



# LESSON 5

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COMPLETING POSTCARDS

**CENTRAL COAST MARINERS**  
**POSTCARDS FROM ASIA**

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# TEACHING AND LEARNING PLAN

## LESSON 5

Completing postcards

## LESSON VENUE

Classroom

## LESSON DURATION

60 minutes

## STUDENT PRIOR KNOWLEDGE

If students are responsible for photographing their postcard creations they will need to know the basics of using a digital camera.

They will need to identify and frame a shot and know how to meet a photographic brief set by the teacher.

## WALT - WE ARE LEARNING TO...

Combine the elements of our postcard and present our work to others.

## WILF - WHAT I'M LOOKING FOR...

- I can position or superimpose my footballer model on my postcard backdrop.
- I can mount my 2D backdrop.
- I can talk about the artistic features of my work and the work of others.
- I can photograph my postcard creation (optional).

## TIB - THIS IS BECAUSE...

It will help us finalise our postcard and prepare us for our presentation at the upcoming exhibition.

## LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- Digital camera(s) for student use
- Student information - Asian postcard samples
- Student information – Asian postcard 2D and 3D examples.

## LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.

### 1. Introduction (10 minutes)

Explain to students that in this lesson they will combine their 2D or 3D footballer models with the Asian backdrops they created to complete their postcard series.

Students will insert a greeting on their postcard in the language of the country they are hypothetically touring. Student information – Asian postcard samples provides students with examples of how this might be done. They will also write a brief interpretation of their work and some information they found fascinating about the subject of their postcard.

Student information – Asian postcard 2D and 3D examples are also provided for students to use as a model for their work.

### 2. Combining the elements of their postcard (50 minutes)

How students combine the elements of their postcard will depend on whether they created two or three dimensional models and/or backdrops. The following outlines some ideas:

On completion students should be encouraged to talk about their work and the work of other students in terms of:

2D OPTION	3D OPTION
Combining the artwork – 2D models Those students who created 2D models and backdrops should superimpose their footballer image on their Asian background by cutting out and pasting the subject on the background.	Combining the artwork – 3D models Those students who created a 3D model should position their model in front of their backdrop and present it at the exhibition.
Mounting backgrounds Students should mount their postcard backgrounds on cardboard and insert a greeting from the country they are touring along the border. The greeting could be sourced through independent research.	

# TEACHING AND LEARNING PLAN

2D OPTION	3D OPTION
<p>Photograph completed work – 2D option</p> <p>Students should photograph their completed postcards so that they can also be displayed at their exhibition digitally on PowerPoint or Keynote or using Information and Communication Technology (ICT) as an option.</p> <p>Students should particularly take note of the lighting and angle of 2D work when taking photos.</p>	<p>Photograph completed work – 3D option</p> <p>Students should also photograph their completed postcards so that they can be displayed at their exhibition digitally on PowerPoint or Keynote or using Information and Communication Technology (ICT) as an option.</p> <p>Students should particularly take note of the lighting and angle of the 3D model when taking photos. They should be encouraged to take photos from a variety of angles to capture a range of depth of field effects.</p>

- Line, shape, pattern and colour.
- How materials and tools were used.
- How problems were solved.
- What they like best about their own work and the work of others.

Students should also be able to discuss the materials and technologies used to create their artwork.

Some questions they should address include:

- What is the artwork made of?
- How does the choice of material enhance or detract from the audience's understanding of the work?
- Can they develop their ideas using different materials?
- What materials and (or) technologies could enhance their work?

Students should also take an the audience's perspective when comparing and assessing the artwork of other students. Some questions they should consider when providing feedback on the work of others are:

- Did you enjoy looking at the artwork? Why?
- Which artwork do you like the most? Explain why you like it.
- What artworks do you like to make, and why?

In the next lesson students will be making their final preparations for their postcard exhibition.



Josh Rose, Defender