

# YEAR 10 DESIGN: STAMP

Teacher: Jesse Enriquez BFA, Grad Dip Tchng

Level: 5 Key Competency Focus: Thinking, Recognising Text & Symbols Curriculum Strand(s): PK, DI, UC Duration: 6 weeks



**BRIEF:** NZ Post has approached you to design a stamp reflecting the essence of New Zealand. You will draw and paint three studies in your workbook and select the best one to present. The selected drawing must be re-applied in an A2 wet strength paper. New Zealand must be spelled out and the denomination must be on the upper right hand corner. Using your creative thinking, you must also create the perforated edges in the four corners of your A2 stamp design.

**OBJECTIVE:** Students are also encouraged to think of their own New Zealand theme whilst applying the characteristics of art elements and principles of designs in a stamp. Students are encouraged to use ideas based on NZ artists such as Robin White and Rita Angus.

| STRANDS (Achievement Objectives)          | LEARNING OUTCOMES                                                                                                                                                          |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <b>Students will:</b>                                                                                                                                                      |
| <u>PK:</u> Developing Practical Knowledge | Apply knowledge of design principles from established practice, using appropriate processes and procedures such as the look and feel of a Robin White and Rita Angus' work |
| <u>DI:</u> Developing ideas               | Use ideas from stamp examples investigated to generate and develop their own design ideas.                                                                                 |
| <u>UC:</u> Understanding Context          | Be able to make relevant links to the social context and effects of this type of art.                                                                                      |

| Vision                                                                                                           | Principles                                                                                                           | Values                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| It envisioned that the students will be resourceful, motivated and active participants in creating this artwork. | Students will understand the effective use of art elements and principles of design in conveying a specific message. | Students will be reinforced to learn the importance of hard work and diligence to attain personal excellence whilst being proud of NZ scenic landscapes. |

| KEY COMPETENCIES                                                                                                                                                                                                        | COMPETENCY OBJECTIVES                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus will be:</b>                                                                                                                                                                                                   | <b>Students will:</b>                                                                                                                                                                     |
| <b>MANAGING SELF:</b> Self-motivation, doing research. Responding to the work of others and bringing in all the basic materials i.e. pencils, brushes, erasers and rulers.                                              | Learn to be responsible and accountable for themselves such as working, doing research effectively by looking at examples                                                                 |
| <b>USING LANGUAGE, SYMBOLS, AND TEXTS:</b> To find meaning from the range of symbolism and language used to compare and communicate ideas in a visually pleasing design                                                 | Learn the new vocabulary related to the task whilst being imaginative in the use of text and symbols as an integral part of the design.                                                   |
| <b>THINKING:</b> Students will be encouraged to be creative thinkers in achieving the final design that is appropriate for its purpose. For instance, students must be able to figure out how to create the stamp look. | Reflect on their own learning; draw from personal and previous experiences and knowledge. Students are encouraged to ask questions and challenge the basis of assumption and perceptions. |

| Teaching Resources                                                                                                              | Equipment/Materials                                                                                                                                   | Vocabulary                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. ICT i.e. internet, books,<br>2. Data projector, ICT, DVD, actual stamps<br>3. Work Sheets and examples of work by Rita Angus | 1. Workbooks<br>2. Drawing Pencils/Colour Pencils<br>3. Acrylic paints & inks<br>4. Brushes<br>5. Folio Board (recycled)<br>6. Glue<br>7. Craft knife | Typography<br>Rhythm<br>Composition<br>Proportion<br><br>Mixed Media<br>Unity |

| Teaching and Learning Sequence                                                                                                                                                    |                                                                                                                                                                                                     |                                                                                                                                                                        |                                                                                                                 |
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| Task(s)/ Teaching and Learning Strategies                                                                                                                                         | Learning Intentions                                                                                                                                                                                 | Links to NZC                                                                                                                                                           | Additional teaching notes                                                                                       |
| <b>1. Lesson 1 – 2 Research: Kiwiana</b><br>1. Investigate stamps. Look at the work of Robin White and Rita Angus<br>2. Using books and ICT resources i.e. art books and internet | <ul style="list-style-type: none"> <li>To investigate, and develop understanding of relevant established practice (<b>UC, DI</b>).</li> <li>To develop practical knowledge around artist</li> </ul> | <ul style="list-style-type: none"> <li>PK, DI, UC</li> <li><b>Thinking</b></li> <li><b>Using language, symbols, and texts</b></li> <li><b>Managing self</b></li> </ul> | Look at:<br><a href="http://stamps.nzpost.co.nz/Cultures/en-NZ/">http://stamps.nzpost.co.nz/Cultures/en-NZ/</a> |

|                                                                                                                                                                 |                                                                                                                                                                   |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                 | models way of working (PK).                                                                                                                                       |                                                                                                                                                                                    | <p><i>"I have my own feelings about the way the environment is handled. I see myself as a recorder of the reality of the situation. For instance, when I was living and teaching in Wellington, in a state housing area, I found my paintings were involved with the area around the school I taught in - where the land was being bulldozed, state houses built, and the harbour filled in. I guess a lot of people saw a protest in my paintings of that time, but that wasn't the intention. "</i></p> <p>-Robin White</p> |
| 2. <b>Lesson 3 – 5</b> (or more)<br>Conceptualise 3 stamp design in their workbook                                                                              | Students begin to apply knowledge of basic design and conventions used by artist models to develop their patterns/designs                                         | <ul style="list-style-type: none"> <li>• PK, DI</li> <li>• <b>Thinking</b></li> <li>• <b>Using language, symbols, and texts</b></li> <li>• <b>Managing self</b></li> </ul>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3. <b>Lesson 6</b><br>Selecting the stamp theme: Background design and title design using typography                                                            | Students will further develop their skills in control of wet media and colour mixing especially in the understanding and practical application of tints and hues. | <ul style="list-style-type: none"> <li>• PK</li> <li>• <b>Thinking</b></li> <li>• <b>Managing self</b></li> </ul>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. <b>Lesson 8 – 9</b><br>Painting the stamp design in A2                                                                                                       | Students apply knowledge of art and design elements in their selected theme.                                                                                      | <ul style="list-style-type: none"> <li>• DI, possible UC</li> <li>• <b>Thinking</b></li> <li>• <b>Using language, symbols and texts</b></li> <li>• <b>Managing self</b></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5. <b>Lesson 10 – 16</b><br>Apply design on an A2 WET STRENGTH paper                                                                                            | Students to develop and refine their ideas to create their own unique design.                                                                                     | <ul style="list-style-type: none"> <li>• PK</li> <li>• <b>Managing self</b></li> </ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6. <b>End of Unit</b><br>Create the stamp look by either cutting a half moon pattern directly on the A2 or gluing a black Half circle along the edges of the A2 | Students continue to refine their ideas and develop their skills in a range of wet and dry media to complete their final work.                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7. <b>EXTENSION:</b><br><b>Create Stamp Design</b>                                                                                                              |                                                                                                                                                                   |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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## Student Assessment Schedule

| LEARNING OUTCOMES                                                                                                                                                                                                                                                                                      | EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                      | BASIC                                                                                                                                                                                                                               | PROFICIENT                                                                                                                                                                                                                                                                                                                                            | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>PK:</b> Show skills in a range of media to emphasise line, pattern, shape and colour</p> <p><b>DI:</b> Use ideas from the established practice whilst incorporating art and design principles.</p> <p><b>UC:</b> Work shows the unmistakable look and feel of New Zealand icons and scenery.</p> | <p>Students have demonstrated understanding of design including pattern and composition and have applied wet and dry media with control.</p> <p>Students have completed concept drawings &amp; final work which shows they have generated, developed &amp; refined ideas in response to the brief</p> <p>Student show evidence of contemporary design work in their own drawings, designs and final work.</p> | <p>Use of Media to emphasise line, pattern, shape and colour.</p> <p>Drawings show NZ inspired shapes, lines, colours, patterns and own ideas in a stamp design.</p> <p>Work shows some use of established practice influences.</p> | <p>Successful use of media to emphasise line, pattern, shape and colour in an unmistakable NZ inspired look and feel.</p> <p>Drawings show controlled use of art and design elements using shapes, lines, colour and own ideas.</p> <p>Work shows controlled use of established practice influences.</p> <p>Work addresses the brief requirements</p> | <p>Fluent and confident use of media to emphasise line, pattern, shape and colour in unmistakable NZ inspired look and feel.</p> <p>Drawings show controlled and purposeful use of art and design elements. It show own ideas to generate an original and creative stamp design.</p> <p>Design demonstrates purposeful use of established practice influences in addressing the brief.</p> |

**EXTENSION**

See Above

**ICT inclusion**

**TEACHER ASSESSMENT – WORKBOOK**

|            |     |     |    |    |    |    |    |
|------------|-----|-----|----|----|----|----|----|
| <b>PK:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>DI:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>CI:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>UC:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |

**TEACHER ASSESSMENT – FINAL ARTWORK**

|            |     |     |    |    |    |    |    |
|------------|-----|-----|----|----|----|----|----|
| <b>PK:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>DI:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>CI:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |
| <b>UC:</b> | N/S | INC | 5N | 5D | 5B | 5P | 5A |

**STUDENT ASSESSMENT: (relates to assessing specific Key Competencies)**

- **Using Language, Symbols and Texts**
- **Thinking**
- **Relating to Others**