

Creative Arts Learning Map

Select at least one activity for each day. Each activity takes about 30 minutes to complete. Some need internet and some don't.

Upload a photo or video of your work online or on a device to share with your teacher upon your return to onsite learning.

<p><u>Visual Arts</u> <u>World From My Window</u> Capture the view from your window by drawing and/or painting. Research how other artists captured the views from their windows.</p>	<p><u>Music</u> <u>Who's listening?</u> Listen to a playlist of the latest songs and write about one. What would your playlist look like? Complete the Music and Me survey.</p>	<p><u>Visual Arts</u> <u>Make it yours</u> Change someone's artwork to make it yours</p>	<p><u>Music</u> <u>Sydney Opera House Playlists</u> Listen to one of the Sydney Opera House playlists and describe something about it.</p>
<p><u>Music</u> <u>Homemade Music</u> Make your own instrument. Play the instrument, create your own song and record the result using your phone's voice recorder. Upload to GC.</p>	<p><u>Visual Arts</u> <u>Drawing Blind</u> Draw with your eyes closed</p>	<p><u>Music</u> <u>Digital Music Making</u> Experiment with electronic music online using Incredibox or Beepbox to record your ideas. Take photos of your work and upload. You may also like to compose using Chrome Music Lab or doodle with Line Riders.</p>	<p><u>Visual Arts</u> <u>Rearranging Your Face</u> Make a cubist self portrait</p>

Music: Listening

Sydney Opera House Playlists

- Listen to one of the Sydney Opera House playlists @ <https://www.sydneyoperahouse.com/digital/podcasts.html>
- Set up a Google Doc or Powerpoint and save as Your Name Music Listening to the class folder.
- Describe something about the music you heard.
- Write the title of your playlist at the top of your document. You can choose how you want to communicate your ideas and then upload your thoughts to the Google Classroom.



Who's Listening?

CAN YOU HEAR THE



Pick one song from the Australian top 20 hits that is trending and write down what you can hear.

Name of song:

List the instruments you can hear?

Is the music fast or slow?

Is the music loud (forte) or soft (piano)? Does it change? Explain.

Describe the song in four words.

In your own words tell me why you have chosen this song and what you like about it.

MUSIC & ME

Name:

Class:



1 What music do you listen to usually?

2 List at least two songs or other music you listen to.





3 What instrument are you interested in playing?



4 Have you ever learnt to play an instrument? How and when?



5 What do you expect to gain from learning music?



Digital Music Making

Loops & Beatboxing with Incredibox

www.incredibox.com

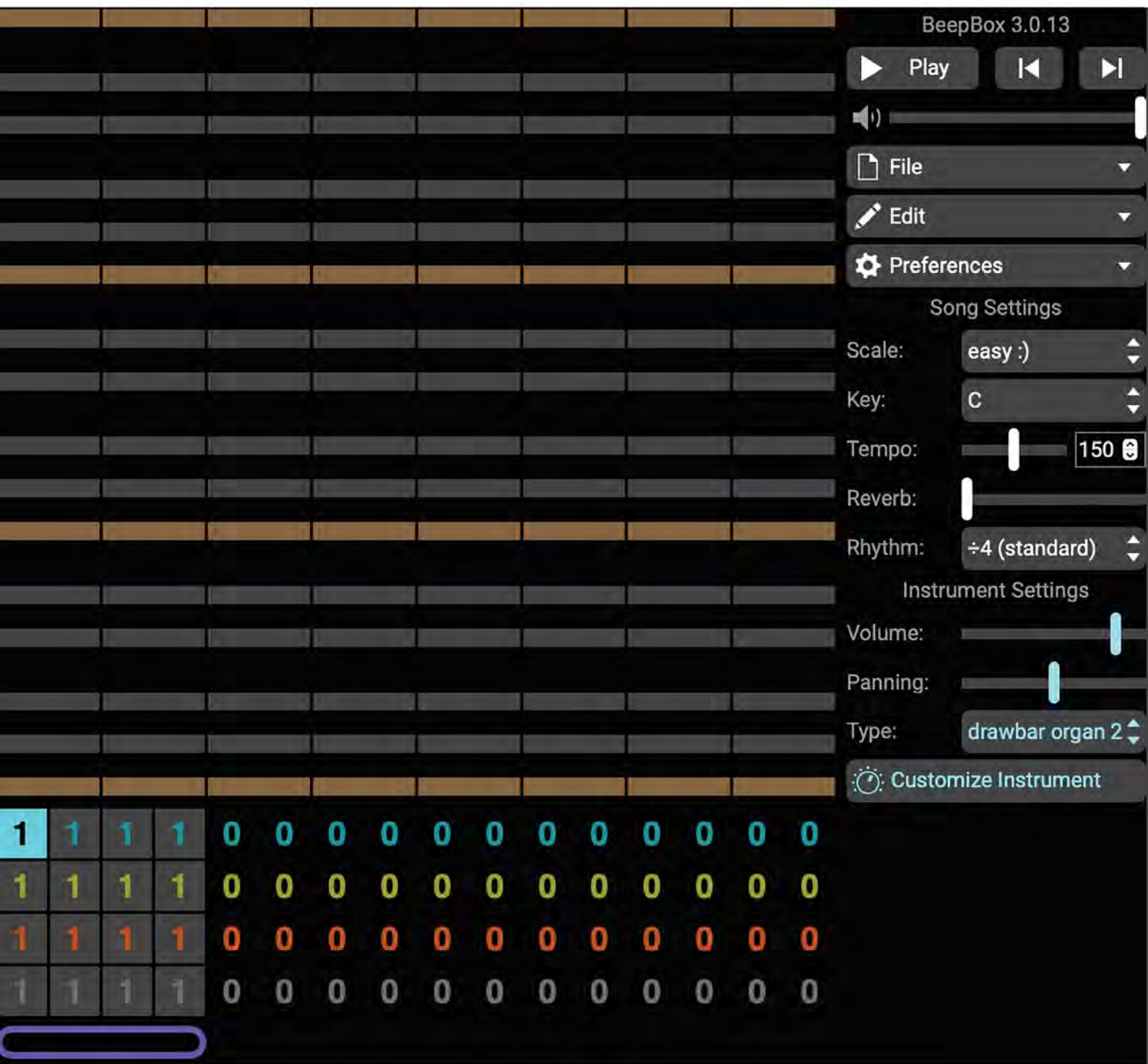


Incredibox is a loop generating program. It is all-online. Nothing to download. The music in Incredibox is made (online) using Flash, and, it is free! You can quickly and easily create a mix by running a band of animated, a cappella, beatbox singers. It is very easy to use, highly entertaining, and interactive. Incredibox is suitable for music beginners while also engaging for a skilled musician. Go to www.incredibox.com > Load up the interface > **V4; The Love**

How creative can you be??!!



Play around with Beepbox @ <https://www.beepbox.co/>



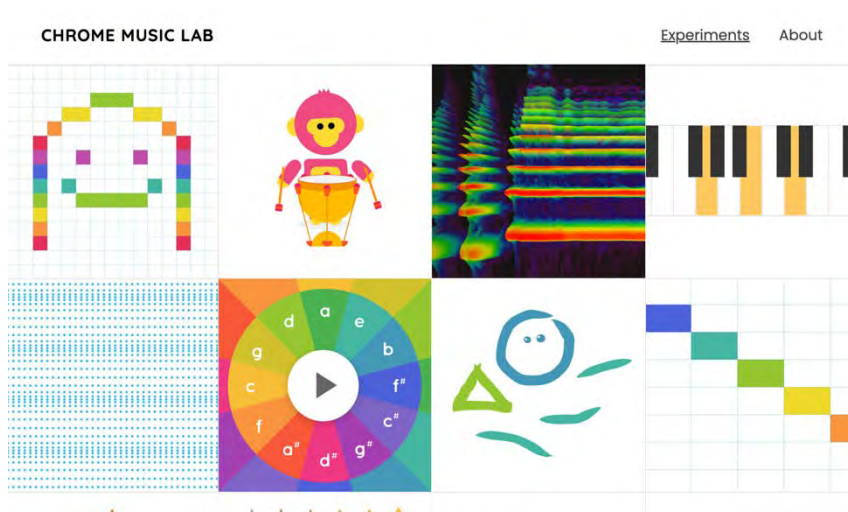
BeepBox

BeepBox is an online tool for sketching and sharing instrumental melodies.

All song data is contained in the URL at the top of your browser. When you make changes to the song, the URL is updated to reflect your changes. When you are satisfied with your song, just copy and paste the URL to save and share your song!

Composition Activity

Chrome Music Lab: <https://musiclab.chromeexperiments.com/>
(Use chrome web browser)

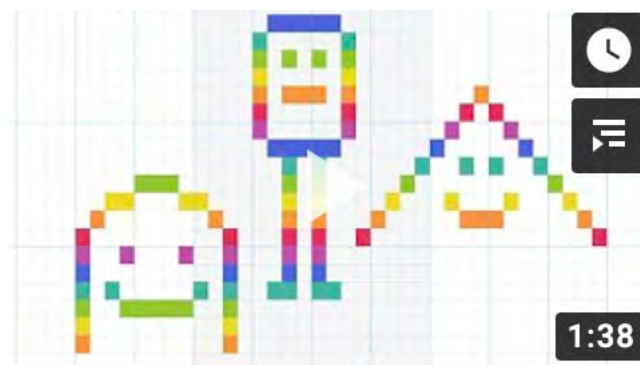


- 1) Go to Chrome Music Lab by opening Google Chrome and logging into your student account
- 2) Explore Song Maker
- 3) You can choose instruments by clicking on the 'Marimba' icon. Others include piano, strings, woodwind, synth.
- 4) You can choose percussion or rhythmic instruments by clicking on the 'electronic' icon. Other sounds include blocks, kit and conga.
- 5) The top 14 |rows boxes| of the grid are for instrument sounds=.
- 6) The bottom two are for rhythm
- 7) Each box represents half a beat
- 8) Different colours show different pitches
- 9) The grid shows low and high sounds
- 10) The 'tempo' is the speed of the music
- 11) Remember music is made up of sound and silence
- 12) Save your work in a google doc on your drive

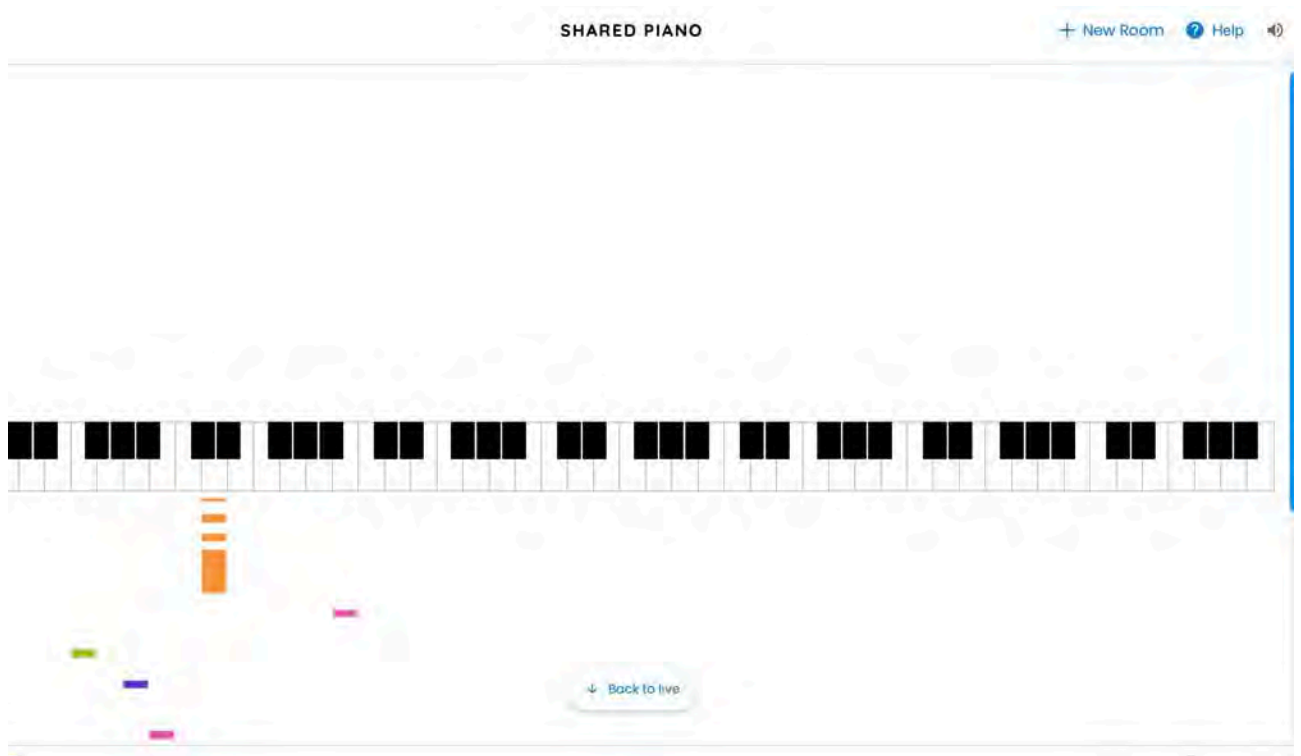
Tutorial Support

Chrome Music Lab: Create your own songs with Song Maker

<https://www.youtube.com/watch?v=BqncqSxIwgc>



Composing on shared piano



Chrome Music Shared Piano

https://musiclab.chromeexperiments.com/Shared-Piano/?fbclid=IwAR2vgJrPA84PwNEaEy_jhdxIXYhy2EuKqENCAQCNoSQKRPpqt0TpP0OTjNc#76mpIO1yG

Instructions

<https://musiclab.chromeexperiments.com/Shared-Piano/#pXBVb4uX7>

You can change the instrument to drum kit, drum machine, marimba, piano, strings, synth or woodwind.

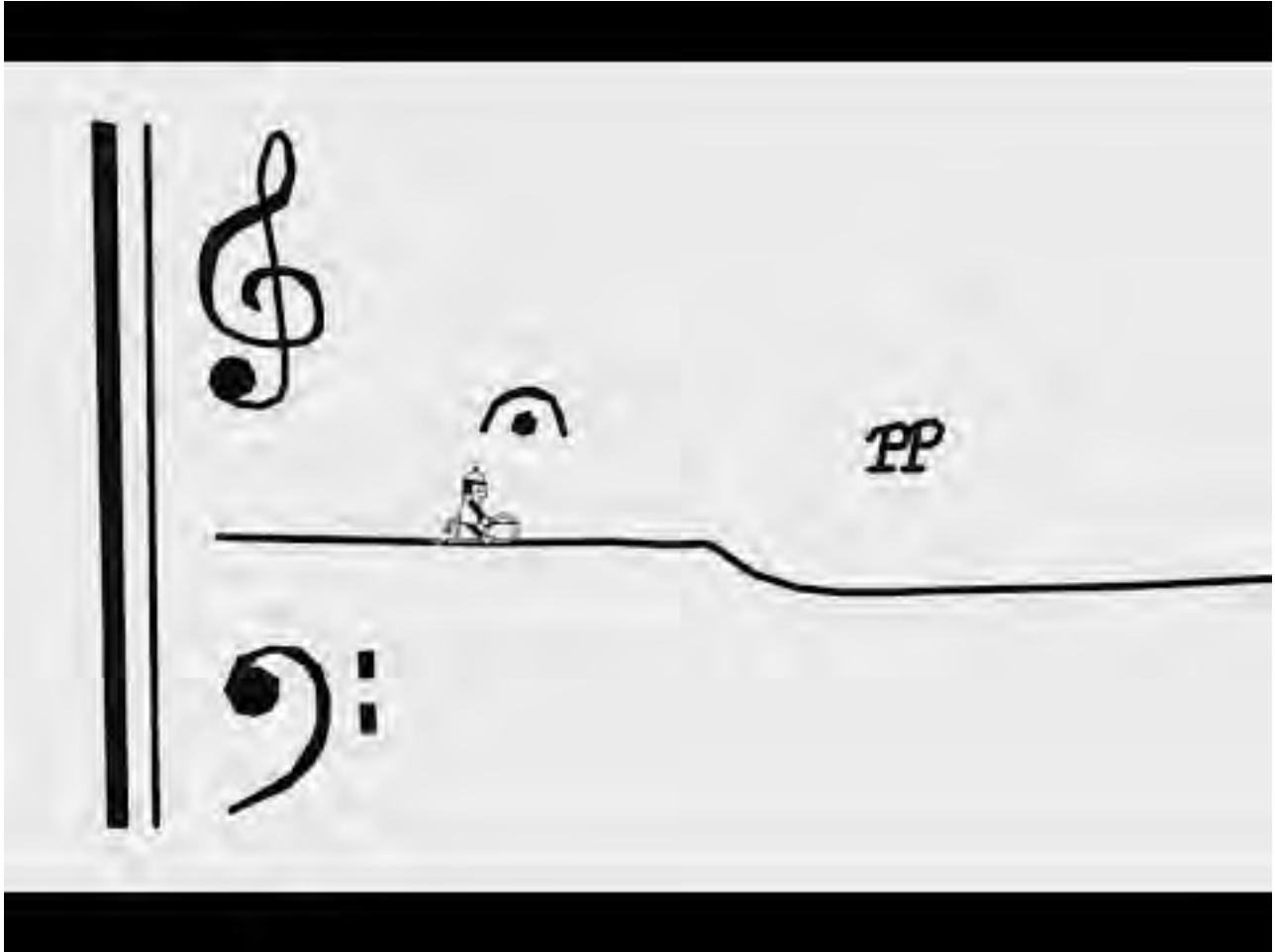
Create your own music or find some friends to collaborate online.

Follow the Music of the Line Riders

Follow the Line Riders as you listen to the music.

Listen to each example and write down one thing you notice about each one.

1 In the Hall of the Mountain King by Grieg

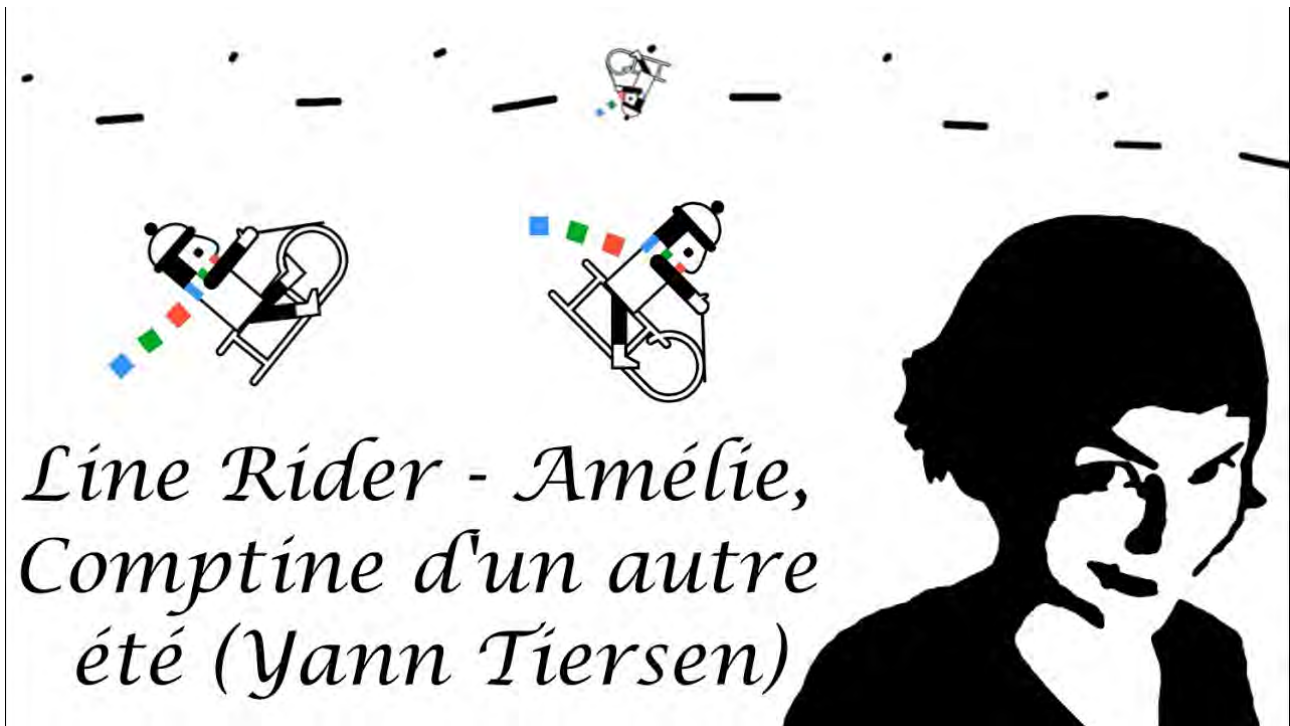


2 Summer (Storm) from Four Seasons by Vivaldi



Follow the Music of the Line Riders

3 Line Rider #25 - Amélie Theme, Comptine d'un autre été (Yann Tiersen)



Visit the Line Riders YouTube channel.

https://www.youtube.com/channel/UCsc6EM80X68E7Quu_Bkb2lg

What do you think of how Matthew doodles to music?

Choose another piece of music and create your own doodles after listening to it a few times.

Upload an image of your doodling to the music section of our Google Classroom.

Homemade Music



MUSICAL INSTRUMENTS

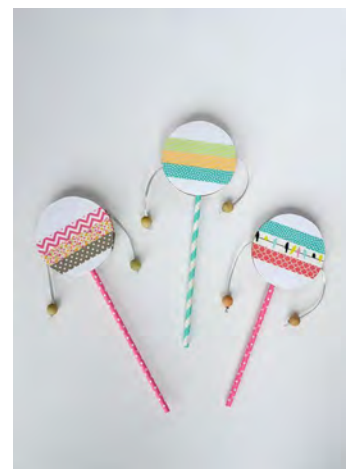


DO YOU LOVE MAKING MUSIC?

Here is your chance to create your own homemade musical instruments! You are to gather materials that are around your home for example you can use empty tin cans, pipe cleaners, elastics, straws, paddle pop sticks, balloons, bottles etc... to create your own instruments.

You are to record yourself and **upload your work to the google classroom** playing the sound that your instruments make. You are to also explain how you created your instruments using materials around the house.

HERE ARE SOME IDEAS OF HOMEMADE INSTRUMENTS



Untuned Percussion Instruments

If the sound of a percussion instrument has no fixed pitch we classify the instrument as **untuned**. Untuned percussion instruments are mainly used to play rhythmic patterns, but they can also be used to heighten musical climaxes in a piece or to add colour to the overall sound.

Here is a list of the most common untuned percussion instruments

Imagine you are trying to describe the sound to somebody who hasn't heard it before. Write a description of its sound as it is played.

- *bass drum*-very large drum struck with a padded stick.

- *bongos*-small pair of drums of different pitch

- *castanets*-two flat pieces of wood hit together with the fingers (sometimes the wooden pieces are mounted on the end of a small stick and shaken)

- *claves*-pair of wooden sticks struck together _____
- *cowbell*-hollow bell struck with a short stick _____
- *cymbals*-circular metal discs struck together or with wooden or padded sticks

- *gong*-large, heavy bronze disc struck with a beater (also called *tam-tam*)

- *guiro*-hollow wooden instrument, often shaped like a fish, its scraped by a small stick

- *maracas*-hollow wooden instruments filled with beads and shaken

- *sleigh bells*-tiny silver bells which are shaken _____
- *snare drum*-small horizontal drum (wires are stretched across the bottom skin)

- *tambour*-small hand drum _____
- *tambourine*-similar to a tambour but with metal jingles in its frame

- *triangle*-metal pipe bent into a triangular shape and struck with a metal beater.

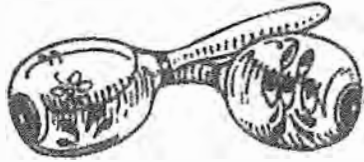
- *woodblock*- hollow block of wood hit with a stick

Untuned Percussion Instruments

Use the descriptions on the previous page to label the instruments below. Colour the instruments after you have labelled them.



1 _____



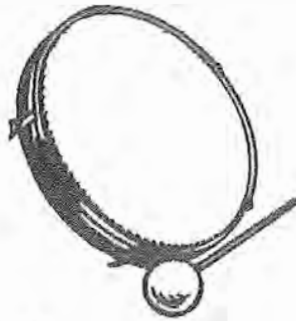
2 _____



3 _____



4 _____



5 _____



6 _____



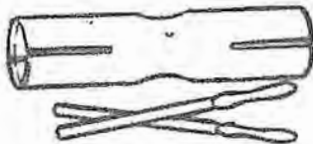
7 _____



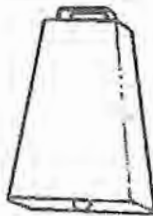
8 _____



9 _____



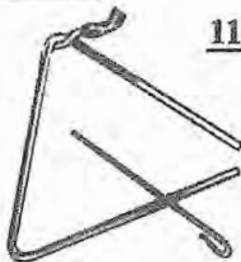
10 _____



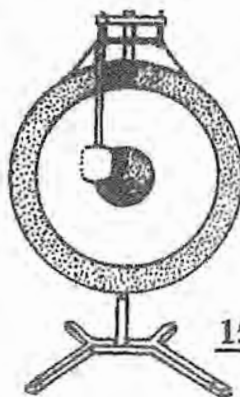
11 _____



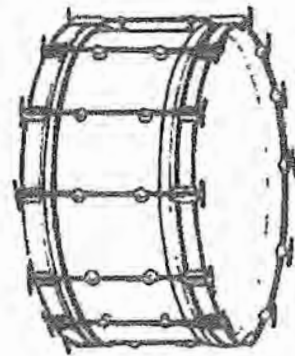
14 _____



13 _____



15 _____



12 _____

Learning from Home

July 2021

The Frames Analysis and Art Making

Brett Whiteley
Henry Matisse

Task Checklist

- Artist Research | Brett Whiteley
- Artist Research | Henry Matisse
- Artist Practice | Window Arrangement photograph
- Artist Practice | Window Arrangement drawing in lead pencil
- Artist Practice | Window Arrangement drawing/painting in colour
- Artist Practice | Experimental Earth Painting Collage with found material

Completed	Quality
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The World From My Window



Jeannie Baker

Learning Activities

1. **Artist research** - brief image research into the work of artists who have used what is outside their window as inspiration for their artworks
2. **Phone photography** - set up a scene for your 'the world from my window' artwork and photograph the scene so you can draw/paint from it later.
3. **Drawing/painting** - based on your photographs, lightly sketch up your 'world from my window' scene using a lead pencil.
Draw/paint - once you have sketched your design, use the colour palette ideas to emulate the colours used by your chosen artist. Choose either Matisse or Whiteley. (If you do not have colour pencils or paint - you can draw with lead pencil and make patterns and textures.
4. **Experimental Collage** - Collage with found materials.

Completed	Quality
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Artist Research

Throughout art history different artists have used what's outside their windows as inspiration for their artworks. **Choose 1 question from each of the frames to answer and complete the next page (leave the postmodern frame for now)**

The Frames

In the visual arts we can use the frames as different viewpoints to help us focus our study, and help us understand artworks. The frames also help us to talk and write about artworks that artists make or artworks that we make ourselves.

Subjective Frame

Personal Experience

When we study artworks through this frame we ask the following questions about **our feelings and emotions**, the **artist's feelings and intentions**, and the expressive qualities of the artwork.

- What is my first impression of the artwork?
- What do I feel and remember when looking at this artwork? - What am I reminded of?
- What qualities make me feel this way?
- Does it have to do with my experiences?
- What do you think the artist was feeling when he/she made this artwork? - How does the artwork relate to the artist's own experiences?
- What emotions does the artist want to express to the audience? - What is the artwork about?
- Why did the artist make this artwork?
- Do like the artwork? Why or why not?

Structural Frame

Communication, Signs & Symbols

When we study artworks through this frame we ask the following questions about the way the **artist communicates meaning** in the artwork by using **codes, signs, symbols and other visual qualities**.

- Describe the visual qualities of the artwork.
- How has the artist used colour, line, texture, tone, and shapes in the composition of the artwork? - Has the artist used perspective?
- Is there a focal point? - How is it arranged?
- What materials has the artist used?
- What is the style or period of the artwork?
- Has the artist used signs (clues, evidence) and symbols (images, representations)?
- What do the signs and symbols mean?
- What is the meaning of the artwork?

Cultural Frame

Cultural and Social Meaning

When we study artworks through this frame we ask the following questions about the **time and place** in which the artwork was made and how **beliefs and cultures** have influenced the work.

- What cultural group, race, place, identity is represented in this artwork?
- What does this artwork tell you about the culture or society in which it was made?
- What political issues are shown in this artwork?
- What spiritual beliefs are shown in this artwork?
- How has the artist been influenced in his/her artwork by these cultural and social events and meanings?
- What was the meaning of the artwork at the time the artwork was made?

Postmodern Frame

Challenging to the Mainstream

When we study artworks through this frame we ask the following questions about the **traditions and beliefs of art**, how artists have **appropriated** (borrowed) images from the past and how new technologies have been used.

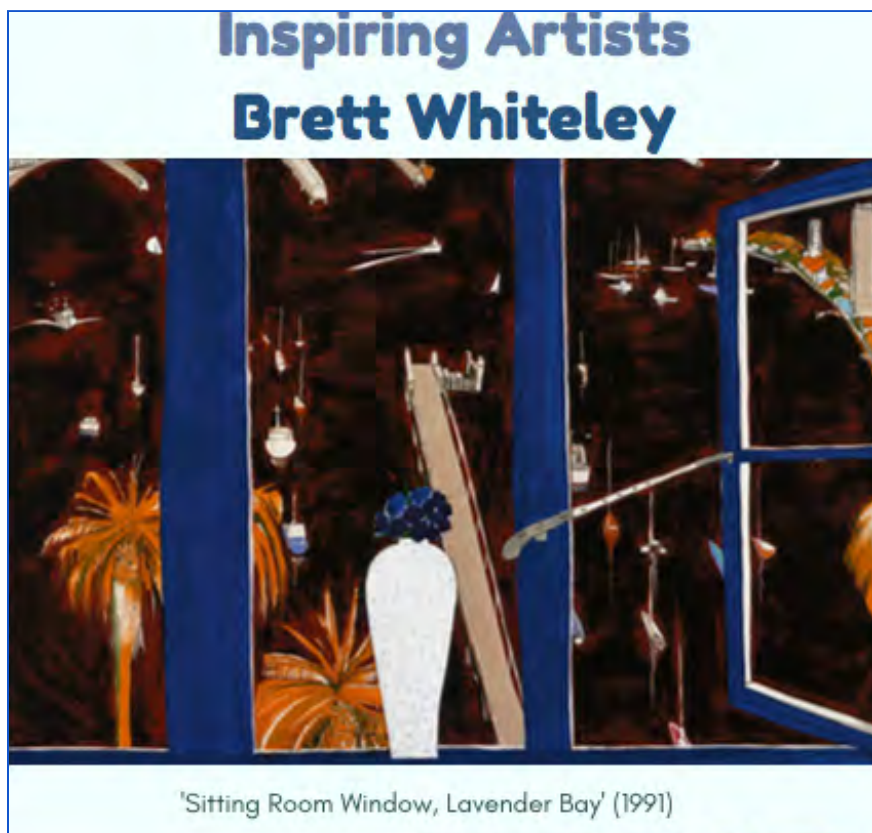
- Has the artist used past artworks, past images or text/words in a new way in this artwork?
- What has been appropriated (borrowed)?
- How has the artist changed what has been borrowed in his/her artwork?
- What has been omitted or left out?
- What has been reinterpreted or added?
- Does this make the artwork humorous?
- Does this add new meaning to this artwork?
- What does the artist challenge in other art conventions, art styles and art movements?

Completed

Quality

Learning Activity 1

Brett Whiteley



Subjective Frame

Write the question you have selected from the red box under 'The Frames'

Answer to your questions

Completed	Quality
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Structural Frame

Write the question you have selected from the blue box under *'The Frames'*

Answer to your questions

Cultural Frame

Write the question you have selected from the green box under *'The Frames'*

Answer to your questions

Completed	Quality
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Learning Activity 1

Henry Matisse



'The Egyptian Curtain' (1948)



'The Egyptian Curtain' (1948)

Subjective Frame

Write the question you have selected from the red box under 'The Frames'

Answer to your questions

Completed	Quality
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Structural Frame

Write the question you have selected from the blue box under *'The Frames'*

Answer to your questions

Cultural Frame

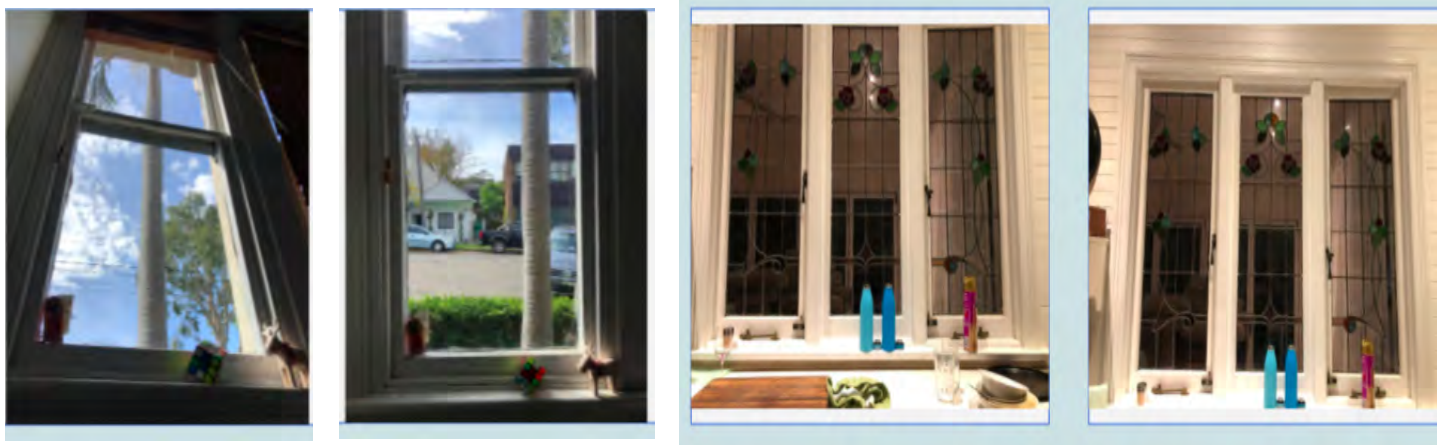
Write the question you have selected from the green box under *'The Frames'*

Answer to your questions

Completed	Quality
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Learning Activity 2

Window Arrangement



Student Example

Set up a scene for your 'The World From My Window' artwork and photograph the scene so you can draw/paint from it later. You may want to arrange 1 or 2 things on the window sill to add interest and shape to your drawing.

Copy and paste 2 photographs you have taken of your window here.

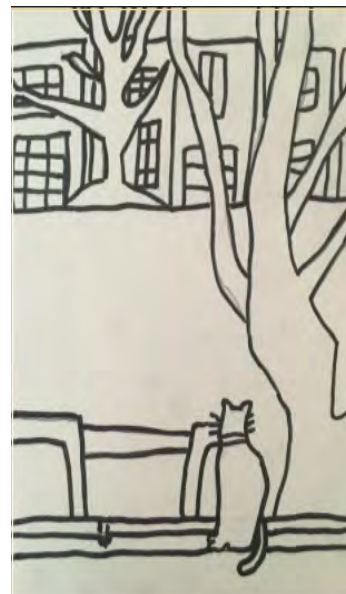
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Completed	Quality
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Learning Activity 3

Pencil Drawing

Example of student drawing



1. Collect a piece of paper.
2. Rule a 15 by 20cm rectangle; this will form the border of your artwork.
3. Lightly sketch in your scene, starting with geometric lines of your window sill to give shape and scale to your drawing. Think about using shapes and patterns similar to the artist you have chosen.
4. Take a photograph of your picture while it is in pencil and place here

Completed	Quality
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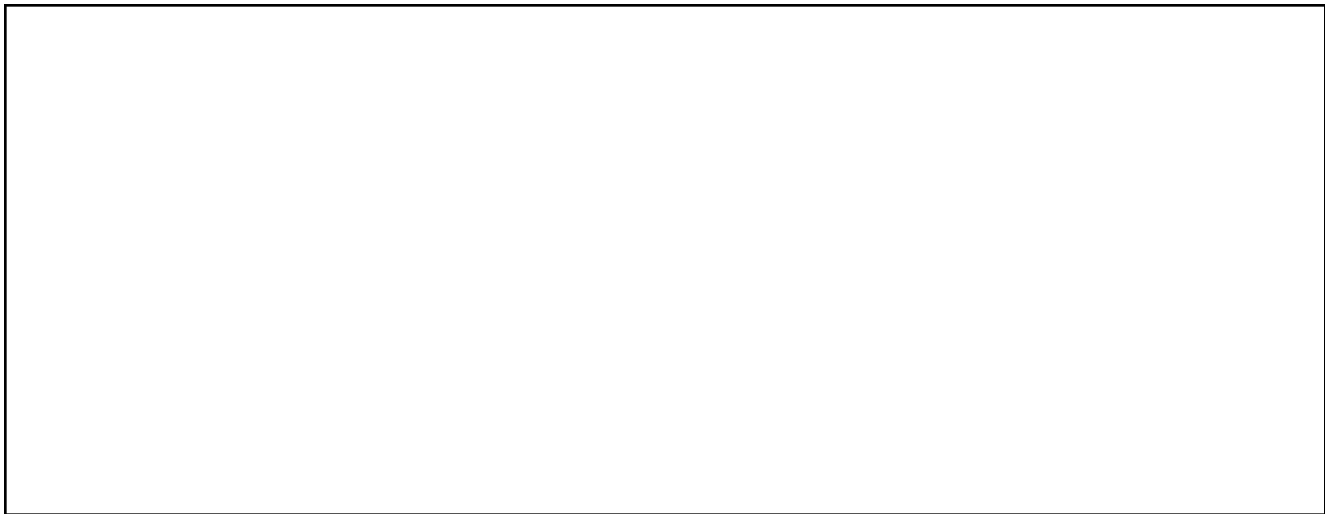
Learning Activity 3 -

Colour Drawing/Painting

Example of student painting



1. Make sure you include the window frame in your picture.
2. You can paint on top of your drawing using any medium with whatever you have available. If you do not have paint, pencils or textas please use pen, lead pencil or whatever you have. Begin applying colour to your artwork
3. Use the colour palette guides on this page to provide you with inspiration as you begin filling in colours and textures, remember to leave final details and outlines as finishing touches. (tips: always start with the background and then build textures and patterns on top to create elements of realism)



Completed	Quality
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Learning Activity Extension -

Earth Painting with Jeannie Baker



<https://www.youtube.com/watch?v=KGzIJbcrOqI>



<https://www.youtube.com/watch?v=Xsv3U6cPaGo&t=5s>

Ms Baker teaches you how to make beautiful paintings using earth's materials.

Materials

- Wood glue or similar, and scissors.
- Paper, fabric, recycled painting as your working surface,
- Any pencils, pens, textras, paint colours you may have around
- Leaves, sand, soil, bottle caps, rubbish, magazines.

Using collage techniques (Watch the video if link if you can)

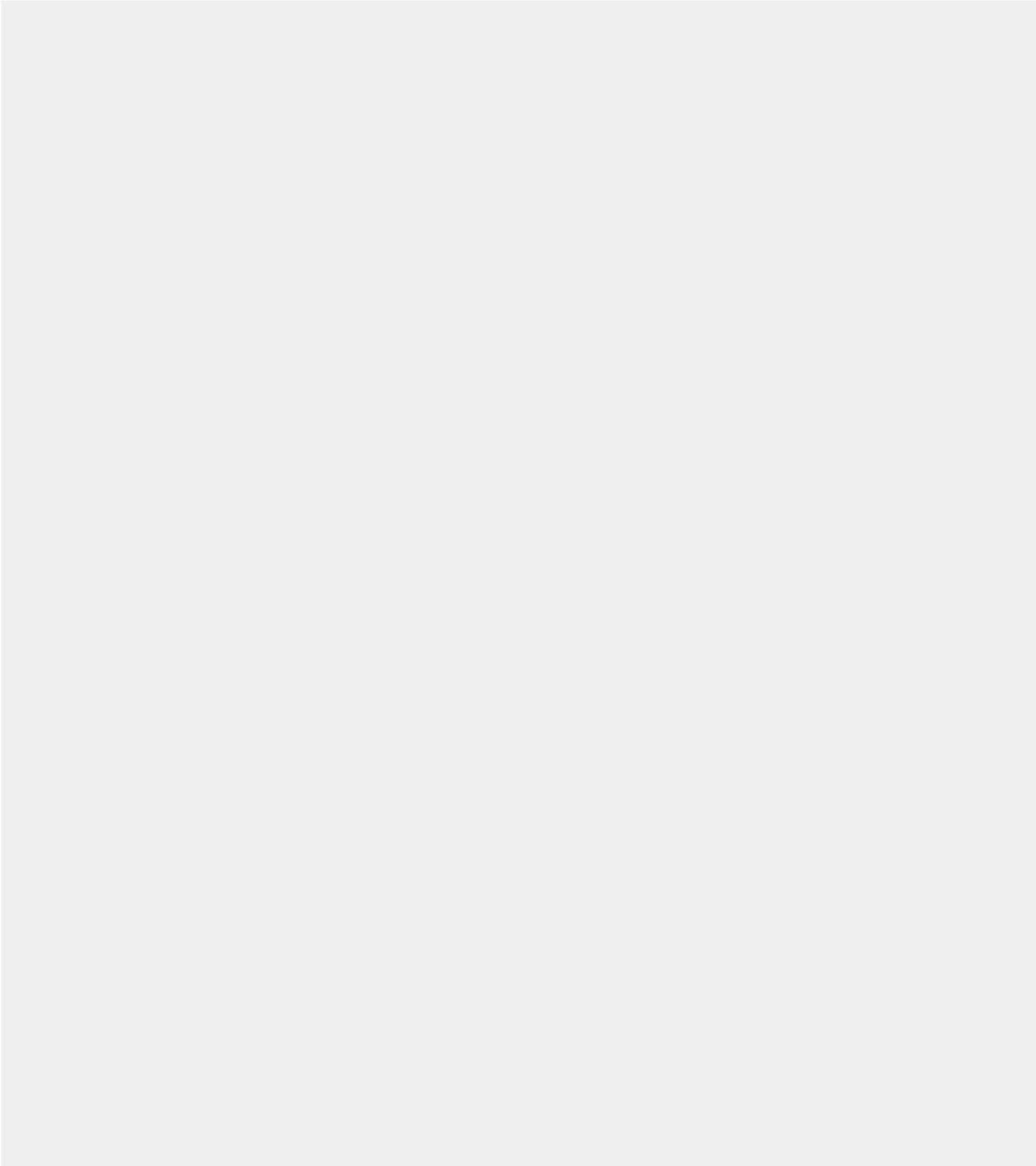
Collect materials

- Thinks about "What do you want to say in the collage"
- Draw parts of your collage onto pieces of paper, such as a tree, plant, hill, house and cut around them.
- Arrange the pieces onto your large sheet of paper and move them around to where you would like all the parts to be.
- Start with the sky, creating that surface, paint it a colour if you like.
- Then work on the next furthest thing away, that in front of the sky: mountain/tree
- Keep working through layers until you reach the foreground.
- When you are done, photograph and paste your Earth Painting on the next page or Google Classroom.

Completed	Quality
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Earth Painting

By: _____ Class: _____ Date _____



Completed	Quality
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*Spare drawing page

Completed	Quality
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Visual Arts Activities

Rearranging Your Face

Cubist Portraiture

In 1907 Cubism started with the artist Pablo Picasso who had the idea of painting 1 object from many angles at the same time. Make your own Cubist artwork by rearranging your own self portrait.

Instructions

1. Take two pieces of blank paper. On the first piece use pencil to draw a picture of yourself from a front view and on the second draw another picture of yourself, but from a side view. Example:



2. Then use a pair of scissors to cut your two portraits into pieces.
3. On a third piece of paper rearrange your two drawings into one face. You may not use every piece of each drawing, but do try and use an even amount from each. Play around with the arrangement a bit until you are happy to stick your new arrangement onto a piece of paper and colour it in bright colours.



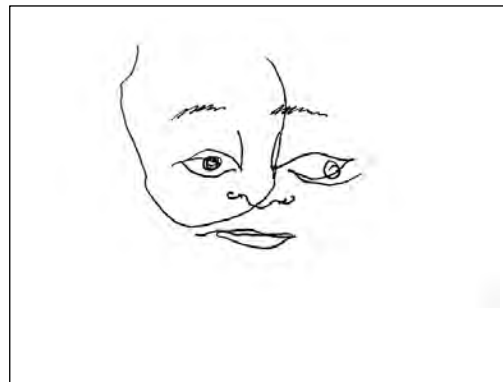
Visual Arts

Drawing Blind

For this task draw with your eyes closed. This may seem silly, but it is a good test of your memory and dexterity.

Instructions

1. Set up the paper provided and a pencil on a hard surface in front of you.
2. Think of what you want to draw. It might be a family member, an object, the front of your house, or your favourite place.
3. Pick up your pencil and hold it in the centre of your paper.
4. Close your eyes. If you think you might look, you can cover your eyes with a bandana or something similar.
5. Picture what you are drawing in your mind. What sort of shapes does it have?
6. Try your best to draw the main shapes that make up what you are seeing in your mind. Then try and add details.
7. When you think you have finished, open your eyes and see what your drawing turned out like.
8. Repeat this 2 – 3 times, drawing to draw a different thing every time.



Visual Arts

Appropriation – Making it yours

Appropriation in art refers to artists using images or objects that were created by someone else and changing them slightly for their own art.

Instructions

1. Using a pencil and something to colour your work in with that you can access to (eg, pencils, textas, paint etc.) create an appropriated version of your favourite painting on the paper provided.
2. Draw the original artwork in pencil first, then draw in your changes and finally colour the work in.
3. You can use one of the artworks below or find a picture of an artwork on the internet.

Here are some examples to give you some inspiration:



Original: Rene Magritte, *'Son of Man'*, 1964



Original: Leonardo Da Vinci, *'Mona Lisa'*, 1506



Original: C.M. Coolidge, *'Dogs Playing Poker'*, 1903