



Keeping our community clean

Grade Level/s:

5, 4, 6, 7

Subject/s:

Art &

Music, Economics, English, Geography, History, Mathematics, Science, Technologies

Type:

Unit Plan

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Keeping our community clean

This is a project that has students research about the pollution problems in their local community and design an object that can help fix this problem. This project incorporates all areas of the curriculum, however it would not let me attach any more standards below. On the attached forms is a full list of areas covered.

Single Lesson Plan

Creating something to help keep our community clean

Task:

Think about our local community. Our local community has an issue with pollution. Our task is to come up with creative ways of fixing this problem for our community and others. Think about some of the issues we have in our community and write them down. Now its time to start thinking, think about objects that may help us with this issue. Write these ideas down and start trying to create an object that can help with this. Sustainable ways of making your products, good for the planet, were to source materials. Containers for carrying bags. Picking up tools. Things to hold bags so you are hand free. Clips for holding tongs. Possible new tools for cleaning rubbish. Objects for cleaning off graffiti. Tools for planting. Tools for watering. If your issue you are working on is rubbish, think about what people need to do to get rid of rubbish. Pick the rubbish up. Put the rubbish in something. Can that rubbish be recycled? Can the rubbish be used for something?

Activity:

Draw your design from different angles to show all of the different sides, top, bottom, sides ect. Make sure you have each part labelled, coloured and has measurements showing the sizes of different parts. From design plans create prototype out of recycled materials. Write any notes that you can about your product, what worked, what could be improved, why it worked or didn't work. Using your design plans create your prototype on Makers Empire. Maker sure you get pictures of your product from different angles so we can add this to presentations later on.

Resources:

Persuasive text Write an exposition on why people should buy your product. – I believe my product would benefit our local community because....

Create a poster to sell your product Look at different advertisements and record what makes each of them special and stand out. Humour? Prices, size of writing, not too much writing, important information, good illustrations. Create a draft of your poster in your art book with a focus on advertising and selling your product. The final design can be created on the computer or on a poster in the classroom. Which is covering visual arts and media arts.

TV advertisement Watch advertisements that are created for different purposes, look at audience and why they have been created. Record the different aspects you may use to make your own successful ad. This could be a funny ad, one like on the shopping channel, normal one, or even an ad that has a jingle.

Packaging Design and create packaging and a label for your product. Extension activities – work out cost of making product and packaging and work out a price point to make profit on your item.

Downloadable files

Makers_empire_my_lesson_plan.docx
(/download/lesson_plan_attachments/files/000/000/112/original/Makers_empire_my_lesson_plan.docx?1495060298)

Curriculum

Australian Curriculum:

With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS086)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4889e56d-f5da-4e0f-ac0f-9f7f00cce23f>)

Experiencing A Range Of Ways Of Investigating Questions, Including Experimental Testing, Internet Research, Field Observations And Exploring Simulations (ELBS057)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/cd1d7422-35fc-439d-b8a9-9f7f00cce23f>)

Discussing The Advantages Of Certain Types Of Investigation For Answering Certain Types Of Questions (ELBS058)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/dcc0f290-626e-4070-be36-9f7f00cce23f>)

Considering Different Ways To Approach Problem Solving, Including Researching, Using Trial And Error, Experimental Testing And Creating Models (ELBS056)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0ab8da03-8d78-4903-8c2c-9f7f00cce23f>)

Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (AC SIS087)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e86fe5e6-3652-4bd0-aa5f-9e4600a2dbe9>)

Discussing In Groups How Investigations Can Be Made As Fair As Possible (ELBS059)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/03f48707-efc-4acc-8dcf-9f7f00cce2e2>)

Using Tools To Accurately Measure Objects And Events In Investigation And Exploring Which Tools Provide The Most Accurate Measurements (ELBS061)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/701bbbf-0460-4eb9-bace-9f7f00cce2e2>)

Using Familiar Units Such As Grams, Seconds And Meters And Developing The Use Of Standard Multipliers Such As Kilometres And Millimetres (ELBS062)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e8678997-7cfa-4974-bb81-9f7f00cce2e2>)

Recording Data In Tables And Diagrams Or Electronically As Digital Images And Spreadsheets (ELBS060)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/941963a8-3e83-45a7-a332-9f7f00cce2e2>)

Use equipment and materials safely, identifying potential risks (AC SIS088)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9db9637f-7cf9-4831-a7f9-9e4600a2dbe9>)

Explaining Rules For Safe Processes And Use Of Equipment (ELBS063)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/98749cb0-81eb-4281-b91c-9f7f00cce391>)

Planning and conducting

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/17044513-dbca-4706-b156-9e4600a2dbe5>)

Compare data with predictions and use as evidence in developing explanations (AC SIS218)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e4b61f92-c264-4e8e-82b1-9e4600a2dbe9>)

Sharing Ideas As To Whether Observations Match Predictions, And Discussing Possible Reasons For Predictions Being Incorrect (ELBS892)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/683a99d2-be9b-4e5a-84b4-9e4600a2dbe9>)

Suggest improvements to the methods used to investigate a question or solve a problem (AC SIS091)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/45d2f1ba-09b0-4618-b317-9e4600a2dbe9>)

Working Collaboratively To Identify Where Methods Could Be Improved, Including Where Testing Was Not Fair And Practices Could Be Improved (ELBS067)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/04f5f376-a69c-48a4-8991-9f7f00cce477>)

Evaluating

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/85eda9ff-d17f-498a-931b-9e4600a2dbe9>)

Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (AC SIS093)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9bf7d1d6-c2a6-4cd1-af74-9e4600a2dbe9>)

Discussing How Models Represent Scientific Ideas And Constructing Physical Models To Demonstrate An Aspect Of Scientific Understanding (ELBS069)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d72f2b7c-2200-4bd0-93e4-9f7f00cce4dd>)

Constructing Multi Modal Texts To Communicate Science Ideas (ELBS068)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/82632d63-053b-4773-924a-9f7f00cce4dd>)

Using Labelled Diagrams, Including Cross Sectional Representations, To Communicate Ideas (ELBS070)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/887a64de-5bf2-4062-9694-9f7f00cce4dd>)

Communicating

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/eb93684b-ebdb-42b6-9d30-9e4600a2dbb6>)

Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (AC ADM035)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/65c9ad23-1c29-4f5d-ba43-65e7eb8c09e4>)

Experimenting With Empathy To Develop Characters And Relationships In Drama And Considering Perspectives, Exploring Responses And Challenging Stereotypes (ELBDR020)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1bb60470-89bd-46f1-9d56-d8a87396b29a>)

Exploring Physical, Fictional And Emotional Space To Create Characters And Situations And Imagined Feelings (ELBDR021)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7e5783b9-d8d7-46c4-91e1-d81fe7166630>)

Manipulating Dramatic Action And Use Of Available Theatre Technologies To Create Different Meanings (ELBDR016)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6ae1d807-fa01-4fa2-a6d3-e12f4207a273>)

Comparing Different Ways Improvisation And Scripted Drama Create Characters And Action, And Evaluating Drama From Other Cultures And Considering How They Can Use Specific Techniques In Their Own Work (ELBDR025)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0de3c6de-3c16-433e-a88a-cdb2abc02b24>)

Considering Viewpoints – Forms And Elements: For Example – How Is The Voice, Movement, Gesture And The Body Used To Represent A Character, Situation Or Idea? How Did The Performers Use The Elements Of Drama? How Can The Devised Drama Be Developed To Communicate Meaning? (ELBDR089)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/584004b3-9a64-4627-922f-61652951e33c>)

Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (AC ADM037)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8d1c9ae2-ee73-4357-ae27-8bb6f17165c4>)

Creating Narrative And Tension To Communicate Dramatic Meaning (ELBDR036)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/82227186-6011-42ce-8ef3-bed48cb37faa>)

Considering Viewpoints – Meanings And Interpretations: For Example – What Did The Performer Intend Audiences To Experience And Understand From The Drama? Why Did You Make This Drama? (ELBDR005)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e493b9b2-7cc1-4fbb-ab14-f2ad4e31fd14>)

Exploring And Applying Different Performance Styles, And Drawing On Drama From Other Locations, Cultures And Times As Sources Of Ideas In Their Own Drama, And Considering Any Protocols For Representing Community Or Cultural Stories In Performance (ELBDR052)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bac400c0-8db8-4049-889d-a14c5f38e318>)

Focusing Communication With The Audience By, For Example, Remembering Lines, Moves And Cues In Rehearsal And Performance (ELBDR015)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/89f608f0-edf1-4090-9c97-e2aa7f114aff>)

Showing Understanding Of The Purpose Of Rehearsing Drama And The Need For Collaboration And Group Work (ELBDR111)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ae02dc9-5d2a-4051-b4bc-280739564eaf>)

Using Props, Costumes, Instruments And Available Technologies Such As Light, Sound And Multimedia To Create Dramatic Symbols And Enhance Dramatic Action (ELBDR033)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6abdb573-fa53-4a13-ac8a-c2e5c268bc13>)

Planning And Designing Elements Of Their Performance, For Example, Creating A Stage Design And Interpreting Diagrams And Locations And Using Proximity And Directional Stage Language In Performance Spaces During Rehearsal (ELBDR030)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/41f8688e-c858-4921-afdf-c67e97cc23f0>)

Presenting Their Performances Using Internet Based Technologies, Including Social Media, And Considering The Place Of A Real Or Virtual Audience And Their Effect On The Performance (ELBDR084)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6d63d1ea-19f8-4445-8b02-6b91f73a5ada>)

Using Available Software And Applications To Plan For Playbuilding And To Create Scripts (ELBDR011)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d9db8202-c8fc-4f60-8194-e9f517f30e9d>)

Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0941e7d3-af03-439c-935b-5f47546f8c89>)

Creating A Short Digital Sequence That Uses Camera Angles Such As Close Ups And Medium Close Ups To Focus On Character Relationships, Power Or Mood (ELBMA058)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8e4e5cce-b163-4990-961c-88a327c555fa>)

Designing And Creating An Animated Sequence That Personifies Inanimate Objects And Creates Smooth Action (ELBMA112)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5ea94d18-cf6b-4c8e-9f95-20400b415af6>)

Identifying And Applying The Conventions And Layout Of Web Page Design To Engage And Interact With A Particular Audience (ELBMA001)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1b9f9476-8a6b-41db-b01d-fab2e9208862>)

Editing A Chase Sequence, Adding Music To Heighten The Action And Tension (ELBMA109)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f64d1d44-d4d3-49d2-b11e-2430322f99d1>)

Considering Viewpoints – Forms And Elements: For Example – How Can I Change The Meaning Of A Story By Adding Or Changing A Soundtrack To My Images? How Can I Use Framing To Demonstrate A Power Relationship? (ELBMA026)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f5174924-f2a7-4104-b6ae-c1de8d4c474c>)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1aa10953-eb70-4a30-90a2-6f39c2dc8b63>)

Designing A Storyboard That Reflects A Key Scene In A Sequence; For Example, An Opening Scene Of A Film That Shows The Important Camera Angles, Transitions, Edits, Voice And Soundtrack (ELBMA114)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bb2e1367-3e23-4b07-a5ab-1c1431df6fe1>)

Designing A Navigational Plan For A Game, Using Multiple Levels And Obstacles; For Example, Creating And Designing Problems To Be Solved In Order To Progress To A New Level (ELBMA091)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9203c07b-07bd-4fb4-bb35-496779ee1082>)

Creating A Script For A Radio Production And Documenting The Appropriate Permissions Required For Music And Voice Talents If It Were To Be Aired On Community Radio (ELBMA018)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/49e1c374-09f3-4d50-82ac-cd85e98e8656>)

Presenting Their Media Artworks Using Internet Based Technologies, Including Social Media (ELBMA076)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/65ba46aa-d24d-47b0-a4f6-6c4c03011688>)

Considering Viewpoints – Evaluations: For Example – What Cultural Images Can Or Cannot Be Used When Making And Publishing My Artwork? (ELBMA119)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d04d39ba-f42c-4991-a906-142a08797587>)

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4fbb9ab1-d75f-48ac-a852-cc1392b363f6>)

Improvising And Experimenting With Combinations Of Sounds And Technologies To Create Moods And Atmospheres (ELBMU004)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d8f2f395-f756-48f7-b10d-fa0bb24d1976>)

Organising, Developing And Refining Ideas By Experimenting With Structure (ELBMU009)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1d9a64b3-d7a6-457f-8b0b-f1394807eb35>)

Exploring Rhythm, Pitch And Dynamics And Expression To Create Contrast, Repetition And Balance To Develop Compositions For Performance (ELBMU045)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c0d98c82-737a-4f11-ad11-b370040e7da2>)

Considering Viewpoints – Forms And Elements: For Example – Which Style Of Music Is This? What Musical Clues Helped You To Decide? (ELBMU037)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b8a54da3-830e-4ded-8bf3-c0e03a1ac4d6>)

Presenting Performances Using Internet Based Technologies, Including Social Media (ELBMU099)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1f1a27a4-7e65-412d-a709-53309fcd8c65>)

Develop and apply techniques and processes when making their artworks (ACAVAM115)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/fd5a8840-d6f8-4463-938d-457c01c304ad>)

Enhancing And Practising Their Art Making Skills In Using A Range Of Materials And Technologies (ELBVA050)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/87cca6b1-5a8f-40c3-a973-a24bde30138>)

Considering Viewpoints – Materials And Technologies: What Is The Artwork Made Of? How Does The Choice Of Material Enhance The Audience's Understanding Of The Artist's Intention? What Made You Want To Touch This Sculpture? (ELBVA090)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/21ad867c-de6f-4c36-b910-5e83d8f176ee>)

Making Informed Choices About Using Various Combinations Of Representational Elements Appropriate For A Concept, Theme Or Subject Matter, For Example, Combining Realistic Drawing Skills With An Appropriated Image From The Past To Create New Meaning (ELBVA119)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ddcd6598-d73a-44a7-a208-2978d31ca4c2>)

Explaining Influences Of Other Artists On Their Own Art Making (ELBVA034)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d8032036-c58d-47c3-9b17-be63430589ff>)

Evaluating The Characteristics Of Their Work That Are More Successful, And Work To Improve Their Knowledge And Skills From This Reflection (ELBVA130)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e12140a2-03d6-42cb-9890-0e050ddb457>)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ba0a4b36-cdcb-46e6-ac1c-903bb8d1c602>)

Identifying Reasons For The Range Of Audience Interpretations Of The Same Artwork, For Example, Considering Viewpoints Or The Conceptual Approach Of The Artwork (ELBVA110)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/719b34f7-bafe-42e9-bab5-386f2529de65>)

Considering Viewpoints – Histories: For Example – What Did The Artist Want The Audience To See And Understand? (ELBVA060)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/798a139f-a01b-45a4-bc0c-94efe8bd5467>)

Recognising And Evaluating How Culture, Gender, Age, Time And Place, Among Other Factors, Impact On How An Audience Reads An Artwork, For Example, Comparing The Response Of Different Age Groups (ELBVA126)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b7ce631e-f6e0-4866-9a6f-193d856bf8c6>)

Considering Viewpoints – Societies And Cultures: For Example – What Clues In The Artwork Tell Us Where It Was Made, Who Made It, And Why? What Artworks Are You Familiar With? Which Style Of Artwork Represents Your Community? How Would You Represent Your Neighbourhood? (ELBVA061)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f5239d92-4095-444e-b0a7-92c009bb0bc5>)

Reflecting Critically On How Effectively Their Ideas Or Feelings Have Been Expressed In Their Own Artworks, And That Of Others (ELBVA029)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/333a38f1-e597-41d8-ad58-c2ac35a74593>)

Considering Viewpoints – Skills, Techniques And Processes: For Example – How Did The Artist Work Within A Space, And At This Time? How Have They Innovated Their Practice? (ELBVA028)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5d75fef0-afca-4e78-95e4-c2f2c2b15271>)

Presenting Their Artworks Using Internet Based Technologies, Including Social Media (ELBVA053)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9f2b9588-99b6-4fd9-bd05-9e0aab4b91e>)