Explore the role of narrative in the creative arts to evoke meaning in artworks

Creative arts Early Stage 1 learning sequence

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a key learning area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Early Stage 1 learning sequence

**Outcomes**

**VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

**VAES1.4** Communicates their ideas about pictures and other kinds of artworks.

**MUES1.1** Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

**MUES1.4** Listens to and responds to music.

**DRAES1.3** Dramatises personal experiences using movement, space and objects.

**Learning sequence overview** – students explore the role of narrative in the creative arts to evoke meaning in artworks.

**Key concepts** – narrative, perspective, point of view

**Key language** – narrative, tempo, dynamics, colour, line, perspective, tone colour, instruments, artwork, composition, artist intent, interpretation, textiles

**Key inquiry question – How does artist intent change the narrative of an artwork for an audience?**

### Aim of lesson sequence

* Students will learn about the role of narrative in the creative arts to create meaning for an audience.
* A variety of musical compositions with both lyrics and without will be explored to discover the techniques that composers and performers use to enhance the meaning of a narrative.
* Techniques used in artwork to evoke a narrative will be explored.
* Students will create their own artworks to demonstrate their understanding of a musical composition’s intention and the ways in which meaning can vary between audience members.

### Teacher notes

* Narrative in the creative arts and English are interconnected. The links between them will enhance understanding of the concept of narrative in both key learning areas.
* Students should be provided with the opportunity to engage in interpreting narrative through available compositions in music and visual artworks.
* Encourage the students to continue to develop their knowledge and skills of each artform using appropriate language and techniques in the relevant artform such as tempo, dynamics, line and colour.
* Students should interpret narrative through creating their own artworks in response to a musical stimulus. These should be accompanied by the important artist intent statement to assist in creating meaning for their audience.

### Activities

1. **Narrative in song**
	1. **Digital:** Learn to sing the song [‘100 monkeys’](https://vimeo.com/348277293) from Vocal Ease MORE (Module 2). Use this animated score as a guide. Pause and play to assist you to learn the song. The lyrics are also included at the end of this document. Practice keeping the beat with the animated score and following the moving score. What happens to the tempo (speed) of the music? How does this reinforce the meaning of the narrative?

Role play the movement of the monkeys through their secret day. What is happening in the story? What other texts or narratives do we know that have similar stories to ‘100 monkeys’ (such as ‘Where the Wild Things Are’ by Maurice Sendak or a Dr Seuss text)? Reflect on these stories.

Discuss other songs which tell a story. Family members, caregivers and friends may be aware of songs that they know that tell a story or create a narrative. What role does the music have in supporting this narrative? Add these songs to a list in the class digital platform. Also include a sentence to describe how the music helps to tell the story.

* 1. **Non-digital:** Practice singing a song learnt in class or that is known to students and their family or friends. For example, the students may choose to sing ‘Mr Clicketty Cane’, ‘Everything is Awesome’ or ‘The Duck Song’, keeping the beat whilst singing the song. Change the tempo by singing it again, either faster or slower. What happens to the tempo (speed) of the music? Does this change the meaning of the narrative (or story) of the song? Sing the song again but this time with different dynamics (loud or soft). Again, how does this change the meaning of the narrative of the song?

What is happening in the story of the song? Role play the story of the song using one type of tempo and dynamics. Change the tempo or dynamics. How does this effect the narrative of the song?

Are there other texts that have been read that reflect a story? For example, a nursery rhyme such as ‘Humpty Dumpty’. Discuss other songs which tell a story. Family members, caregivers and friends may be aware of songs that they know that tell a story or create a narrative. What role does the music have in supporting this narrative? Add these songs to a list in the student workbook. Also include a sentence to describe how the music helps to tell the story.

1. **Narrative in other music and visual arts**
	1. **Digital:** Listen to a piece of music that tells a story without words. For example, ‘[Night on Bald Mountain](https://www.youtube.com/watch?v=iCEDfZgDPS8)' by Mussorgsky. Discuss what the narrative of the music could be about? What does the music do to assist us to create a story? For example, in ‘Night on Bald Mountain’ the tempo changes (it gets faster and slower), the dynamics move between soft (‘piano’) and loud (‘forte’), the instruments’ tone colours change (such as between loud brass instruments and high pitched strings, then a lone gentle harp and clarinet). What do these changes do to help tell the story?

Create an artwork to reflect what the narrative of the music could be about. Use available materials to create this work such as paper and pencils or paints or textiles to create sculptures. When creating artworks, use equipment correctly such as having sharp pencils, overlapping colours, using pencils softly to allow colours to blend and so on.

Write a one-sentence artist intent statement about the artwork. This should describe very briefly what the artwork is about (its narrative) as though it were next to the artwork in a gallery. Photograph artworks and attach them to the class digital platform with the artist intent statement.

* 1. **Non-digital:** Listen to a piece of music that tells a story without words. Think about a piece of music that does not contain words that possibly tells a story. For example, it may be from a television advertisement, something heard at home or at a concert or even from a video game. Discuss what the narrative of the music could be about? What does the music do to assist us to create a story? For example, in ‘Night on Bald Mountain’ by Mussorgsky the tempo changes (it gets faster and slower), the dynamics move between soft (‘piano’) and loud (‘forte’), the instruments’ tone colours change (such as between loud brass instruments and high pitched strings, then a lone gentle harp and clarinet). What do these type of changes do to help tell the story?

Create an artwork to reflect what the narrative of the music could be about. Use available materials to create this work such as paper and pencils or paints or textiles to create sculptures. When creating artworks, use equipment correctly such as having sharp pencils, overlapping colours, using pencils softly to allow colours to blend and so on.

Write a one-sentence artist intent statement about the artwork. This should describe very briefly what the artwork is about (its narrative) as though it were next to the artwork in a gallery. Complete these in the student workbooks.

1. **Narrative in other visual arts and drama**
	1. **Digital:** Examine artworks that tell a story such as ‘[Fitzroy Street Scene](https://www.artgallery.nsw.gov.au/collection/works/OA17.1965/)' by Danila Vassilief. There are many other examples that teachers, students, parents, carers and friends may know. Reflect on and discuss what the artwork is about. What story does it tell? Do our points of view vary on this narrative? What techniques has the artist used to make us think this? For example, in the ‘Fitzroy Street Scene’ the bright colours and loose lines seem playful and relaxed. The dog crossing the road seems carefree and content. Exploring perspective in the artwork, the children are clearly visible in the foreground and the dog could be considered less important and not worried by the children as it is in the background.

Write a sentence or two for the class digital platform to tell the narrative of the chosen scene. If using an alternative artwork to the ‘Fitzroy Street Scene’, ensure that the title and artist is included.

Role play the narrative of the artwork with peers, family or caregivers. Alternatively create a freeze-frame (statue) of the scene depicted in the artwork. Consider filming or photographing this (using the timer function) and sharing in the class digital platform.

* 1. **Non-digital:** Examine artworks that tell a story. There are many examples that teachers, students, parents, carers and friends may have access to. For example, wall posters, artworks, street art, art in the environment, magazines or books. Select an artwork that inspires a narrative. Reflect on and discuss what the artwork is about. What story does it tell? Do our points of view vary on this narrative? What techniques has the artist used to make us think this? For example, in the ‘Fitzroy Street Scene’ by Danila Vassilief the bright colour and loose lines seem playful and relaxed. The dog crossing the road seems carefree and content.

Write a sentence or two in the student workbook about the narrative in the selected artwork. Ensure that the title and the artist is included as a heading.

Role play the narrative of the artwork with peers, family or caregivers. Alternatively create a freeze-frame (statue) of the scene depicted in the artwork. Does this add to the narrative?

Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

* 1. Does the student respond to music through movement? For example, are they able to maintain the beat? Do they use faster movements when tempo increases, small movements to represent soft sounds, large movements to represent loud sounds?
	2. How well does the student describe and respond to what the musical compositions and artworks are about?
	3. Is the student able to identify the features in the musical compositions or artworks that are significant to them and make links with their own experiences through spoken, written, artistic or dramatic communication?

### Activity resources

* 100 monkeys’ by Tracy and Paul Burjan

**Chorus**

100 monkeys, knocking at my door.

100 monkeys, could you ask for more?

This was my first mistake, to let them in.

100 monkeys, knocking at my door.

Oo way, oo way (Oo way, oo way)

Ooo way, ooo way (Ooo way, ooo way)

**Verse 1**

I thought it would be such fun how could I be so wrong?

They jumped from bookcase, chair to bed, demanded to be fed.

They screeched and jabbered all night long, hurled themselves at me.

100 monkeys, what will be will be.

**Chorus**

Do do be do bup do yup (Do do be do bup do yup)

Scooby dooby do bup do do wup (Scooby dooby do bup do do wup)

**Verse 2**

I called a friend cried on the phone “What am I to do?

100 monkeys have moved in, it looks like a zoo.”

He came right over in disbelief, he couldn’t believe his eyes.

“You’d better do something quick before your mum arrives”.

**Chorus**

Didly wup, didly cup, didly didly didly wup (Didly wup, didly cup, didly didly didly wup)

Oo ah ah ah, Oo ah ah ah, Oo ah ah ah ah! (Oo ah ah ah, Oo ah ah ah, Oo ah ah ah ah!)

**Bridge**

There was Harold, Tony, cousin Jim, Maude and Mabel, little Tim.

Freddy, Junior, Uncle Sam, Aunty Pat she ate my jam.

Mike and Michael, Mick and Hugh, Kitty, Barry, his mate Stew.

Milosh, Mish and smelly Kelly who decided to eat my jelly.

**Verse 3**

I tried to stuff them down the loo, push them down the sink.

Hide them underneath my bed, I panicked couldn’t think.

The more I did the worse it got, they all spat at me.

100 monkeys, how do I set them free?

**Verse 4**

Finally, they did get bored, ‘round 4 o’clock.

Mum was due home any sec, the next tick of the clock.

They wandered back down the yard to the neighbour’s place,

Just as mum arrived home and closed the garden gate.

**Chorus**

100 monkeys, don’t open the door!

* Online teaching resource (for example Google slides)
* Parent/caregiver advice (a short explanation of the lesson sequence and the role they will play)