

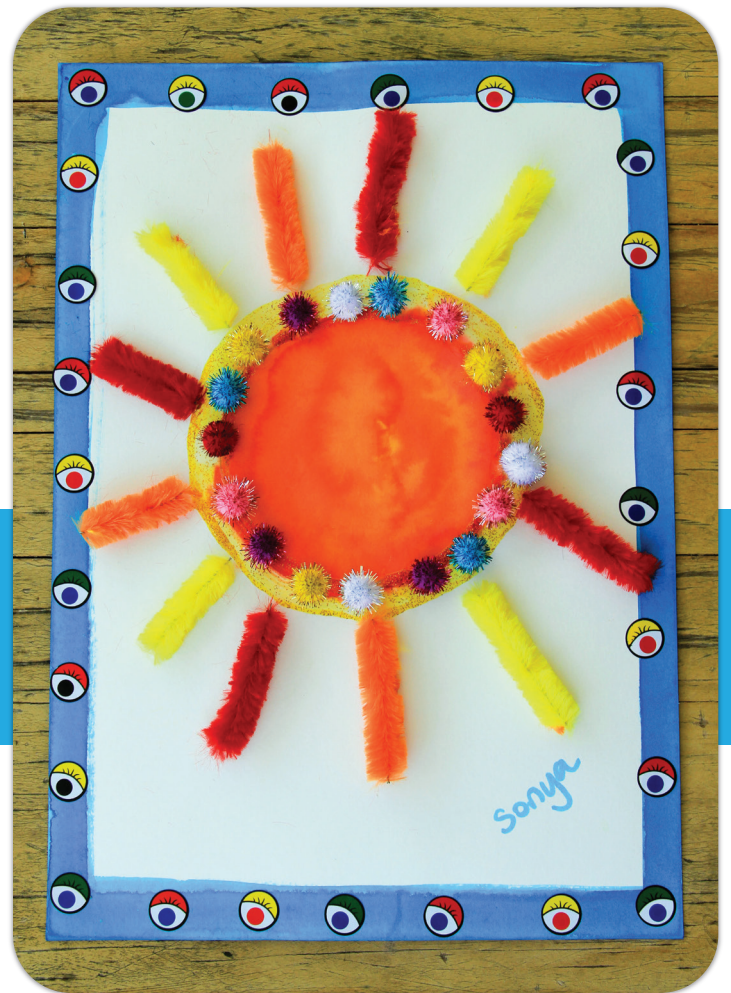
# Lesson for Year Five

## Dot Artwork

*Students will create their own dot artwork to celebrate overcoming challenges and to acknowledge that persistence and determination are key in overcoming challenges.*

*This artwork is also a reminder for*

*students to believe that they are creative in their thinking and artistic ways.*



### Year 5 Content Descriptions

Links to the Australian Curriculum

### English - Language - Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

### Literature - Examining literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

### Literature - Texts in context

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

### Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

## The Arts - Visual Arts

Develop and apply techniques and processes when making their artworks (ACAVAM115)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

### Text for exploration

#### *The Dot* by Peter H. Reynolds

*Additional texts*

*Beautiful Oops* by Barney Saltzberg

*Ish* by Peter H. Reynolds

*What Do You Do With An Idea?* By Kobi Yamanda, illustrated by Mae Besom

### Igniting the creative senses! (Prior to reading)

Give each student a piece of paper and ask them to make a mark on the page and let them know it can be any kind of mark, whatever they like. Have students sign their name on the same page. Invite students to share their 'marks' and ask them to think about what their mark is. Is it just a mark or is it the beginning of something? Give students another few moments to add to their mark if they wish to extend their mark. Again, ask students to describe what they have created. Has it changed? How did you feel whilst you were creating?

### Predict and connect

Show the students the front cover of 'The Dot'.

Ask students to predict what they think the text will be about.

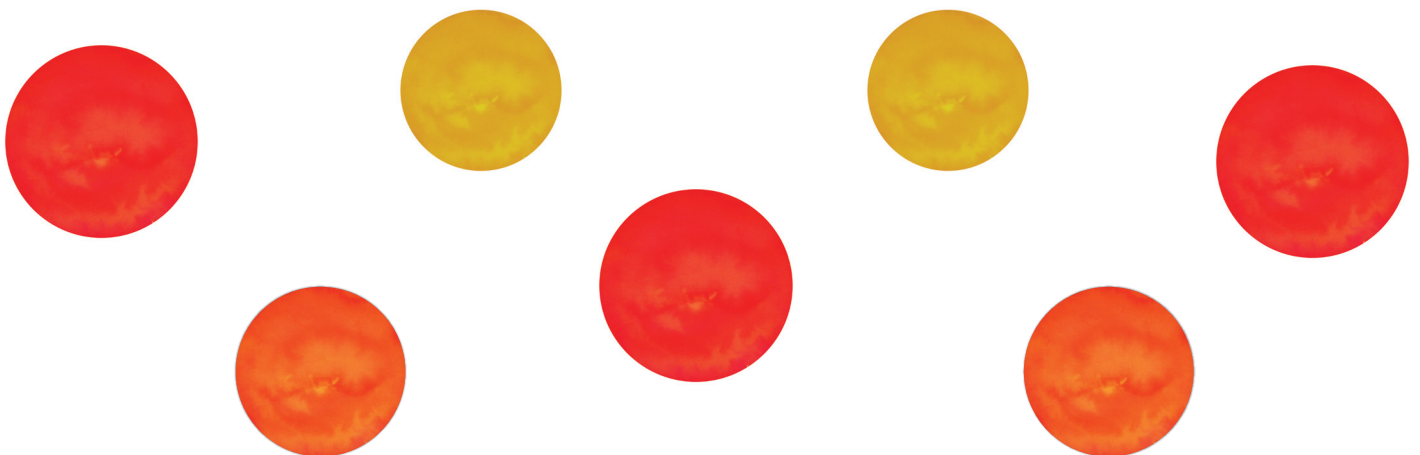
Read the blurb to the students and ask them what they think Vashti's teacher means when she says 'there's a creative spirit in everyone, and where there's a dot, there's a way...'

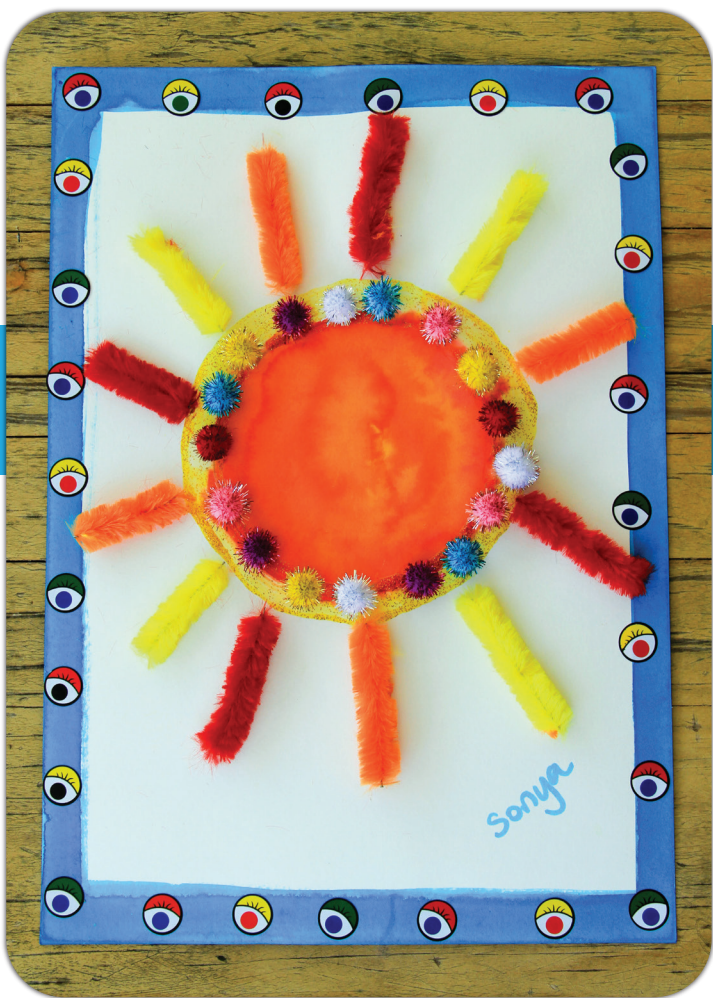
### Read and connect

Have you ever felt like the main character in the story? Can you connect to her experience?

What do you think the author's message is?

What could you do if you feel challenged or stuck with your learning or creative experience? Devise a class list of ways to overcome challenges.





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## Let's Create

### Materials needed

- Educational Colours Washable Watercolours
- Educational Colours Glitter Pom Poms
- Educational Colours Hog Hair Paint Brushes
- Educational Colours Chenille Stems
- Educational Colours Kids PVA
- Educational Colours Glitter Paint
- Educational Colours Adhesive Coloured Eyes



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## Creative process

1. Select a piece of paper and lightly sketch the outline of your dot. Make it as big or as small as you like.
2. Use paints to decorate the inside or outside of your dot. In the example, you will see that paint has been used on the inside of the dot.
3. When the paint has dried, add patterns and details to your dot by adding other craft materials such as chenille stems and pom poms.
4. If you have room around your dot, use glitter paint or watercolour paint and stickers to create a frame around your dot.
5. Sign your name under your dot.

## Reflection

What can we do to assist the community in becoming aware of the issues around sustainability?

What steps could your school take to become sustainable? Generate ideas with the students, e.g. Recycle bins, compost, plastic wrap free lunch etc.

If we continue to live the way we do, what do you think might happen? Why?

## Extend the creative experience

Ask students how they felt during the creative process. Did they feel challenged?

How can your attitude towards a challenge effect the way that you approach it?

If you come across a classmate or person within the school community who is feeling overwhelmed, what could you say or do to help them overcome their challenge?

Create a positive challenge bucket with the class and fill it with inspirational and positive quotes. This way, students can help themselves when they need a reminder!

## Connect at home and within the community

Create a dot mural on a wall in your school and invite the school community to contribute to the mural.

Encourage students to create and gift a dot collage/artwork to their family or to create a dot artwork with their family. Should students wish to share the story at home, they can use the following link <https://www.youtube.com/watch?v=t5mGeR4AQdM>

## Relevant Sources:

Reynolds, P. The Dot. Walker Books Ltd, UK, 2004.

Saltzberg, B. Beautiful Oops!. Workman Pub., 2010

Reynolds, P. Ish. Walker Books Ltd, UK, 2005.

Yamanda, K. What Do You Do with an idea? Compendium Incorporated, 2014