

## LESSON PLAN

Lesson Topic:	<u>Olive Cotton-Art Appreciation 2</u>	Date:	<u>--/--/----</u>
VELS Domain(s):	<u>Discipline-based learning</u>	Grade(s)/ Year Level(s):	<u>4,5,6</u>
VEL Dimension(s) or Religious Education Guideline:	<u>The Arts</u>	Duration of Lesson:	<u>50 mins</u>

### Learning Outcome(s)/Standard(s):

Students will take knowledge of what was learnt about Cotton and her subject matter in lesson one, refine this and focus in on effects and practices used in the artwork 'Teacup ballet'. Students will develop a deeper understanding of Olive Cotton's photography and understand and identify principles and elements used with reference to 'Teacup ballet', as well as the audience they attract and are intended for.

### Indicators (2 or 3)

- To understand Cottons' practice and portrayal of her artworks and its common elements and principles, particularly those of 'Teacup ballet' and identifying their use within the photograph and within everyday images
- To identify the audience and intentions behind Cotton's work

### Assessment:

#### Criteria

- Successfully and clearly identify at least two of Cotton's photographic principles on a given 'Teacup ballet' handout. Create a second completed A4 sheet of at least one magazine cut-out, with annotations of the reasons for their inclusion in relation to presence of similar elements used by Cotton in terms of specific elements and principles of her artwork, focusing on 'Teacup ballet' (in class, collected at end of lesson).

- Contribute to class discussion and class poster based around Cotton's audience and intentions (observation).

Teaching Focus:

- A. The focus will be around constant guidance and support, the knowledge and skills learnt here will be essential for the future art practice lessons therefore it is essential students progress is monitored

Background to the learning:

- A.
- Art Gallery NSW-  
[http://www.artgallery.nsw.gov.au/collection/search/?area=photography&artist\\_id=cotton-olive](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 current knowledge is solely based on the information provided and learnt during the previous week art appreciation lesson 1 session

Lesson Resources:

- Magazines/newspapers
- Printed/photocopied copies of Cotton's 'Teacup ballet' for each student
- Black textas
- Glue
- White A4 paper
- Printed or digital resources for viewing some of Olive Cottons photography
- Large poster paper for class poster
- Large 'Teacup ballet' image

Content of Lesson:

A. Introduction

5 mins

Frame and display a large image of 'Teacup ballet' at the front of the classroom to bring students attention to the main focus of the lesson. Recap Olive Cotton and her life and work, collected students lesson one projects. Bring the focus in to the photograph 'Teacup ballet'. Give overview of the lesson including discussion of audience and work on 'Teacup ballet' as the focus artwork/photograph.

B. Development

10 mins

1. Recap Olive cotton and her works, focus in again on the elements used and on her famous work teacup ballet. Take answers from students, what to we already know about the subject matter of many of Olive Cottons photographs?
2. Talk about use of focal point (shared among objects), balance in her photographs, harmony, angles ('Teacup ballet' shows a superior view), structure, harmony and the way that similar related elements are presented. Talk about contrast through light, and proportion in terms of perspective and angle. What are some other characteristics you can see in 'Teacup ballet'?
3. Explain the story behind 'Teacup ballet' and how Cotton produced it (story on website bio and provided within included references). Explain the activity students will be doing. Hand out images of 'Teacup ballet'. Can you find circle and annotate principles apparent in teacup ballet? (See Appendix A)
4. Discuss about how teacup ballet uses all these principles and how students will attempt to find these elements present in everyday images. Can you find examples of these ideas and principles in 'Teacup ballet' in everyday images in magazines and newspapers and annotate where they are apparent?
5. Discuss Cotton's audience, Cotton herself, members of the public, web users (when this is discussed, mention that the students were also web users when doing their projects), us as teachers and students. Who do you think Olive Cotton is taking these photographs for? Who looks at them and enjoys them?
6. Create and construct class poster with the title 'Olive Cotton's Audience', about who her audiences is, link this back to her artwork and what sorts of people it might attract as previously discussed. Add additional points? (Society in her era, people wanting to enjoy the beauty of nature, and observe the simple things around us). Cross-curricular opportunities exist again for history in the form of discussions about Australian past culture of early 1900's.

C. Consolidation and Practice

30 mins

1. Make a list of elements of Cotton's work apparent in 'Teacup ballet' (displayed at front of class)
2. Hand out 'Teacup ballet' image and instruct students to find and circle as many artistic principles used by Olive Cotton that have previously been discussed, make sure to label what you think the principle is called. Encourage students to draw lines/arrows/labels where required. (Ideas/answers-Appendix A) Go through possible findings on completion of this activity before starting the next.
3. Hand out A4 paper and magazines/newspapers; find at least one picture that shows one of Cotton's principles from 'Teacup ballet' and annotate-circle and label the principle and where/how it is used.
4. Make class poster based on 'Olive Cotton's audience', link this back to her artwork and what sorts of people it might attract.

Early Finishers – Extension Activities

- Investigate and list from the magazines and newspapers provided, all the other ways which photography is used (for example, advertising, news stories, etc.)
- Make a list of all the ways photographs have changed since Cotton's era and the different things that photographers can do with photographs (for example Photoshop programs and tools). List characteristics of then and now.

D. Closure

5 mins

Collect A4 sheets from magazine/newspaper activity. Summarise what had been learnt about Olive Cotton's artwork and audience, focusing on the elements and inspiration behind 'Teacup ballet' and congratulate students on their work where relevant. Hand back Olive Cotton posters briefly and recollect to display in the classroom. Mention the art practice activity that they will begin the following week, giving them something to look forward to.

See Appendix A on separate document.

