



Session 5	
Program Component	The Exhibition
Learning Intention	<p>Artistic Expression of an Idea - “Responsible Philanthropy” (being the change...)</p> <p>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.</p>
Timing Guide	<p>Open exploration of styles time</p> <p>30+ minutes group design time</p> <p>60+ minutes for decoration time</p>
Australian Curriculum Links	<p>The Arts: Art Appreciation and Expression.</p> <p>The Visual Arts (Australian Curriculum): Years 5-6 “Students will explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions. They will develop and apply techniques and processes when making their artworks. They will plan the display of artworks to enhance their meaning for an audience.” They will “explain how visual arts conventions communicate meaning by comparing artworks from different social and historical contexts.” (Australian Curriculum: The Visual Arts. Acara, Dec 2016. P 40-42)</p> <p>Values Education: Doing Your Best, Respect, Understanding, Tolerance and Inclusion</p>

Sequence of Learning Experiences	Resources
<p>Artistic Expression & Celebration</p> <p>“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 encouraged 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 on the website. Please email contact@seatproject.org with material as it becomes ready for publication.</p> <p>Teachers can provide as much direction or freedom as supports the students’ 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 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>	<ul style="list-style-type: none"> • Exhibition Guidelines for Teachers • Parent Information Letter
<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</p>	<ul style="list-style-type: none"> • Design Ideas Template

and overall design concepts in order to negotiate the best single idea from any aspect of the unit to be expressed by each SEAT.	
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").	<ul style="list-style-type: none"> • SEAT Template for Designs
Each SEAT's design will be rendered on the SEAT and finished with the materials, styles and design selected as relevant to the students' experience of art materials	<ul style="list-style-type: none"> • SEATs to be undercoated prior • Paint, collage, etc
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.	<ul style="list-style-type: none"> • Reflection Template • Student Evaluation Form

Evidence of Learning	The SEATs are decorated and exhibited to reflect the students' 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>Optional Enrichment Experience(s)</p> <p>PRE-TEACHING</p> <p>The students can revisit the notions of 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 art exhibition with as much or 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, alternatively the SEATs themselves could be donated to a local, regional or international school or organisation to promote literacy 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.
--