

WHAT'S **YOUR** STORY? school

Senior Phase

CREATIVE ARTS: VISUAL ARTS

Asking and Listening

Lesson Plans

HEARTLINES





CAPS Alignment

The lessons you will do below align with key outcomes for Visual Arts. The lesson covers the following topics for Senior phase.

Visual Art

Lessons 3

Topic 1: Create in 2D

- Own a wider world: Observation and interpretation of learners' own visual world.

Lessons 4 & 5

Topic 2: Create in 3D

- Three-dimensional art works and design projects based on learners' own world, focusing on art elements and design principles.

Lessons 1, 2, 3, 4, & 5

Topic 3: Visual Literacy

- Communication skills: Express, identify/ name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles.

Lesson 1:

Developing our communication skills



Essential Questions

- What is active listening?



Lesson Overview

In this lesson you will use practical exercises to model and explore **active listening**, which is the foundation for the WYS methodology. Active listening is at the core of developing communications skills, which are required when asking your learners to express ideas about the visual world. These skills will then be applied to analysing and interpreting the art elements and design principles in a short animation.



Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing
- Empathy



Materials

- 'Active Listening' video
- 'Active Listening' slips
- 'Discussion Strategies' teacher training video



Summary

Introduction	
Activity: I'm not listening	10 min
Body	
Activity: Active listening	20 min
Conclusion	
Activity: Reflect in journals.	10 min



Activities

Introduction



Objective: To model 'bad listening' and allow the learners to reflect and experience what not being listened to feels and looks like.

Activity: I am not listening (10 min)

Step 1:

Divide the class into pairs – Partner A and partner B. Try to make the pairings random.



- Partner A will ask Partner B a series of questions, which they will answer. But before we start, can I see all the Partner A's?

Step 2:

On a piece of paper, give Partner A one of the instructions below. Each is a behaviour that demonstrates bad listening. Feel free to add your own.

- Do not make eye contact when your partner is talking.
- Slouch in your chair and look bored.
- When your partner is talking, interrupt them all the time.
- When your partner is talking, fidget and act distracted.



- Partner A, you must act out this 'bad listening' instruction while Partner B is responding to your questions. Don't show Partner B your paper!

Step 3:

Partner A interviews Partner B using the questions below. When Partner B gives the answer, they act out the behaviour written on their piece of paper.

1. What are your favourite hobbies?
2. What is the story behind your name?
3. What did you do this weekend that was fun?

Body



Objective: To understand the basic principles of active listening and to apply these skills when analysing and communicating about a visual medium.

Activity: 'Active listening' (10 min)

Step 1:



Watch the 'Listening' video
(Find the video or transcript in the Resource section under Stories)

Step 2: Think. Pair. Share



Note : Watch the ' Discussion Strategies' video in preparation.
(Find the video in the Resource section under Training Videos)

Discuss

1. What kind of shapes could you identify in the animation?
2. What colours were used? What mood did these colours communicate?
3. Why do you think the Artist chose to use 2D drawings in the animation?
4. Why do you think the artist chose those colours and shapes to communicate the topic,' Active Listening'?
5. In what ways did the artist make you reconsider the way you listen to others? Why?

Conclusion



Objective: Reflect on learners' own and others' behaviour in order to improve their active listening.

Activity: Reflect in journals (10 min)

In the learner's journals they should draw 2D sketches in response to the questions below:

Reflect

1. In what ways did your partner not listen to you?
2. How did it feel when your partner didn't actively listen to you?
3. Partner B, what behaviour showed you that your partner was not listening? How would you have liked to change this?
4. Partner A, how could you have changed your behaviour?
5. How can all of us change our own behaviour to make others feel listened to?

Lesson 2: Empathy



Essential Questions

- How do we use the practice of active listening and empathy to create visual representations of the world around us?



Lesson Overview

The lesson explores how we can use active listening as a stimulus to create in 2D. It demonstrates, through practical activities, how by observing and listening one can interpret the world around you. It also introduces the idea of empathy, and how we can achieve this when we Ask. Listen. Tell. The lesson also uses the concept of empathy to explore how visual representation can be used to symbolise and represent ideas and themes.



Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing
- Empathy



Materials

- Empathy' video
- Bell, chime, or glass and spoon



Summary

Introduction	
Activity: What can I hear?	5 min
Body	
Activity: Draw what you heard	25 min
Conclusion	
Activity: Empathy	10 min



Activities

Introduction



Objective: To develop the learners' ability to actively listen, by teaching them the Stop, Breathe, Listen, Respond (SBLR) method

Activity: What can I hear? (5 min)

Step 1: Stop

Students close their eyes and sit tall. Make sure all learners are sitting up straight. It helps to use a visual, such as:



- Imagine there's a cord pulling at the top of your heads.

Step 2: Breathe

Tell the learners to place their hands on their belly to feel **belly breathing**.



- Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing.

Step 3: Listen

Ring a chime or gently tap a pen on a window, or a spoon on a glass.



- Listen to the sound for as long as you can, while still focusing on your breathing.
- Ring the chime a second time.
- Listen to the sound for as long as you can, while still focusing on your breathing.
- Listen to the sounds your body is making.
- Listen to the sounds in the room.
- Listen to the sounds outside the room.
- Listen to sounds as far away as you can hear.

Step 4: Respond

Ask each learner to list three things that they heard.



Body

Objective: To use active listening as a stimulus to create 2D representations of the learners' world around them.

Activity: Draw the sound (25 min)

Step 1:

The learners select one of the sounds they heard, and draw it in 2D

Step 2:

Learners should write down what or who made that sound.

Step 3:

Using either their drawing or painting, they now create a picture of who or what made this sound. Encourage the learners to consider the tone, texture and colour of the sound.

Conclusion

Objective: Learners understand the concept of empathy, and how to create visual representations of ideas or concepts.

Activity: Empathy**Step 1:**

Watch the 'Empathy' video.
(Find the video or script in the Resource section under Stories)

Step 2: Discuss using a Graffiti board

Watch the 'Discussion Strategies' video for an explanation of how to use a Graffiti board.
(Find the video in the Resource section under Training Videos).

Discuss

- Why do you think the artist chose to use emojis to represent and explain empathy?

Lesson 3:

How We View the World



Essential Questions

- How do our own experiences, beliefs and values shape how we interpret, analyse and view the people and world around us?



Lesson Overview

The lesson aims to assist learners to understand their own biases, and how these biases shape the way they analyse, reflect and interpret the visual world around them. The lesson uses the story of Musa, a 2D representation, and the FRAME methodology to practically demonstrate these ideas.



Keywords

- 'Frame' presentation (Icon powerpoint presentation)
- 'Frame' handout (icon handout)



Materials

- Frame
- 'Frame' handout
- 'Musa's Story'
 1. Image of Musa
 2. 'Musa's Story' video
 Or
 3. 'Musa story' transcript
- 'The Cooking Pots: Ayanda Remembers Her Grandmother'
 1. Transcript (Icon transcript)
 Or
 2. Video (icon video)



Summary

Introduction	
Activity: My Frame	10 min
Body	
Activity: Your Frame	15 min
Conclusion	
Activity: Summarise	10 min
Homework: Objects and my history	5 min



Activities

Introduction



Objective: Encourage learners to reflect on their individual cultures, histories and backgrounds.

Activity: Draw your Frame (10 min)



Note: The Frame handout can be found in the Resource section under Handouts

Step 1:

Hand out the Frame handout , or write the questions on the board. If you have done it yourself it is useful for you to show it to the learners.

Step 2:



- On the Frame template, draw images under each heading that describe how you perceive your identity in relation to each topic.

Body

Objective: The learners interrogate and reflect on their values, and how these affect the way they interpret another person's story.

Activity: My Frame, your Frame (10 min)



Note: The Frame handout can be found in the Resource section under Handouts

Step 1:

Show the learners the picture of Musa.

Then ask them to fill in a new Frame handout for Musa. Tell the learners not to think about it too hard, but just to write down the first responses that come into their heads.

Step 2:



Watch Musa's Story

(Find the video or transcript in the Resource section under stories)

Step 3:

**Reflect**

- Do they think differently about Musa after watching the video?
- Why do they think they wrote what they did the first time about him?
- Can they identify what on their Frame may have influenced their thinking?

Conclusion

Objective: Learners begin to recognise the importance of respecting a diversity of backgrounds, values and beliefs.

Activity: Summarise (10 min)

Explain the concepts of **Frame, bias, culture, and values.**

Step 1:



Watch Musa's Story
(Find the video or transcript in the Resource section under stories)

Step 2:



Give learners the following homework:

Learners should bring an object from home that connects to their personal or family history. It can be an object that they explored in the exercise above. Ask them to prepare a short paragraph on the history of the object, and what it means to them. Learners should ask other members in their family about the object to get a full picture of its history. They should write this up in their journals. Learners must bring a variety of recyclable materials that they can use to re-create the object.

Lesson 4:

Objects and our history



Essential Questions

- How can 3D objects tell our stories?



Lesson Overview

The lesson aims to use cultural and historical objects to research the stories of learners' family or heritage. The lesson encourages learners to question and reflect on their family's history through recreating an object using recyclable material.



Materials

- Recyclable materials (e.g. scrap paper, egg cartons, newspaper, bottle tops)



Summary

Introduction	
Activity: Observation	10 min
Body	
Activity: Re-create the object	25 min
Conclusion	
Activity: Homework	5 min



Activities



Introduction

Objective: The learners consider and investigate the design elements of the object.

Activity: Observation (10 min)

The learners begin by simply observing the object. Ask them to note down their answers to the questions below as you ask them.

1. How many different colours can you identify in the object?
2. What are the different textures of the object?
3. What is the shape of the object?
4. What materials could you use to re-create the object?

Body

Activity: Musa's Story Structure (15 min)

Objective: The learners understand how to use 3D objects to tell a story.



Activity: Create your object (25 min)

Using the recycled materials available the learners make their own 3D model of the object. They may use paint, glue or tape, but the rest should only be constructed using the recyclable materials available.



Conclusion

Objective: The learners prepare to tell and share with their fellow learners.

Homework (5 min)



The learners must complete their object and be ready to present it to the class, explaining the significance and story behind the object.

Lesson 5: My object



Essential Questions

How can objects tell our stories?



Lesson Overview

The lesson is the culmination of Ask, Listen, Tell. For homework, the learners:

Ask: about the object.

Listen: to the history of the object.

Tell: are prepared to tell the story of the object to their classmates.



Keywords

- Active listening



Materials

A chime or bell



Summary

Introduction	
Activity: A story, one word at a time	5 min
Body	
Activity: Presentation of 'My object and history'	25 min
Conclusion	
Activity: One connection	10 min



Activities

Introduction



Objective: Remind learners of the importance of active listening, in preparation for hearing the presentations of their partners.

Activity: What can I hear? (5 min)

Step 1: Stop

Students close their eyes and sit tall. Make sure all learners are sitting up straight. It helps to use a visual reference, such as:

Instruct



- Imagine there's a cord pulling at the top of your heads.

Step 2: Breathe

Tell the learners to place their hands on their belly to feel belly breathing.

- Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing.

Step 3: Listen

Instruct



Ring a chime, or gently tap a pen on a window, or a spoon on a glass.

- Listen to the sound for as long as they can, while still focusing on your breathing.
- Ring the chime a second time.
- Listen again for as long as you can, breathing slowly in and out.

Step 4: Listen

Instruct



- Listen to the sounds your body is making.
- Listen to the sounds in the room.
- Listen to the sounds outside the room.
- Listen as far as you can hear.

Body



Objective: The learners understand how 3D objects can express a story.

Activity: Presentations of 'Object and my history' (25 min)

In small groups or pairs, learners take turns presenting the story of their 3D objects that they have brought from home. The learners must listen to their partners and not interrupt or ask questions during the presentations.

Conclusion

Objective: To assess how the learners' understanding of others has shifted through the skills of asking and listening.

Activity: One connection (10 min)

Step 1:

Ask the learners to write down one thing that they have in common with the person they interviewed.

Ask the learners to write down one thing they had in common with the other people that were interviewed.

Step 2:

Learners share these with their small groups or partners.