her life and work
- To understand Cottons' choice of subject matter based on her knowledge and characteristics, and its common elements

Assessment:

Criteria

- Successfully produce a small homework project within the week; an annotated poster including a few various facts and pictures relating to Olive Cotton, her life and work, to be collect the following lesson. This taps into research and use of literacy knowledge and cane be used to assess multimodal, challenging text interpretation if necessary.

- Create a completed A4 sheet of around 3 magazine cut-outs with annotations of the reasons for their inclusion, in relation to presence of similar elements used by Cotton in terms of subject matter (in class, collected at end of lesson).

Teaching Focus:

The aim is to successfully deliver the material to the students in a format which they can understand and somewhat relate to.

Background to the learning:

A.

- Art Gallery NSW-
http://www.artgallery.nsw.gov.au/collection/search/?area=photography&artist_id=cotton-olive
- Australian Government website-
<http://australia.gov.au/about-australia/australian-story/olive-cotton>
- Ennis, H & S McInerney, S. *Olive Cotton: photographer*, National Library of Australia, Canberra, 1995.

B. Pupils do not have any previous learning/knowledge in regards to Olive Cotton and her art practice

Lesson Resources:

- Glue
- White A4 paper
- Printed or digital resources for viewing some of Olive Cottons photography
- Magazines/newspapers
- Black textas
- Coloured poster paper
- Various photographs (mostly recent styles)-printed or from magazines, to pass around

Content of Lesson:

A. Introduction 10 mins

Display various images of Olive Cotton and her photography, perhaps bring in a camera or some equipment from the early 1900's to display for interest. Give important biographical details and briefly outline details of the unit of work

B. Development 10 mins

1. Provide a short biography to students on Olive Cotton as an Artist her life and work. Talk about how they will incorporate similar information into a short homework project. Whiteboard discussion on completion. What do we know about Olive Cotton (so far)?

2. Compare Cotton's type of art with other medium of art that students may be more familiar with or more generally see 'art' as. Is photography art?

3. Go through various types of (more recent) photography work students are used to seeing and compare this with Olive Cotton's work. What are the differences? Similarities?

4. Discuss Cottons work in particular, take students on an in-depth and informed picture chats (again drawing on literacy knowledge) briefly for 3-4 of Cotton's main works (included on website) and discuss the immediate concepts, objects etc., students can see. What can you see in the photograph?

5. Branch into common elements, discuss Cottons use of nature and light as her subject and her equal treatment (focal point) of subject matter, balance and harmony. Talk about her use of similar related elements present in much of her work. These concepts may begin to create connections for the students between subject and artwork. What common things do you see in all of Cotton's photographs we have looked at? Can you find these types of objects and practices used in photos in magazines or the newspaper?

6. List instructions for activity on whiteboard:

-Find as many photograph as you can that use the same ideas as Cotton did, think about light and focus on object, nature and environment

-Choose your best 3 and paste them into the A4 paper up the front

-Write underneath of beside the image why you chose that photograph

Take any questions students may have at this point...?

C. Consolidation and Practice 35 mins

1. Complete discussions based on development questions above, use the whiteboard to display knowledge shared, collections, discussed and learnt

2. Give an example of the type of photograph students should be looking for in magazines and newspapers, one object, nature and environment, multiple objects, shared focus of objects, a focus on light almost as an object in the photograph

3. Students collect a few of magazines or newspapers from the front of the room and begin searching, identifying and collecting these types of photographs

4. They will then choose their three best and most representative of Cotton's subject matter, stick them onto a white A4 sheet and beside or underneath briefly explain their choice in one sentence.

Early Finishers – Extension Activities

- In computer labs, begin research for take home project

D. Closure

5 mins

Students will be reminded of learning outcomes, including that of Olive as an artist and her subject matter. Various students will share their findings followed by teacher critique. Students will be reminded about take home project and its requirements and due date. Handouts regarding this information will be provided. (See Appendix A)

Appendix A: Handout: Brief outline of homework task: Olive Cotton Project

ART PROJECT



Olive Cotton-artist/photograph

- Create a poster on the A3 poster paper sheet given to you in class, about Olive Cotton
- Include some important facts about her life and her photography
- Include a least one picture-a photograph of Cotton or a photograph she took herself
- Poster must have a title and be easy to read and understand

Due Date: _____

