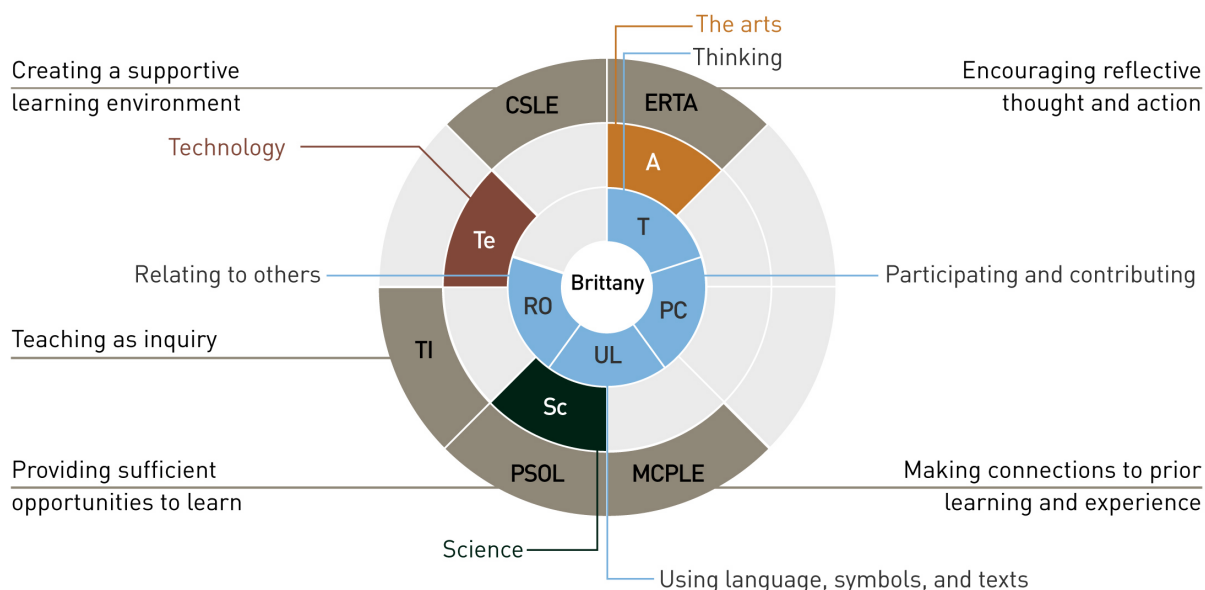


# Brittany the artist

## Links to the curriculum

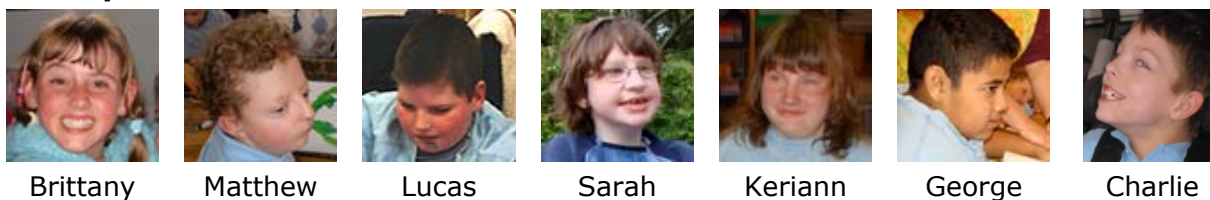


## Student background

<b>Name</b>	Brittany	Brittany is a student in the Conductive Education unit at a primary school. There are seven students with ongoing and reviewable resourcing schemes (ORRS) funding based in this class.
<b>Year</b>	6	
<b>School</b>	Primary	

The class has regular daily interactions with the children from the classroom next door. They are fully involved with the school, both academically and socially.

### Brittany and classmates



Marshall, who also has ORRS funding, is enrolled in the mainstream and is joining the group for the project. Damon is a special friend to our class from the mainstream.



Brittany likes being involved in all aspects of the class routine and she particularly enjoys all education outside the classroom. She is good at making friends and maintaining friendships with other children in the school. One of her favourite things is to turn the skipping rope at lunchtimes so other children can jump.

## Nine learning stories

1. **Brittany goes to camp** 13 & 14 March 2008
2. **Painting** 19 May 2008
3. **Sewing on our paintings** 21 May 2008
4. **Ripping the edges** 23 May 2008
5. **Nature prints** 26 & 29 May 2008
6. **Reflection and layout** 5 August 2008
7. **Painting with rollers** 19 August 2008
8. **Bird stencils** 19 August 2008
9. **Reflection and wrap-up** 19 August 2008

This string of learning stories shows Brittany and her classmates working together to explore sandy shore and estuary environments. The class uses this experience to work on a long-term art project that involves developing ideas and using a variety of tools and materials.

The experiences, activities, tools, and materials were all motivating to Brittany, who showed a sustained interest and participated in a number of novel and challenging activities.

### Brittany goes to camp

<b>Students</b>	Brittany and year 4 students	<b>Date</b>	13 & 14 March 2008
		<b>Observer</b>	Libby (teacher)

#### How we created opportunities for learning

- The camp experience enabled Brittany to have access to a sandy shore and estuary environment and to spend time with her peers in an environment away from school and that was different from her usual routine. The sandy shore experience will become a source of motivation for further learning back in the classroom.

#### Learning activity

The activity was an overnight camp at a school camp facility near the sandy shore and estuary environment, including access to the Liberty Swing and a visit to the wildlife reserve at the camp. We will have a lesson with the park ranger who will bring us some estuarine mud to explore. Brittany's sister, Lauren, will stay overnight with her at camp.

#### Learning story

This was Brittany's first overnight school camp experience. She was very excited about camp, especially the fact that her older sister Lauren was going to come and stay overnight with her. Brittany has known the children from the mainstream on the camp for a number of years. Brittany had recently made friends with twin brothers Tyler and Damon. These boys were quite new to the school and were interested in Brittany and wanted to spend time with her.

The Liberty Swing, a large swing that could be accessed while sitting in a wheelchair, was a great success and an activity Brittany and Sarah could enjoy while the other children were doing activities that were inaccessible for Brittany and Sarah; for example, activities on the sand that we could not get to in the power wheelchair, or orienteering over uneven ground.

Paul (park ranger) brought us some trays of mud from the estuary. We sifted through them with our hands and looked for creatures that live in this environment. Brittany said, after I had been helping her search through the mud for any life forms, "I don't like mud". She drove herself in her power wheelchair to the tap, using her left hand, which was not

covered in mud. She needed to cross over her body with her arm to reach the controls of her wheelchair. This was quite a difficult task for Brittany and she was able to master it.

Paul drove Brittany and Sarah up the beach to the mouth of the river where they saw cormorants and terns on the sand. On the way back they saw the other children building sand sculptures on the beach.

Brittany's sister Lauren came out to the camp after work and had tea with Brittany and her friends. They had a few games of Connect 4 and spent some time in the bunkroom chatting with the girls and getting the beds set up. There was quite a bit of talking and laughing after the lights went out.

The next day, Brittany went with Sarah, Jeremy, and Bailey to the wildlife park, where they did the quiz to look for and count birds and animals. There was a large muscovy duck that almost sat on Brittany's feet and a peacock strutting about. There were also baby kune kune pigs.

When the ramp was found so Brittany could get access in her wheelchair to the camp shop, Brittany went in and was able to ask for the key to unlock the Liberty Swing. She enjoyed helping Sarah to have her swing and she loved the really high, fast swing she could have herself.



## Analysis – what learning is happening here?

Brittany was confident in the new environment; she adapted to change and enjoyed the challenges faced at camp.

## Key competencies

### Managing self, Thinking

It was interesting that the park ranger remembered Brittany from a couple of years earlier on a day trip when he had offered us a similar experience with the mud. He remembered she had refused to go near the mud on her first visit, and although she did not enjoy her mud experience this time, she did “have a go” before she decided it was not her thing and she needed to wash her hands.

### Participating and contributing, Relating to others

Brittany got on particularly well with Tyler and Damon while on camp and this continued back at school, for example at lunchtimes and working on the art project.

## Learning areas

### Levels 1 and 2 science: Living World: life processes

– Recognise that all living things have certain requirements so they can stay alive.

### Level 1 health and physical education: Relationships with Other People: identity, sensitivity, and respect

– Demonstrate respect through sharing and co-operation in groups.

### Level 1 social sciences: Social Studies

– Understand how belonging to groups is important for people.

– Understand how places in New Zealand are significant for individuals and groups.

### Level 1 the arts: Developing Ideas: visual arts

– Investigate visual ideas in response to a variety of motivations, observation, and imagination.

*Education for Sustainability: education in the environment, education about the environment* (Refer pp 14 *Guidelines for Environmental Education in New Zealand Schools 1999*; *Principle of Future Focus* pp 9. *The New Zealand Curriculum 2007*).

## Where to next?

Next year Brittany will be in year 7. She will be eligible to attend the two-night camp at a venue where access to activities is slightly better. I hope she will be able to stay for the whole time and access as many of the activities, including camp duties, as she is able. There should also be an opportunity to be part of a camp concert.

We encourage Brittany to keep up the friendships she made on camp by regular interactions with her mainstream buddies. We look forward to incorporating our camp experiences as a source of motivation for a major visual arts project.

## Painting

<b>Students</b>	Brittany and classmates	<b>Date</b>	19 May 2008
<b>Topic</b>	Visual arts, English, technology	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)
<b>Equipment</b>	Slope board, calico pieces, bulldog clips, paint and equipment for laying on and scratching off paint, sawdust, and sand		

### Intended learning

- Brittany will make a personal response to her camp experience.
- Brittany will choose and manipulate paint using techniques such as blending, colour mixing, scrafitto, texture laying, and tones.
- Brittany will work together with her peers on this art project; each piece will become part of a collaborative work.

### Background

The art project partners, seven children with ORRS funding from Room 7 and Marshall from Room 11, also with ORRS funding, had a major feedback discussion in the last week of term one about the two camps. We used photographic cues to help the children remember their camp experiences. We retold stories and wrote down a list of high points and things that had been frustrating or disappointing. We discussed the idea of a joint art project. Helen, the art advisor, agreed to help us. We made plans with the students to begin the work early in term two, by painting sky-earth-vegetation on calico. The teachers and support staff were organised with equipment that would enable the children to fully access the calico, which was tightly stretched over the slope boards and secured with clips. The slope boards (see photograph) had anti-slip mats underneath to make them even more secure.

There was a range of acrylic paints and Helen had brought some paint charts and some other colours in test pots to help with choice making and mixing.

### Learning story

Helen asked Brittany to choose her colours and mix them. Brittany was very clear about her colour choices and thorough about mixing. ([Click here](#) to view the video clip 1 online)

Brittany was offered different tools to put her paint on the calico; ([Click here](#) to view the video clip 2 online) most of the other children were using their hands. She was initially reluctant to use her hands but when she got involved with the paint and could see the amazing effects she was making, she became totally absorbed. She said, "I love this and I don't want to stop". ([Click here](#) to view the video clip 3 online)

She shared her blended paint with the other children and asked if she could use some of Kerian's and Lucas's. She repeated often throughout the session "I want to do it all by myself". Brittany is usually ready to move onto the next activity within about five minutes but with the painting, she was happy to continue for extended periods throughout the morning session. ([Click here](#) to view the video clip 4 online)

She made a number of sky works and, after a short break, began the process with the vegetation (green) works.

The following session, on the same morning, we explored the use of browns with yellow and red for blending to create earth colours. Helen brought sand and sawdust so the children could choose between the two, to add texture.



## Analysis – what learning is happening here?

All of the painting sessions have been a revelation to me about the enthusiasm, motivation, and level of ability Brittany has demonstrated.

## Key competencies

### Managing self, Thinking

Her other response to any help, "I want to do it all by myself", indicated Brittany was asking to be independent in her learning. Brittany was totally engaged in the activity. She was self-motivated and showed initiative when making choices about colours and tools, and when a work was finished.

### Relating to others, Participating and contributing

Brittany was able to talk about her works and the works of other children in the group, during reflection time.

**Footnote:** At Brittany's individual education programme (IEP) meeting, we shared her work with her Mum. In response to Brittany's and my enthusiasm about the process and the product, she showed how much she valued Brittany's work by asking if she could keep it.

## Learning areas

### Level 1 the arts: Understanding the Arts in Context: visual arts

Brittany was able to talk about her works and the works of other children in the group.

### Level 1 the arts: Developing Practical Knowledge: visual arts

There was a variety of tools for scratching back through the layers of paint and you can see in the photographs that Brittany enjoyed this aspect. She used tools to scratch back through the layers of paint.

Brittany discovered the effects of colour mixing and blending and she was able to ask for more white or additional colours to try. ([Click here](#) to view the video clip 5 online)

### Level 1 the arts: Developing Ideas: visual arts

Brittany investigated and revisited aspects of the landscape experienced at camp through her paint explorations.

### **Level 1 the arts: Communicating and Interpreting: visual arts**

When we revisit Brittany's painting, she is able to talk about the scrafitto and the unique nature of her works. Brittany talked about each of her works as it was progressing, she was also interested in her neighbours' works and in sharing their paint.

*Education for Sustainability: education in the environment, education about the environment* (Refer pp 14 *Guidelines for Environmental Education in New Zealand Schools 1999*; *Principle of Future Focus* pp 9. *The New Zealand Curriculum 2007*).

#### **Where to next?**

This is the initial stage of the art project and there will be opportunities to do more painting within the project and at later stages. The change in Brittany from her previous constant checking about who would help her, to the request to be able to work by herself suggests that the activity, and her understanding of what she was doing, were pitched at the right level for her. She could easily access the materials and ask for more paint when she needed it. She was able to talk about Keriann's and Matthew's work when she was asked; she could talk about the colours they had used and ask to share their blended colours. We would like to foster Brittany's enthusiasm for paint by looking at the works of others in our school, local galleries, and the City Art Gallery.

We will return to the paintings and give Brittany the opportunity to embellish them and talk about them some more.

## Sewing on our paintings

<b>Students</b>	Brittany and classmates	<b>Date</b>	21 May 2008
<b>Topic</b>	Visual arts, technology	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor)
<b>Equipment</b>	Sewing machine, thread, adapter for single switch operation		

### How we created opportunities for learning

- The children will decide if they would like to embellish their paintings by sewing on the calico.
- The children will choose a coloured silk thread to use in their sewing.
- The children will work as a team to use the sewing machine, one on the controls and one to operate the forward and backward lever.

### Background

Based on the success of an earlier sewing project, I asked the group if they would like to add some sewing to their completed paintings of sky-earth-vegetation. They were enthusiastic about the idea.

I had some machine embroidery silks in a range of colours to offer them. Each child made their own decision about the painting they would sew on and the colour of the thread they would use. Also, they could decide whom they would work with. One student would operate the foot pedal on the tabletop, which we could adapt for a single switch, and the other child would operate the lever on the sewing machine that reverses the sewing direction.

### Learning story

Brittany chose a bright pink thread to sew onto her deep blue sky. She worked with a number of children in the class and had a turn at the foot control and the lever. She was able to operate the foot pedal and follow instructions without needing the switch or the adaptor.

She talked to her partner and gave them instructions, focused on her work, and was able to manipulate the painting to change the effect of the pattern of the sewing. We talked about the tension of the thread, which we needed to alter, and we had to re-thread the needle a few times.

When we revisited the work she said, "I chose pink", and was obviously happy about her decision, which had made her work distinctive from her classmates. ([Click here](#) to view the video clip 9 online)



## Analysis – what learning is happening here?

### Key competencies

#### **Thinking, Participating and contributing, Managing self**

She was confident using the sewing machine. She looked at her work and was able to wait when asked to. She understood the safety aspect of using the needle and showed respect for those helping her.

#### **Using language, symbols, and text**

She was able to discuss her work and talk about the 'pink' thread she had chosen.

#### **Relating to others**

Brittany encouraged her sewing buddies to help her in a positive way.

### Learning areas

#### **Level 1 the arts: Developing Practical Knowledge: visual arts**

#### **Level 1 technology: Technological Practice**

She was confident using the sewing machine. She looked at her work and was able to wait when asked to. She understood the safety aspect of using the needle.

#### **Level 1 the arts: Developing Ideas: visual arts**

Brittany was again very confident and self-motivated. She was clear in her choice making and encouraged her sewing buddies to help her in a positive way.

#### **Level 1 the arts: Communicating and Interpreting: visual arts**

She was able to discuss her work and talk about the 'pink' thread she had chosen.

### Where to next?

This has been another step in our ongoing art project. Working alongside the other students, Brittany will continue to embellish and modify our original works. Brittany will be offered support to make genuine decisions in the art-making process, as we revisit and review our works, and to use the language of visual arts in the retelling of our journey so far. (Developing Ideas, Communicating and Interpreting)

We will use the sewing machine again in various future projects. Brittany has developed confidence and enthusiasm about the possibilities of practical things to sew and using the sewing machine as an accessory to creative projects. We will look at other sewing works and books about things to sew to keep in our ideas bank.

## Ripping the edges

<b>Students</b>	Brittany and classmates	<b>Date</b>	23 May 2008
<b>Topic</b>	The arts: visual arts, physical health and wellbeing	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor)

### How we created opportunities for learning

- The children will decide where to cut the edges of their artwork in order to make a torn edge and remove the white calico margins.
- The children will either use their two hands to rip the calico or work with a buddy to achieve the same goal.

### Background

The teacher and support staff had ripped the edges of the calico to prepare the pieces for the art project. The children had heard the ripping but they had not been involved in the process.

Helen and I talked about the excess calico around our finished works and how we could get the children to make some decisions about where they would like to cut the excess off. About this time, George began to rip some leftover calico. This gave me the idea of having a torn edge. This would be more achievable than cutting with scissors, as all the children find this very challenging. I demonstrated the technique of making a small cut and tearing the fabric.

### Learning story

We talked about the technique we were going to use. Brittany looked bewildered at the explanation but after I showed her she got excited, leaping up and down in her wheelchair wanting to get started. Initially, I helped her to hold the scissors, as the fabric was hard to cut. I was called away from the worktable and when I returned she had had success with the scissors, cutting the fabric on her own. She kept repeating "I want to do it all by myself". She made quick decisions about where to cut, she understood about preserving the best part of the painting, she encouraged her classmates to help her, and then she also used both hands to tear the works herself. ([Click here](#) to view the video clip 6 online)

The noise was really rewarding, especially the fast ripping sound. We counted down to "rip off": 5-4-3-2-1... Brittany was able to do the whole process with minimal help from an adult, including cutting with dressmaking scissors.



## Analysis – what learning is happening here?

### Key competencies

#### Using language, symbols, and texts

Once Brittany understood the technique and the language, she was fully motivated and confident. She became better able to express herself after she had carried out the process and we had talked about what she was doing. The actions of cutting and ripping generated the use of appropriate language.

#### Relating to others

We discussed the fact we could only rip our own work and not the work of others. This was showing respect for each other (respect – a value to be encouraged the *New Zealand Curriculum*, pp 10).

#### Managing self

Brittany could carry out the technique with minimal support, thus contributing to her increasing independence.

### Learning areas

#### Level 1 the arts: Developing Ideas, Developing Practical Knowledge: visual arts

The ripping technique was successful and satisfying for the children because they made personal decisions and acted upon them to make their artworks look good with their soft torn edges.

#### Level 1 the arts: Communicating and Interpreting: visual arts

Brittany was very interested in her finished work, and that of her classmates, and talked about them.

#### Level 1 health and physical education

There was a lot of high energy and physical determination in this session. She used her two hands in this authentic and motivating setting and achieved her physical goal at the same time. Her physical goal is to use her two hands collaboratively for resistive training, to develop strength and coordination, here Brittany is demonstrating the key competency of participating and contributing.

### Effective pedagogy

#### Making connections to prior learning and experience

Brittany was encouraging her classmates to help her rip. We talked about it feeling like a “Christmas cracker” that you “pull” with a friend.

### Where to next?

We will continue to reflect on the work in progress and identify significant features that make our work unique (Developing Ideas, Communicating and Interpreting). We will find other projects where we could incorporate ripping, and more authentic situations for Brittany to use both hands together to develop her strength and coordination.

## Nature prints

<b>Students</b>	Brittany and classmates	<b>Date</b>	26 & 29 May 2008
<b>Topic</b>	The arts: visual arts, science, living world, ecology, planet earth and beyond, earth systems	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)

### How we created opportunities for learning

- The children will learn the technique of printing.
- The children will print using plants we saw and experienced on our camps.
- The children will explore the school environment to find native plants; we will name them and talk about their habitat.

### Background

Having completed our sky-earth-vegetation paintings, sewn on them, and torn their edges we needed to move onto the next step of our project.

Plants and plant life had been a feature at both camp venues and we had brought back some plants, seeds, and pods to help us recall them.

We looked at the acacia seed pods and the furry leaved "Shepherds Friend". We looked at photographs of the plants around us on our camp.

Helen talked to us about the printing process and we decided we needed some new material to work with.

Our school grounds have many native plants, which are what we mostly saw on camp. ([Click here](#) to view the video clip 7 online)

We gathered tussock, lancewood/horoeka, tarata/lemonwood, akeake, and five finger/whauwhaupaku – all growing near our doorstep. We talked about their features and names.

Helen gave us a demonstration of the printing process. She talked about inking up and using an old magazine to lay the plant material on while inking up. We talked about positive and negative images, stencils, and the "wow" moment when our prints were revealed.

### Learning story

Brittany did not like the sticky feel of the printers ink. We were working on the flat table top for printing. She kept wanting to wash her hands and made many trips to the bathroom. She said she was finished after a very short attempt.

Helen talked to her and encouraged her to have another turn at printing, and after much persuasion she did and this time she really enjoyed herself, she forgot about the feel of the ink and having to wash her hands. ([Click here](#) to view the video clip 8 online)

We tried more printing a few days later and Brittany had another attempt. We used brown paper for the background and Brittany built on her knowledge from the previous session, remembering about using the magazine for inking up and using the roller.





## Analysis – what learning is happening here?

### Key competencies

#### Managing self

Although Brittany was less enthusiastic about printmaking than the other activities, she did persevere and revisit the process. She was able to say what she found difficult about the feel of the ink, which is a positive outcome.

### Learning areas

#### Level 1 the arts: Developing Ideas: visual arts

– Investigate visual ideas in response to a variety of motivations, observation, and imagination.

Brittany was able to change her mind and try again with the printing process, making works that she was pleased with in the end.

#### Level 1 the arts: Communicating and Interpreting, Understanding the Arts in Context: visual arts

#### Levels 1 and 2 science: Living World

Brittany could name the lancewood and describe its features. She could name the tussock and enjoyed watching Keriann make a major tussock painting.

*Education for Sustainability: education in the environment, education about the environment* (Refer pp 14 *Guidelines for Environmental Education in New Zealand Schools 1999*; *Principle of Future Focus* pp 9. *The New Zealand Curriculum 2007*).

### Where to next?

The next steps will include looking at other prints at school and art galleries, and providing more opportunities for Brittany to explore challenging textures.

We will work out a way to work clean and smart so Brittany does not get sticky hands, and trial using rubber gloves the next time we do printing.

We will expose Brittany to more tactile challenges to reduce her sensitivity to touch.

We will build on Brittany's growing motivation and knowledge by:

- looking for more native plants as part of the school-wide strategic plan to have children more involved in their school environment, its care, and development
- visiting Strickland Street community garden and work on developing an ongoing relationship with the garden manager to help increase our plant knowledge and gardening ability. (EFS)

## Reflection and layout

<b>Student</b>	Brittany	<b>Date</b>	5 August 2008
<b>Topic</b>	The arts: visual arts, English	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)

### How we created opportunities for learning

- The children will share their ideas about their work and the work of their classmates.
- The children will lay out all the work completed so far and talk about the next step and the journey to date.

### Background

We have been working on the art project for all of term two. We have explored paint, sewing, ripping and tearing, and printmaking. We have not looked at the works collectively until today. We have looked at individual works and we have trimmed around our prints.

Helen brought us two large pieces of canvas, with eyelets for hanging. We placed the works completed so far onto the large white canvas pieces.

### Learning story

We placed the prints where they could be seen. We set out a few bird shapes on the canvas.

The class gathered around and we discussed individual works, as well as the look of the collective work. We discussed some of the other works that have grown from our work with the printing technique and Brittany commented on Keriann's tussock print: "She did it all by herself". We revisited the sewing and Brittany again recognised and commented on her pink thread: "I chose pink and I worked with Marshall".

We talked about making some bird silhouettes to include in the work.

It was mostly a talking session and a number of times the children said, "Can we paint now?"

They seemed interested in the look so far and held their works proudly when asked to find details to show their classmates.



## Analysis – what learning is happening here?

### Key competencies

#### **Thinking, Participating and contributing, Using language, symbols, and texts, Relating to others**

I was impressed by Brittany's involvement in this part of the process. She thought things through and worked in with others, she was able to talk about the techniques used.

### Learning areas

#### **Level 1 the arts: Developing Ideas: visual arts**

Brittany's enthusiasm for more painting is encouraging and makes us all want to get on with the next step (action/reflection cycle).

#### **Level 1 the arts: Understanding the Arts in Context, Communicating and Interpreting: visual arts**

Brittany was able to talk about her work and the work of others; she could pick out special features. She could use some of the technical terms, such as "scratching back", blending and mixing.

### Where to next?

We will paint the background with rollers and we will continue to have Brittany involved in every part of the choice-making process in choosing paint combinations, blending, and using the new technique of rolling. We will plan opportunities for Brittany to comment on her art and others' artwork, using art language and giving feedback to her that models that language.

We will look at more bird books to get some clear shapes of the birds Brittany saw at camp.

## Painting with rollers

<b>Student</b>	Brittany	<b>Date</b>	19 August 2008
<b>Topic</b>	Visual arts	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)
<b>Equipment</b>	Test pots, rollers and paint reservoirs (smaller domestic), large canvas folded in three.		

### How we created opportunities for learning

- The children will work together on the background of the collective work.
- The children will learn to use a roller.
- The children will decide which colours they will mix and how much water to add.

### Learning story

Brittany chose the paint she wanted from the test pot. She decided to add a bit of white and tried mixing it with the roller. When it was too difficult, she decided to add more water. She mixed and blended the paint in the tray; she was careful not to spill the paint and she was the first to get started. ([Click here](#) to view the video clip 10 online)

All the other children were riveted to her piece of canvas and wanted to see what she was doing. Matthew, who will sometimes wander off unless directly engaged, circled the table making noises of great interest. Keriann watched Brittany for the entire time. We talked about everyone painting part of the background (Brittany willingly gave up the roller to someone else when she had made her contribution).

She then did more roller and sponge paintings on paper clipped onto a slope board.

The children produced many works. They liked the effects of the roller and the ease with which it got the paint onto the canvas or paper. After a while, Brittany said, "I like red" and she asked for the red paint. She used her knowledge of mixing and blending to make pink and now has a number of works she is proud of and that can be used as a background to layer more works on if she wants.

There was a lot of enthusiasm again when the paint came out and Brittany made it clear she was very happy mixing, blending, and producing lots of works.



## Analysis – what learning is happening here?

### Key competencies

**Thinking, Participating and contributing, Using language, symbols, and texts, Relating to others, Managing self**

How were the key competencies working together in Brittany's learning?

### Learning areas

#### **Level 1 the arts: Developing Practical Knowledge: visual arts**

Brittany explored the effects made by using paint rollers and trays.

#### **Level 1 the arts: Developing Ideas: visual arts**

She is able to express herself through her work. She is continuing to work at her art for increasing periods of time, reflecting her interest and motivation.

#### **Level 1 the arts: Communicating and Interpreting: visual arts**

Brittany was highly motivated to make her contribution. At the start of the session she took a risk as the first to begin and all the other children were very motivated to watch her. She showed maturity at being able to give up the roller to the next person and she had the initiative to ask for more paper and paint so she was able to continue.

### Where to next?

We will support Brittany to fully participate and share during the steps of this ongoing collaborative project as we revisit our layout and reflect when all the background has been painted; talk about attaching our individual works to the backing; and decide about including ourselves in the work, as well as birds and other features. We will support Brittany to continue to see the value in the process of producing this work, the amazing journey we have already been travelling on together, and the many things we have all learned along the way.

The process has been filmed and there have been many photographs taken of the children at work.

We have viewed and reflected on our work by watching slide shows of ourselves throughout this project. This is a powerful tool for reflection and determining next step learning. This is also a very powerful motivator for children to see themselves and the works they have produced.

We will share our project to date with our senior school peers, teachers, and board of trustees.

When our work is finally complete, we will display it in a place for everyone to see and enjoy, and we will be able to move it around with us.

We will photograph it and keep images to remind us of what we all achieved together.

We may enter our work in an art competition or find out if we could put it on public display.

We will continue to look at other people's work and Helen has said she will visit the Christchurch Art Gallery with us to view the works.

## Bird stencils

<b>Student</b>	Brittany	<b>Date</b>	19 August 2008
<b>Topic</b>	Visual arts, English, technology	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)
<b>Resources</b>	Photocopied birds, shells, fish that have been cut out and backed with stiff card, a large variety of paint in many shades of green, brown, and blue. Resource books and photographs of New Zealand birds in their natural environments.		

### How we created opportunities for learning

Brittany will:

- be part of an ongoing discussion about the creatures that live in the habitat of the sandy shore and estuary
- place shapes of birds, water creatures, and shellfish in the composition with an understanding of what their needs are
- use the shapes to make stencils of the creatures.

### Background

There were many birds, shellfish, and fish in the sandy shore environment where Brittany had been to camp. We had photographs of the black shag (kawau) drying his wings and a group of white fronted tern (tara) on the sand. There were birds at the farmyard and sculptures of birds in the playground. We continued to talk about the birds we had seen and we talked about their habits and their habitat. We looked at our camp photographs and we looked at books from the library about birds that lived in the coastal environment. The teacher and support staff had made a resource of bird and animal shapes backed with stiff card. We had used this resource over a number of weeks to place the cut out pictures of the creatures on our painted backgrounds and to talk about where they would feel most at home, what food would they eat, and whether they were food for some other creature. By the time we came to using paint on the birds and creatures, Brittany was familiar with them and knew some of their names and where they may live in the sea, mud, or sky.

### Learning story

Some children from Room 9 were with us on this day; they were eager to join in and help. Helen gave a demonstration of how to carry out a further stencil technique, this time involving sponging around the shape. We also tried a dye wash and a tea bag wash to give a more natural look to the white photocopied paper shells and native mudfish. The teacher gave Brittany a choice of two birds. Brittany was able to name the seagull (tarapunga). She was anxious to get started and said, "Undo my straps, please". This was to enable her to move about more freely in her wheelchair and to access the equipment on either side. Emily Rose (student) offered to help her by holding onto the paint tray; Brittany was happy to have help from Emily Rose. She was focused on her work and tried painting on the shape and sponging around it. She spoke freely throughout the session, talking about the birds and the paint. She was confident and assured. When she had done a number of bird stencils and she wanted to continue painting and mixing paint colours, she was able to ask for paint and paper and continued to work independently for an extended period. Brittany was very interested in her work when we reflected on what we had done. She was able to comment on colours and recognised the work of other children, saying the names of the birds.



## Analysis – what learning is happening here?

### Key competencies

#### Managing self

Her confidence in decision-making and self-reliance meant she could work independently and simply request assistance when she needed it. I was amazed at the progression since our first painting session in May, when Brittany was saying “I want to do it all by myself” but, in fact, was needing quite a bit of support. Four months later, in August, she was able to say what she needed and make requests for help.

Brittany was able to articulate her need to keep painting and was able to ask for the things she needed and the time she needed to carry on with her work.

### Learning areas

#### Level 1 the arts: Developing Practical Knowledge: visual arts

Brittany demonstrated a depth of knowledge about paint: colour mixing, using the roller, and sponge work.

#### Level 1 the arts: Communicating and Interpreting: visual arts

Brittany could ask for birds by name and remembered things about particular birds we had discussed at earlier sessions. Her concentration level and the length of time she was able to maintain her focus was astonishing as was her interest in her classmates’ work.

#### Level 1 the arts: Understanding the Arts in Context: visual arts

Brittany was able to talk about her decisions regarding colour choices and preferences, she could request a colour, or bird shape with confidence.

## Levels 1 and 2 science: Living World

Brittany could ask for birds and other living creatures we had discussed in earlier sessions by name. She was beginning to have an idea about their individual needs whether they lived beside the water or in the bush and what they may like to eat.

Science/Education for sustainability — learning in the environment, *The New Zealand Curriculum* pp. 28 and 29.

*"Biodiversity and interdependence." Education for Sustainability: education in the environment, education about the environment (Refer pp 14 Guidelines for Environmental Education in New Zealand Schools 1999; Principle of Future Focus pp 9. The New Zealand Curriculum 2007).*

### Where to next?

The next session will be fixing the birds in place on the painted background and hanging our finished work in a public area of the school.

Brittany and her classmates will have more opportunities for compositional decision-making. They will participate in the process of hanging and displaying the work.

### Reflection and wrap up

<b>Student</b>	Brittany and classmates	<b>Date</b>	19 August 2008
<b>Topic</b>	Visual arts, English, technology	<b>Observers</b>	Libby (teacher) Helen (arts and EfS advisor) Rob (cameraman)
<b>Resources</b>	A collection of collaborative and individual work completed over a four-month period		

### How we created opportunities for learning

- Brittany will be part of ongoing discussion and decision-making about the display of the finished works.
- She will be able to recall the journey and the techniques we used in the works.
- She will continue to think of herself as an artist and request opportunities to work with paint both at home and at school.

### Learning story

Brittany has been part of our art project from the time of the camp in term one (the motivation for our project) to the end of term three, when we hung our collection in the school hall. She began with a reluctance to engage with any challenging textures and ended with the confidence to fully engage in all aspects of paint, ink, and dye. The reward she got from doing the work and the feedback from classmates and family sustained her interest and enthusiasm. She went from strength to strength in her passion for painting and doing the whole thing herself. She could tell me which bird stencils looked good beside each other. She was able to say where to place the large canvas panels and the strips tacked together. She helped when we were deciding the order in which to put our painted calico pieces.

The discussion and talk around the subject that Brittany felt so strongly about, and the fact that she was able to talk while she was working and discuss her work and that of her classmates, may have been a contributing factor in her spoken language scores improving by two years during the five months she was involved in the project. Her recall and retention of techniques that she had learned have remained with her. When we view the work, she will talk about her choice of colour and the thread she used in the sewing on her work. She also remembers the works of her classmates and was able to identify the work of Lucas and Damon by observation.

Brittany saw the park ranger while shopping in her local town with her family. She talked to him and remembered him after a considerable length of time.



## Analysis – what learning is happening here?

### Key competencies

#### Participating and contributing, Relating to others

Brittany progressed from constantly saying, “I want to do it all by myself” in the beginning to a quiet confidence in saying, “Undo my straps please, I would like to do more painting”. She was able to organise her own environment and the people in it to help her achieve her goal, to paint. Her concentration and focus increased and she was able to maintain her interest in her work for increasing lengths of time.

### Learning areas

#### Level 1 the arts: Developing Ideas: visual arts

Brittany could talk about her work and talk about and encourage others in her group, “Kerriann made a print with the tussock”, “I like Lucas’ prints with the pods, can I have the pods Lucas, I want to try”.

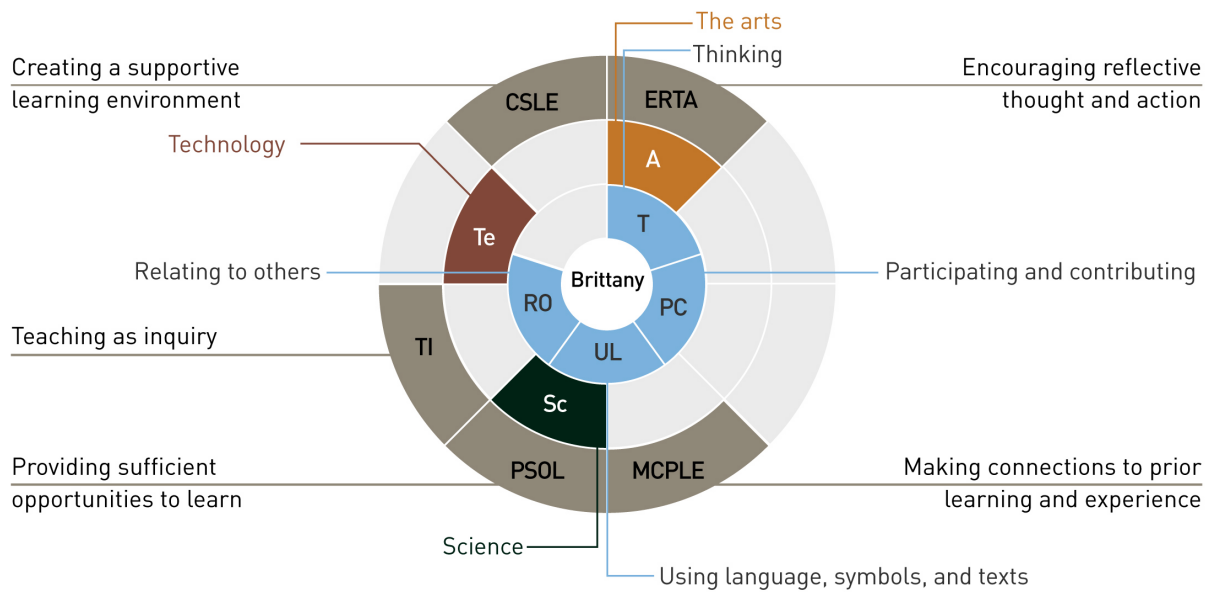
### Where to next?

We would like to bring our collection of work to a place where Brittany (along with the other contributors) can view and touch the work and see it every day. We would also like to introduce our work to people in our school community and I hope Brittany and Marshall may have the courage to speak on behalf of our group about our visual arts journey and some of the special techniques we have learned.

We would also like to explore the possibility of putting the work into the public domain and having other people view it and hear our story. With the film footage this may become a multi-media opportunity.

Most of all, I would like Brittany to always think of herself as an artist and that she will continue to have the confidence to ask for the help she needs to be able to paint and create.

## Reflection – what these stories exemplify



### Key competencies

Brittany displays the key competencies of thinking, using language symbols and texts, participating, and contributing as she develops skills and puts them into practice while joining in with others to make a collaborative artwork over time. She talked about techniques she had used and decisions she made to produce the finished work. She used the language of the art-making processes. Brittany also began to understand the importance of habitat for the creatures she encountered on her camp.

#### How might these stories strengthen Brittany's identity as a learner?

The teacher's knowledge of the student, in conjunction with the expertise and knowledge of the art advisor, and a high level of support staff, made this long-term project very successful for Brittany. She began to see herself as an artist, capable of making decisions about her work (agency). She began to reflect on her own work and that of other children in her class (breadth and depth). She valued the work she had produced, as did her family (agency); this was demonstrated by their desire to take some of Brittany's work home and frame it. She was able to sustain her interest in the project over several months (continuity and depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment A guide for teachers*.

## Learning areas

### Level 1 the arts

### Levels 1 and 2 science

### Level 1 technology

This learning is mainly in visual arts but spans science, the living world, education for sustainability and technology (the use of the sewing machine). Brittany began with the overnight camp experience and the study of the sandy shore and its inhabitants. These were motivation for the visual arts project. Brittany overcame some of her anxieties about touching unusual textures, for example, the mud from the estuary, and she was able to generalise this skill and manage the paint and printers ink on her hands back in the classroom. She was able to talk to her classmates and teachers about techniques she learned and was able to use – scrafitto, inking up, and stencilling to name a few.

## Effective pedagogy

### What does this tell us about teaching and learning in this setting?

Brittany's learning is supported through thoughtful, intentional, and responsive teaching.

Attention is paid to Brittany's particular learning style – she learns best by doing things in an authentic context with naturally occurring rewards (creating a supportive learning environment). The park ranger was able to get Brittany onto the sandy shore and to show her the birds and the mud. He remembered her from earlier years and took a special interest in her. Brittany was able to make a couple of new friends at camp and to maintain her friendship with them over the rest of the school year (creating a supportive learning environment; making connections to prior learning and experience). Her beloved sister, Lauren, was able to stay overnight on camp with her. The camp was extra special for Brittany because this also helped her to develop relationships with her bunkroom mates.

The discussion about camp and the planning and implementation of the art project were all crucial in Brittany's journey towards thinking of herself as an artist. She became aware of the valuable contributions she had to make, and decisions and choices that were her own and valued by her peers, teachers, and family (encouraging reflective thought and action).

Through the documentation of the process through photo, film, and learning stories, as well as the finished works, Brittany, her family, and classmates were able to celebrate her achievements and will be able to build on her successes in the future. She could see herself as a part of a community of learners working towards a common goal (providing sufficient opportunities to learn/encouraging reflective thought and action). The teacher and art advisor working together, without time constraints, were able to make the process of reaching the goal as important as the finished product. The length of time that was able to be devoted to this project ensured genuine choice making and child-centred learning could take place (teaching as inquiry). The good staff-to-student ratio was also critical for success and ensuring that each child could be truly valued and included (creating a supportive learning environment).

### **Reflective questions for the reader**

"How much genuine choice making happens in my setting?"

"Are all children included in every aspect of experiences outside of the classroom (EOTC)?"

"Are there too many time-restricted, predetermined activities that prevent such a long-term project occurring?"

"Do I have time to "explore" and discover genuine art outcomes?"

"How do I tap into a student's passion, keeping it fresh and real without overdoing it?"

"What opportunities do I need to create for my students to take total ownership?"

"What opportunities do I need to create for my students to maintain total ownership?"

"Do I have enough support staff to carry out a long-term intensive project such as this?"

"How will support staff learn about the pedagogy of offering genuine choice to students to support this?"

### **Useful resources**

*Arts online*. Weblink <http://arts.unitec.ac.nz>. Accessed on 1 June 2009.

Hunt, J., & Lucas, R. (2004). *From weta to kauri: a guide to the New Zealand forest*. Auckland, N.Z.: Random House.

Ministry of Education. (1999). *Guidelines for environmental education in New Zealand schools*. Wellington: Learning Media.

Ministry of Education. (2002). *Painting – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Printmaking – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Fabric and fibre – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2007). *He papahuia toi Maori: Maori visual culture in visual arts education, years 1–6: Unit 1: Ngā āhua o Tāne*. Wellington: Learning Media.

National visual arts exemplar level 2 – "A strip of Aotearoa". Weblink [http://www.tki.org.nz/r/assessment/exemplars/art/visarts/va\\_2a\\_e.php](http://www.tki.org.nz/r/assessment/exemplars/art/visarts/va_2a_e.php).

Robertson, H. A., & Heather, B. D. (2005). *The hand guide to the birds of New Zealand (Rev ed.)*. Auckland, N.Z.: Penguin Books.