Uke-Art Example Classroom Activities

These example activities are activities rather than lessons, and might be used as part of a lesson, or might require more than one lesson. The activities can be used to complement a unit of work for the Arts or Technologies. They provide opportunities for students to demonstrate learning in Visual Arts and Design and Technologies.

Several strategies from the Contemporary Practice Resource and Visual Thinking Skills websites are suggested within the example activities.

https://learningplace.eq.edu.au/cx/resources/file/98953d22-08d0-c9c3-991d-9208f29754f5/1/index.html#
http://www.visiblethinkingpz.org

VISUAL ARTS: VIEWPOINTS

By Yr 2: Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. (ACAVAR109)

By Yr4: Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

By Yr 6: Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)

Activity 1 – Think Puzzle Explore

Introduce the competition, and use TPE to analyse the competition requirements.

Decorated Ukuleles – View examples of decorated ukuleles.

The Ukulele Workshop
http://www.theukuleleworkshop.com/

Uke Art Exhibition, Cairns Ukulele Festival (2014)

For each of these sites ask:

- Why do you think these people decorated ukuleles?
  Discuss the possible target markets for decorated ukuleles. Students decide upon a target market for their designs. Discuss whose points of view need to be considered and represented. Consider what ideas the design might convey to meet competition requirements.

- On this site, which ukulele appealed to you the most? Why?
- Which appealed to you the least? Why?
  Discuss art styles used (expressionist, abstract, impressionist). Which designs are most striking? Why? (whole class)

- What messages do these design convey?

Visible Thinking Resource: Think Puzzle Explore
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPuzzleExplore/ThinkPuzzleExplore_Routine.html

Homework Activity 1 – Ukulele in Context

For homework, students investigate the social and cultural context of the ukulele; research the history; listen to and describe the sound of the ukulele. (individual)

A Very Brief History of the Ukulele
https://ukuguides.com/information/very-brief-history-of-the-ukulele/

Seaman Dan & Karl Neuenfeldt - Welcome to the Torres Strait [HD] Music Show, ABC RN
https://www.youtube.com/watch?v=kN-A9nf3mU

Wavedancer Low Isles Ukulele Cruise / Pearly Shells by Seaman Dan - Cairns Ukulele Festival 2012
https://www.youtube.com/watch?v=zGIVjcIXn-4

Seaman Dan
https://www.youtube.com/watch?v=1rKjvvOM07I

Seaman Dan (From Wikipedia, the free encyclopedia)
http://en.wikipedia.org/wiki/Seaman_Dan
Activity 2 – Ukulele in Context
Students report on the history, social and cultural contexts, and the sound of the ukulele. Discuss influences on the development of the ukulele and influences on its popularity.

Brainstorm:
- messages that the competition designs could convey
- ideas for motifs for competition designs based on these influences.
  (individual, whole class)

VISUAL ARTS: REPRESENTATION
By Yr 2: Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
By Yr 4: Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)
By Yr 6: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

Pre-Activity 3 Homework – Decorating Ukuleles (Processes and Considerations)
For homework, students view one or more of the stimulus items from Activity 3 and prepare answers to the related questions.

Activity 3 – Decorating Ukuleles (Processes and Considerations) – Viewing and discussing these items will also help students to understand some of the design constraints of the competition.

Doodling Ukuleles
https://trudietrewin.wordpress.com/2010/07/02/doodling-ukuleles/
- Examine these examples.
- Choose two examples that you like the best.
- Explain what appeals to you?
- Explain why the examples you have chosen would be difficult to submit as an entry to this competition?
  (difficult to scan a textured surface effectively)
- Explain why the examples you have chosen would be a suitable entry for this competition? (colour choice; design subject)

Decorating My Ukulele
https://www.youtube.com/watch?v=ArEJ-Wfrn9E
- What material was this ukulele made from?
- How was the surface prepared?
- Which parts of the ukulele should not be painted? How do you know? Why?
- List the materials suggested for decorating ukuleles.
- List other materials or equipment that you think would be useful?
- The primer is available in white and clear. Propose reasons why the artist might choose white? Propose reasons for choosing clear?
- List the steps required for decorating ukuleles. Remember to include advice about time required.
- Would this be a suitable type of design for me to attempt? Why? (intricacy of the design; colour choices; overall aesthetic appeal)

DIY Floral Ukulele Tutorial (Kelaska)
https://www.youtube.com/watch?v=pS9FpdsZPk
- What material was this ukulele made from?
- How was the surface prepared?
- Which parts of the ukulele should not be painted? How do you know? Why?
- List the materials suggested for decorating ukuleles.
- List other materials or equipment that you think would be useful?
- The primer is available in white and clear. Propose reasons why the artist might choose white? Propose reasons for choosing clear?
- List the steps required for decorating ukuleles. Remember to include advice about time required.
- Would this be a suitable type of design for me to attempt? Why? (decal designs are not my own original work; could use the decal technique to make paper designs of my own; repeated motif designs are effective; design task only requires decorating the front of the ukulele)

How to Paint a Ukulele, Instructables
Activity 4 – Decorating Ukuleles (Design Considerations)

Analyze the competition criteria. Relate it to assessment criteria for The Arts or Technology (if applicable). Discuss, for example:

- **design constraints** – How will the shape of the ukulele affect the design? Which media scans well? Which parts of the ukulele should not be decorated?
- **design orientation** – How do you want your design viewed? Which way is up?

Prepare self-evaluation criteria. (whole class)

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**Activity 5 – Compare and Contrast**

Use the competition criteria as a basis for discussing other designs. Demonstrate comparing and contrasting two designs using a digital online Venn diagram. Students work in groups of 2–4 to compare and contrast a particular set of designs and report back to the class.

(whole class, groups, whole class)

Contemporary Practice Resource: Compare and Contrast
https://learningplace.eq.edu.au/cx/resources/file/98953d22-08d0-c9c3-991d-9208f29754f5/1/index.html#compare-contrast

**Activity 6 – Generate, Sort, Connect, Elaborate: Concept Maps**

Demonstrate how to use the GSCE concept map to brainstorm ideas for design content and motifs. Students work in groups to generate ideas. Students work individually to sort, connect and elaborate on the ideas they like best. (whole class, groups, individual)

Visible Thinking Routine: Generate, Sort, Connect, Elaborate
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html

**Activity 7 – Colour Symbol Image Routine**

Ask students to choose a message to convey with their design. Demonstrate how to use the CSI routine to develop ideas for design content and motifs. Students use the CSI routine to identify colours, symbols and images to convey their design. (whole class, individual)

Visible Thinking Routine: Colour Symbol Image Routine

**VISUAL ARTS: PRACTICES**

By Yr 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

By Yr 4: Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

By Yr 6: Develop and apply techniques and processes when making their artworks (ACAVAM115)

**Pre-Activity 8 Homework – Thumbnails**

Explain the purpose of thumbnails. For homework, using their concept maps as a guide, students record at least 6 design ideas as thumbnails. (whole class, individual)

**Activity 8 – Plus Minus Interesting Design Evaluation**

Demonstrate how to evaluate a design using PMI. Students share design thumbnails in pairs or threes and evaluate using PMI. (whole class)

Contemporary Practice Resource: Plus Minus Interesting
https://learningplace.eq.edu.au/cx/resources/file/98953d22-08d0-c9c3-991d-9208f29754f5/1/index.html#pmi
Activity 9 – Design evaluation
Students evaluate their design thumbnails using the self-evaluation criteria based on the competition criteria. Students select a design for the competition. (whole class, individual)

VISUAL ARTS: PRACTICES
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Pre-Activity 10 Homework – Uke’n Design – Provide students with the Entry Form to take home and complete with their parents. For homework, students prepare a first draft of their designs on the competition template. Evaluate their draft and if desirable, prepare a second draft. Bring back completed and signed entry form. (individual)

Activity 10 – Uke’n Design – Provide students with the entry design template. Students complete their design on the template. For students working electronically on digital designs, see the Digital Design instructions on the next page.

Activity 11 – Submit Entry – Demonstrate how to scan and upload an entry. Students (and parents) ensure the competition entry form is correctly completed and signed. Teachers (or parents) support students to scan and submit competition entries. (individual with parental or teacher support)

VISUAL ARTS: PRACTICES
By Yr 2: Create and display artworks to communicate ideas to an audience (ACAVAM108)
By Yr 4: Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
By Yr 6: Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

Activity 12 – Uke’n Exhibit – Students plan and create an exhibition of their art works, for example, in a class edStudio or in the school foyer or school library as a noticeboard display or electronic slideshow (using an electronic photo frame or TV monitor). Write captions to accompany their art works in the display. Their captions should help the audience understand the message/s conveyed by their designs. (whole class with parental and teacher support)