

Possible curriculum contexts

HEALTH AND PHYSICAL EDUCATION

(Healthy Communities and Environments)

Level 3 – Societal attitudes and values: Identify how health care and physical activity practices are influenced by community and environmental factors.

ENGLISH (Reading)

Level 3 – Structure: Show a developing understanding of text structures.

ENGLISH (Writing)

Level 3 – Structure: Organise texts, using a range of appropriate structures.

Possible reading purposes

- To find out how artists are helping to brighten Christchurch after the quakes
- To find out what inspires artists and how they paint on a large scale
- To explore some of the challenges faced by artists after the quakes.

Possible writing purposes

- To give a personal response to the artworks, or to the works that inspired them
- To describe the impact of another large-scale public artwork you are familiar with
- To prepare for a debate about the importance of art and artists to the life of a city
- To describe what inspires you to be creative (for example, music, artists, writers).



Text and language challenges

VOCABULARY

- Possibly unfamiliar words and phrases, including “morphs”, “Renaissance”, “quirky”, “blueprints”, “three-dimensional”, “scale drawings”, “freehand”, “fire extinguishers”, “stencils”, “bionic arm”, “scaffolding”, “scissor lifts”, “cherry pickers”, “half-backers”, “half-haters”
- Metaphorical expressions: “lift people’s spirits”, “into art”, “good head for heights”, “that’s the beauty of it”.

Possible supporting strategies

Most of the vocabulary will be within the range of year 5 students, but some may need support for unfamiliar words and expressions.

- Start an “Art Wall” of words from the article and related words and expressions. Students can add to the wall, making it a graffiti wall as they read and write about art and artists.
- For students who may need extra support with vocabulary, select key words to teach before reading. Use concise definitions, images, video clips, and so on to support your students. See ESOL Online, Vocabulary, for examples of strategies to support students with vocabulary.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Knowledge of the Christchurch quakes – the damage they caused and the rebuild work that continues
- Some experience of seeing and responding to “public art”, such as murals, outdoor sculptures, and free performances
- Experience of creating art.

Possible supporting strategies

- Review what the students know (or have experienced) of the Christchurch quakes. Use photos and videos from books and websites to build knowledge if necessary.
- Explore examples of art before reading. You could ask the students to bring examples they know of, especially examples from their culture or their local area (including other countries). Provide opportunities for students who have a first language other than English to explore the topic in this language. For example, have the students discuss the article together and give them discussion questions to take home and talk about with their families.
- Provide video or website support to explore the art and artists mentioned in the article. After one or more readings, you could give pairs of students images (for example, of Escher’s work) and ask them to prepare a presentation about it.
- Encourage the students to use the link in the text to Christchurch Art Gallery and this link to the Rise Festival: streetart.co.nz/rise/

TEXT FEATURES AND STRUCTURE

- Factual report with subheadings
- An introduction, sections about specific art works, an explanation, and a summary
- Strong visual support through the use of photographs of the artworks
- Mostly short, clear sentences.

Possible supporting strategies

- The students will need to understand where the article is located in time and place, and understand that, over time, many of the art works will disappear.
- Skim-read the article with the students to orient them to the structure and the interaction between words and images.
- A jigsaw reading approach could help make this text more manageable for students who find it challenging. Jigsaw reading also provides opportunities to preview the text, to integrate speaking and reading, and to repeat language and ideas. Read pages 8 and 9 together. Introduce the 5Ws and an H graphic organiser (see the next page) and model how to use it for pages 8 and 9. Assign sections of the text to pairs or individuals. Have the students read their section and record the information. Have the students share their information, then together, agree on a complete version of the graphic organiser.



Instructional focus – Reading

Health and Physical Education

(Healthy Communities and Environments, level 3 – Societal attitudes and values: Identify how health care and physical activity practices are influenced by community and environmental factors.)

English (Level 3 – Structure: Show a developing understanding of text structures.)

First reading

Support the students to skim and scan the text to get a sense of its meaning and purpose and to find key ideas and words related to their reading purpose.

Prompt the students to make personal and other connections with the ideas in the text, for example: What do you already know about the Christchurch quakes that will help you understand this article? What public art works are you aware of in our area? How do they make you feel? Can seeing something bright and cheerful in the street make people feel happier? Why or why not?

Draw their attention to the comparisons in the text between old ways of doing things and the new ways that were created after the quakes. How is the Rise Festival similar to and different from an exhibition in an art gallery? What does the ballerina painting replace?

If the students struggle with this text

- Support the students as they clarify the what, when, where, who, why, and how of the ideas. Provide them with a 5Ws and an H graphic organiser. Encourage them to work together to make notes under each heading. *Discuss this with your partner: Which W or H was hardest to find or to understand? How did you decide what to write for that one?*
- Remind the students to use the structure of the text (the introduction, the headings, and the illustrations) as supports for reading.

Subsequent readings

Reread and revisit parts of the text several times, with a specific purpose each time. For example, a later rereading could focus on the use of other artists and artworks as inspiration. This could lead to students researching and identifying their own sources of inspiration.

The teacher

Ask questions to help the students find clues to why and how artists were working in Christchurch.

- Where would you normally go to see art in a city? After the Christchurch Art Gallery closed, why did people think it was important to create public art works?
- On page 11, the author uses the phrase “artist with a message”. What are some of the reasons the artists gave for doing their work? What does this tell you about the way artists think?
- Reread Wayne Youle’s explanation for his work on page 10. What response do you have to this?
- Would these works make people happy? Why do you think that?

The teacher

Direct the students to think about the assertion that “inspiration can come from anywhere” (page 12).

- What connections can you make to your own experiences of creating art?
- What do you know about the famous artists mentioned in this section? Share your thinking with a partner or the group.

The teacher

Prompt the students to consider what might help to “lift the spirits” of people who live in Christchurch. Discuss how the physical environment can affect our moods, for example, by sharing an example of when you saw or heard something that made you feel good.

GIVE FEEDBACK

- You’ve used your graphic organiser really effectively to record details about specific art projects. This will help you to make comparisons between these artists in Christchurch and other artists’ work we have found online.
- Your heated discussion shows that art can be very personal. You’ve thought deeply about the impact that public art can have on how people feel.
- I noticed that you’ve looked up this project on the Internet and shared the images and videos you found. It was a good way of increasing your own knowledge and was very helpful to one or two students who had trouble visualising the scale of the artworks.

METACOGNITION

- What features of the text’s structure helped you follow the ideas? Tell me how you used them.
- Tell me about a place where you lost track or didn’t understand and had to reread. Was it clearer the second time around? What did you notice yourself doing as you reread?

The students:

- reread and discuss the introductory section
- ask questions and search for answers to find out why and how artists created artworks in Christchurch
- make connections between the text and their own experiences of public art to visualise the impact of seeing huge works on buildings
- think critically about the “messages” that artists might have for the city and evaluate the art works in terms of these messages
- make inferences about the impact of the art works on people, based on the words and images in the text and their own thoughts, experiences, and feelings.

The students:

- integrate information about the artists’ inspiration and ask questions they wish to research. For example, they note artists to look up, and they consider who or what inspires them.

The students:

- identify the metaphor and its meaning
- make connections between the text and their own environment to consider the things that “lift their spirits”
- think critically about the natural and human-made things in their own environments that make them feel good
- synthesise information from the text and their discussions to reach an understanding of the role of the environment in the well-being of a community.

 Reading standard: by the end of year 5

 The Literacy Learning Progressions

 Assessment Resource Banks

Instructional focus – Writing

Health and Physical Education (Healthy Communities and Environments, level 3 – Societal attitudes and values: Identify how health care and physical activity practices are influenced by community and environmental factors.)

English (Level 3 – Structure: Organise texts, using a range of appropriate structures.)

Text excerpts from “Painting the Town”

The painting is a giant shadow board, like the ones used to organise tools. (You might have seen something similar in a workshop or shed.) But Wayne didn't just paint tools in his artwork. You'll see musical instruments, toys, and animals too.

Examples of text characteristics

DESCRIPTIONS

Descriptive details help readers make connections with things they already know or things they can visualise.

Teacher

(possible deliberate acts of teaching)

Model unpacking a description.

- These lines show some useful features of descriptions. The writer says what the board looks like, then gives readers a detail to help them make a connection.
- Descriptions do more than just say what something looks like: they can help your readers feel they “know” what you're describing.

Prompt students to review their use of details.

- Can you do more than just describe? Can you give your readers support to really visualise something important?
- See if you can find a sentence where adding a descriptive phrase would provide more detail.

But how did the other artists painting Christchurch get their ideas?

Creative Inspiration

Unsurprisingly, inspiration can come from anywhere.

LINKING SECTIONS

Writers use techniques to help connect sections in an article. For example, they can ask a question and then answer it at the beginning of the next paragraph.

Have the students reread parts of the text to find out how the author has linked ideas across the text before they look at their own writing.

Ask questions to support students as they structure their writing.

- If you've used sections and subheadings to cover different aspects of your topic, how can you help your readers move from one idea to the next?
- Read your draft to a partner and ask them to listen carefully to the flow of ideas.
- Are there places where you need to help your readers follow your ideas?
- If so, what strategies can you use to make clearer links between sections?

In order to understand and use new language, many students, especially English language learners, need:

- to read and hear it many times, over time and in different contexts
- to practise using it in very controlled and scaffolded tasks (such as speaking frames or cloze sentences)
- to use it for genuine communication within guided tasks (such as retelling stories or sharing information from jigsaw reading)
- to experiment with using new language independently and to receive feedback.

A primer coat is often applied to the wall first to make a smoother surface. Next, artists choose from spray paint, house paint, or a mixture of the two. Brushes and paint rollers are used to apply the paint – but there are other fun ways to get paint on a wall.

EXPLANATION

An explanation tells how or why something happens or is done. Sequence words help to show the order of actions or events.

Prompt the students to review their writing.

- If you've explained how or why something is done, make sure you've helped your readers understand the sequence of actions. Think about the words you can use to do this.

Not every painting is loved by everyone. Wayne Youle says, “It's public art. You're going to get half-backers and half-haters. It doesn't matter what you do.”

CONFLICTING OPINIONS

Writers can show different opinions about a topic in a variety of ways. Giving both sides is one way. Planning and staging a debate is another way.

Discuss with the students the graffiti they have probably seen on buildings and other places. Prompt them to discuss what makes some wall painting art, while some is considered to be vandalism. Support the students to plan, research, and deliver a debate on this topic.

GIVE FEEDBACK

- You've chosen a topic I'm not familiar with, so the addition of a comparison helped me understand this description better.
- The additional detail you provided in your report gives your readers a better understanding of Owen Dipple's work.

METACOGNITION

- Why did you decide to use this structure? What influenced your decision?
- How important are other writers to you when you set out to write? What ideas do they give you for structure or content? Is this a strategy you'd recommend to others?
- Tell me about your revision process. How does using a writing buddy help?

Writing standard: by the end of year 5
The Literacy Learning Progressions