

EXHIBITION: 'THE NIGHTINGALE AND THE ROSE' BY DEL KATHRYN BARTON			
STAGE	ACTIVITY/SUBJECT	CONTENT AND PRACTICE	OUTCOMES
Early Years (0-6 Years)	Ac: Exhibition Tour Su: Painting and Animation	<p>CONTENT Children are taken through Del Kathryn Barton's exhibition to be immersed into her magical world.</p> <p>PRACTICE Holistic Approach: Implementing social activity with other children and educators, and community participation through the interaction with an external party of cultural value. Responsiveness to Children: Catering for differentiation, (responding to all children's interests). Allowing children to have an opinion in regards to the exhibition, 'capturing their imagination'. Learning Through Play: Allowing children to play and interact with other children and educators throughout the exhibition: developing social skills, testing new ideas, challenging one another, and developing new understandings. Intentional Teaching: Learning will occur through social interactions, and conversation in regards to the exhibition, (explaining and questioning). Learning Environment: The exhibition is a vibrant and engaging environment that will stimulate the interests of children and their ability to learn. The space invites children to be inspired, and to use their imagination, which will be implemented into their artmaking. Cultural Competence: The interaction with others and artworks from different cultures, (if cultural differences are present). Continuity of Learning and Transitions: Allowing children to bring their family to the gallery program if necessary, to foster a healthy transition from what they are familiar with, to this new experience. Helping children feel safe, secure and confident within the program. Families can also assist in prompting change in their child's attitude towards art, and their developing identity and independence.</p>	<p>1: Children have a strong sense of identity. 2: Children are connected with and contribute to their world. 3: Children have a strong sense of wellbeing. 4: Children are confident and involved learners. 5: Children are effective communicators.</p>

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Early Years (0-6 Years)	<p>Ac: Fairy Tale Diorama</p> <p>Su: Assemblage and Sculpture</p>	<p>CONTENT Using a shoebox, in groups, children will create layers of colour and fill their miniature world with creatures and plants- everything that has captured their imagination.</p> <p>PRACTICE Holistic Approach: Implementing collaborative learning through group activity, and focusing on a child's connection to the natural world and its importance, (creating a miniature garden). Responsiveness to Children: Catering for differentiation, (responding to children's strengths, abilities and interests when it comes to making art). Implementing scaffolds, such as verbal guidance and samples to assist children in their own artmaking. Learning Through Play: Giving children the opportunity to discover, create, improvise and imagine through participating in the artmaking activity. Making a diorama will encourage questioning, problem solving, critical thinking and decision making. Intentional Teaching: Learning will occur through social interactions and conversation when making a diorama (demonstrating, explaining, questioning, problem solving etc.). Learning Environment: The exhibition will inspire the making of a diorama. The children are also interacting with the concept of indoors and outdoors, (the physical exhibition and imagining the natural world). The use of diverse materials to create a diorama will also enhance learning, as problem solving and decision making will be employed. Cultural Competence: The interaction with others from different cultures (if cultural differences are present). Continuity of Learning and Transitions: Implementing ways of being, belonging and becoming within the gallery. The diorama activity allows children to work with other children, their educators, and their families to provide that continuity in their lives. The 'Early Learning Program' will also encourage the transition from home life to school.</p>	<p>1: Children have a strong sense of identity.</p> <p>2: Children are connected with and contribute to their world.</p> <p>3: Children have a strong sense of wellbeing.</p> <p>4: Children are confident and involved learners.</p> <p>5: Children are effective communicators.</p>

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ASSESSMENT FOR LEARNING