



Session 5	
Program Component	The Exhibition
Learning Intention	Artistic Expression of an Idea – “Responsible Philanthropy” (Being the change...) The students will explore a range of possible art styles and individually or in teams design their SEAT decoration to express some aspect of the program’s content.
Timing Guide	Open exploration of styles time 30+ mins group design and 60+ mins for decoration time.
Australian Curriculum Links	The Arts: Art appreciation and expression The Visual Arts (Australian Curriculum) Years 5-6:point 57. “Students will synthesise, edit, refine and extend ideas through art and design practice. They will explore, create, make and present art, craft and design works with more deliberate planning and increasing skills in selecting and manipulating technologies, process and forms for their expressive needs. They will identify and manage increasing complexity in design elements, techniques and forms, and evaluate, review and refine decisions in practice. They will present their work with awareness of venue, space, purpose and context. Students will respond to a range of art works and styles, applying aesthetic criteria and communicating reasons for preferences about their own and other’s works. They will critically analyse art, craft and design works in historical and contemporary cultural contexts, and respond through art-based vocabulary as artists, designers, audiences, historians and critics. They will demonstrate increasing understanding of the role of artists and designers in community and arts industries.” (shape of the Australian Curriculum: The Arts. Acara, August 2011. P.17) Values Education: Doing your best, respect, understanding, tolerance and inclusion

Sequence of Learning Experiences	Resources
<p>Artistic Expression and Celebration “Celebrations should be shared...” it is hoped that through the exhibition component of this program, an online community will evolve to celebrate the achievement of participating schools and to inspire others to join the project. To this end schools are requested to document their design, decoration and exhibition process through photography, film and written reflection that will be displayed on the S.E.A.T Project website. Participating schools will be allocated their own profile page on the S.E.A.T Project website. Please email contact@seatproject.org with</p>	<ul style="list-style-type: none"> • Exhibition Guidelines for Teachers • Parent Information on Exhibition Process – Letter Template + Publicity Permission

<p>material as it becomes ready for publication.</p> <p>Teachers can provide as much direction of freedom as supports the student's previous experience of art and level of engagement with the project to this point. The teacher may lead the following process to varying degrees to promote school, class or current value focus, a preferred message from the unit / S.E.A.T Project or to employ some design parameters to enhance the visual / conceptual effect.</p> <p>For example: the SEAT as part of a reading circle would be a wonderful echo of the collaboration focus in Session 1. Different base colours could represent diversity within a unified collective.</p>	
<p>The students will explore a range of possible art styles and consider their relevance to the ideas, themes and mood of the subject matter. In groups the students will brainstorm a list of possible ideas, images and overall design concepts in order to negotiate the best single idea from any aspect of the unit to be expressed by each SEAT.</p>	<ul style="list-style-type: none"> • SEAT Design and Samples DVD • Art Styles & Artists References (Klimt, Fornasetti, Magritte, indigenous Artists) Slideshow • Design Ideas Template
<p>Individually or in teams the students will create designs for their SEAT decoration to express the most significant aspect(s) of the program's content (Stage 3 Focus – "being the change...")</p>	<ul style="list-style-type: none"> • SEAT Template for Designs
<p>Each SEAT's design will be rendered on the SEAT and finished with materials, styles and design selected as relevant to the student's experience of art materials.</p>	<ul style="list-style-type: none"> • SEATs to be undercoated prior to this stage if time permitting • Paint, collage, etc
<p>The students will complete a reflection of their design, decoration and exhibition process in writing. Should the artistic component be integrated throughout the unit, the students may be encouraged to keep a process journal for the duration of the unit.</p>	<ul style="list-style-type: none"> • Reflection Template

<p>Evidence of Learning</p>	<p>The SEATs are decorated and exhibited to reflect the student's collective experience of the unit. Personal reflection statements will demonstrate the student's individual level of appreciation of the design process and ideas expressed. Whole group creative and collaborative processes will be reflected in the film / photographic documentation to be contributed to the S.E.A.T. project website.</p>
------------------------------------	---

<p>Open Enrichment Experience(s)</p> <p>PRE-TEACHING</p> <p>The students can revisit the notions of the effective collaboration from Session 1 and set some shared goals around the collaborative process for this component of the Program. Option 1 below may provide a more formal framework for collaboration whatever the scope of your exhibition.</p> <p>FOLLOW-UP</p> <ol style="list-style-type: none"> 1. The students can participate in a school or local exhibition with as much or a little involvement as possible. The roles of curation, promotion, coordination, manning, catering, etc associated with the exhibition can be undertaken by the students. 2. The class or group(s) may like to explore charitable avenues for the proceeds of the auctioning of the SEATs or any aspect of the exhibition, alternately the SEATs themselves could be donated to a local, regional or international organisation to promote literacy, education, wellbeing or any other cause related to the unit. 3. Some other version of "Community Activation" or awareness-raising can begin a whole new butterfly effect in response to the Program to inspire other groups within a school or local community to get involved.
--