

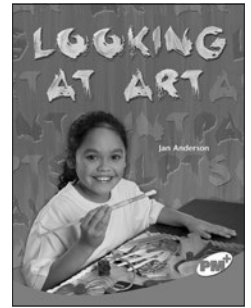
Looking at Art

PM Level 25

Emerald

Text Type Information Report / Procedure

Running Words 1435



Preparing for Guided Reading

Orientation to the text

- Technology has become an important part of art. Many artists use computers to help them create pictures. Videos are used in modern sculpture 'installations'. The materials used to create paintings or sculptures have developed over the years, from watercolour and oil paints to acrylics, and from stone and metals to plastics. Special machines are used to protect the artworks in art galleries, and also to restore old or damaged works. However, as sophisticated as technology has enabled the art world to be, art can still be created using recycled objects such as soup cans and plastic cups.

Prior knowledge

- Have students brainstorm what types or styles of art they might see at an art gallery, e.g. paintings, sculptures.
- Ask students to consider what types of jobs there might be in art galleries, e.g. security, restoration, tours and talks.

Building the Balanced Reader

Grammatical conventions

- Note that historical information is written about in past tense, but that other information is written in present tense, typical of an information report.
- Identify the action verb at the beginning of each step in the instructions in the procedural text.

Vocabulary

Key vocabulary

acrylics, affects, alloys, bronze, canvas, digital, enamels, fresco, historians, impressions, installations, lasers, museums, original, photography, pigment, portable, scalpels, sculpture, substances, synthetic, technology, three-dimensional

Spelling

- Have students complete a text search for words that have the *ture* letter pattern, e.g. *sculpture*, *picture*, *temperature*. Add other words to this list.

Visual Literacy

- Note that photographs in the text all have a caption or sentence explaining the image. Discuss the benefit of this in a non-fiction text.

Focusing on the story – guided reading

- Ask students to read to the end of p. 11 after setting the focus questions:
How is technology used in art galleries?
What parts of painting and sculpture have changed over time?
What sorts of discoveries have historians made?
- Allow students to write what they think about the painting on p. 4. *Why did the artist paint an apple in front of the businessman's face?*
- Explain that *restoration* means *repair*. Ask students to brainstorm what sorts of things a restorer might need to repair on a painting.
- Ask students to read to the end of p. 17 after setting the focus questions:
Do restorers always use new technology to repair paintings?
Where did painters work before their equipment became portable?
What are two different types of paintings that are done on walls?
What has the artist done to make the archway on p. 17 look three-dimensional?
- Ask students to write what the painting on p. 14 makes them feel and think about. What is the story that goes with the painting? Invite students to share their responses.
- Explain to the students that authors must be careful not to generalise when writing. For example, they can only write *Painters always use oil paints* if this is true. Have students search the text for words that demonstrate different degrees of certainty, e.g. *often*, *sometimes*, *mostly*, *never*, *always*.

Comprehension

- Why are recycled materials popular for making sculptures? (*Literal*)
- Why do artists prefer to paint on canvas rather than wood? (*Inferential*)
- What is pigment? Why is it so important in artwork? (*Applied Knowledge*)

Follow-up activities

- Display various famous works of art made using different media. Ask students to choose a single piece of art and write a response. Their writing should reveal how the art makes them feel, what they like about it and their opinion based on a description of the art work.

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Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up