



## TOPIC: DESIGN A NATIONAL EMBLEM

**Curriculum area/s:** Visual Arts / Writing

**Title:** *Design and justify a new national emblem for a country.*

**Year level(s):** 2/3

### Strands

- Arts in Society – Valuing The Arts, Australian Arts, Context and Economic Considerations. (AS)
- Art Responses – Responding, Reflecting and Evaluating (AR)
- Literacy – Creating texts

### Understanding Goals

- Strategies for receiving comments about their own visual arts work (Eg. learning how to make positive criticism) (AR)
- To create their own arts work in response to the visual arts work of others (Eg. after looking at manga and anime illustrations, students invent their own superhero). (AR)
- That visual arts is an enjoyable activity, a positive way of communicating with others and a source of enjoyment (Eg. create 2D or 3D art to tell a story, represent an object, to express a feeling). (AS)
- Visual arts practices are part of family and community events (Eg. discuss how visual arts is present in local festivals and religious celebrations through decoration, posters, banners and cards). (AS)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures, language features, selecting print and multimodal elements appropriate to the audience and purpose. (ACELY1682)
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation. (ACELY1683)
- Write using joined letters that are clearly formed and consistent in size. (ACELY1684)

### Possible links to other curriculum areas

- Mathematics – Measurement - distances around the world, sizes of countries, weights, costs of transport.
- Visual Art – Appreciating Art - observe, discuss and experiment with different famous artists styles from around the world.
- SOSE - Living and non-living materials within the local community.
- SOSE - Promoting the local commodities for people to use and look after them.
- For more suggestions see the 'Around the World' Cross Curriculum Plan on the Smarty Plants website.

## **ACTIVITY LESSON PLAN**

1. Children will have had the opportunity to have learned facts or important information about several different countries of the world and the foods that they grow. With Junior grades, work within the Australian regions in shared activities initially.
2. Look at what makes up the Australian flag and discuss why each component is included (eg the Southern Cross.) Brainstorm what is typically or stereotyped to being Australian. Alternatively, use the National Emblem as an example.
3. Make a chart of all the 'Australian' things (Eg. Foods, people, sports, activities). Have the children choose the things they think are important to include on a national emblem to represent Australia.
4. Get the children to draw their design and then write a description of why they chose the things they included in it.
5. Discuss their completed emblems with the class to encourage the use of positive feedback and criticism. Model this before expecting children to be able to use it effectively.

## **MODIFICATIONS FOR OTHER YEAR LEVELS:**

For older year groups, the students could be given a lot less guidance with the selection of designs but would be encouraged to write their description independently. They should be capable of participating in a sharing circle to give positive criticism and feedback to themselves and peers.

Older students should select a particular country to research, including their food, and design a national emblem that incorporates a vegetable, food or cuisine. One of the emblems of Wales is the leek which has also been used as on their coins and this could be used as an example.