

| | | | |
|--------------------------------------|----------------------------|-----------------------|----------------|
| Subject group and discipline: | The arts – all disciplines | Unit duration: | about 20 hours |
| Unit name | Story telling | | |

| | |
|--|---|
| Global context and specific exploration: | Personal and cultural expression: artistry, craft, creation, beauty |
| Key concept: | Aesthetics |
| Related concept: | Interpretation |
| Statement of inquiry: | Personal and cultural identity is expressed through stories |
| Inquiry questions such as these should be developed by teachers and students: | |
| Factual: | How do artists tell stories? Does culture define aesthetics? |
| Conceptual: | Can artists shape the world through story telling? How does culture influence the interpretation of the story? |
| Debatable: | Does culture determine aesthetic preference and understanding of the story? |

| | |
|---|---|
| Summative assessment | |
| The student produces an ePortfolio which includes responses to the four summative assessment tasks under the supervision of their teacher. | |
| Objectives: | All strands of all objectives (A, B, C and D) |
| Summative assessment tasks, including assessment criteria: | Relationship between summative assessment tasks and statement of inquiry: |
| <p>Task 1 – Presentation (Criteria A and D) An individual presentation of research using concepts and subject-specific terminology of the:</p> <ul style="list-style-type: none"> • Work of a master artist(s) / theorist(s) / practitioner(s) and the way they tell a story through art. • Critical analysis (compare and contrast) of two works from different artists. • Relationship between the artworks and their context (<i>Context: facts or circumstances that surround an event or situation.</i>) | <p>The presentation will demonstrate the student's:</p> <ul style="list-style-type: none"> • Understanding of story-telling in the arts, how cultural traditions are preserved, and how artists' ideas and feelings are perceived through stories. (Ai, Aii) • Exploration of the ways in which artists have told their stories and, in doing so, revealed their identity and conveyed meaning. (Diii) |

| | |
|--|--|
| <p>Task 2 – Proposal (Criterion C) A selection of process journal extracts including:</p> <ul style="list-style-type: none"> • The development of the student’s artistic intention which should be in line with the statement of inquiry and the global context. • Demonstration of a range of creative-thinking behaviours related to the statement of inquiry. | <p>The proposal will enable students to:</p> <ul style="list-style-type: none"> • Demonstrate purposeful exploration leading to a feasible, clear, imaginative and coherent artistic intention. (Ci) • Demonstrate a range of creative-thinking behaviours related to the statement of inquiry. (<i>Please note. For the purposes of the proposal, creative-thinking behaviours involve students exploring the unfamiliar and experimenting in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.</i>) (Cii) |
| <p>Task 3 – Process and Product (Criteria B and C) A demonstration of individual student skills and techniques evidenced through:</p> <ul style="list-style-type: none"> • A minimum of three recorded examples of skills acquired, developed and applied (<i>including one at the beginning, one near the middle, and one at the end of the unit</i>) to show the acquisition of skills and progression of work. • Exploration of artistic ideas • The product created / performed or presented. | <p>The process and product evidence will:</p> <ul style="list-style-type: none"> • Demonstrate the development of student skills and techniques to realize their artistic intention. (Bi) • Explore artistic ideas to realize their artistic intention. (Ciii) • Demonstrate the student’s ability to create, perform and / or present their own story through art (<i>Visual arts, Media, Music, Dance, Drama, Integrated visual arts or Integrated Performing Arts</i>). (Bii) |
| <p>Task 4 – Commentary (Criteria A and D) A commentary (audio / visual or written) that includes:</p> <ul style="list-style-type: none"> • Understandings gained about story telling through art • Evidence of the use of acquired knowledge to inform the development of student’s own artwork • Impact of the student’s artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. • A critique of their own work including reflection on the statement of inquiry/inquiry questions. | <p>The commentary will enable students to:</p> <ul style="list-style-type: none"> • Use acquired knowledge to purposefully inform their artistic decisions. (Aiii) • Observe, reflect and comment upon the role that arts have played to convey stories in different settings. (Di) • Develop a deeper understanding and appreciation of creative expression as they tell a story of their own and its impact on others. (Dii) |

Resources

The following resources are suggestions only. They may be used during the teaching of the unit.

Visual arts

TED Talk 'Art in Exile'

http://www.ted.com/talks/shirin_neshat_art_in_exile?language=en#t-305824

Shirin Neshat has lived much of her life outside her native Iran. Her photographs and films offer a glimpse of the cultural, religious and political realities that shape the identities of Muslim women worldwide.

Why you should listen

Shirin Neshat is among the best-known Persian artists in the Western world. She has lived in the United States, in self-imposed exile from her native Iran, for most of her adult life. This experience, of being caught between two cultures, dominates Neshat's creative work: each of her pieces offers a glimpse into the complex social, religious and political realities that shape her identity—and the identities of Muslim women worldwide.

Neshat's provocative photographs, videos and multimedia installations have resonated with the curators of many major international art exhibitions, including the XLVIII Venice Biennale, where she won the top prize in 1999. Her first feature film, *Women Without Men*, tells the stories of four women struggling to escape oppression in Tehran. It won her the Silver Lion for best director at the 2010 Venice Film Festival.

What others say

"Walk into a Shirin Neshat film installation and the images seize you: big, memorable, physically beautiful, exploring the role of women in Islamic society in terms of cinematic poetry, so that even the stifling chador becomes powerfully expressive." — The New York Times, July 15, 2002

African American painter/storyteller Jacob Lawrence

http://www.phillipscollection.org/research/american_art/artwork/Lawrence-Migration_Series1.htm

Media

Shwarzfahrer, 12 minute film

Koyaanisqatsi, Philip Glass, full length film

Music

Pictures At An Exhibition, Mussorgsky

Peter and The Wolf, Prokofiev

Dance

Billy Elliot – film, Broadway Musical

Biography of Ludmilla Chiraeff

Drama

The elements of Storytelling (establishing contact with audience, rhythm, tempo, climax, structure, keeping the audience attention, eye contact with audience, dramatic pause, how to build suspense)

Society for Storytelling:

<http://www.sfs.org.uk>

Stories in a nutshell:

<http://www.storyarts.org/library/nutshell/index.html>

Stories in the bag, by Fabiana Parano

<https://www.youtube.com/watch?v=FqDtbjVLnFM>

<http://www.storiesinabag.com.ar/>

Kevin Kling, contemporary storyteller

<http://www.kevinkling.com/>

Integrated visual arts

Janet Cardiff

Video Walk

<https://www.youtube.com/watch?v=sOkQE7m31Pw>

Duchamp's Shovel: Art as Concept, Smarthistory, Art History at Khan Academy

A conversation between Sal Khan and Steven Zucker about Marcell DuChamp's In Advance of a Broken Arm, 1964 (fourth version after lost original of November 1915)

DuChamp's Snow Shovel: Concept as Art.

Smarthistory, Art History at Khan Academy

This is an intriguing candid discussion about the nature and purpose of art and notions of art that challenge traditional appreciations of art. This video can be effective to stimulate debateable questions on, what is art?

<https://www.youtube.com/watch?v=MRv20I13vqM>. Accessed 5/09/2015

Koyaanisqatsi, Philip Glass, full length film

Integrated Performing Arts

Black Swan – film

The Nutcracker – ballet

Koyaanisqatsi, Philip Glass, full length film