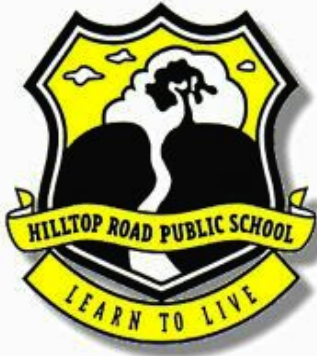# Year 3

Humans of Hilltop

Key Learning Areas & Outcomes

History
HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time
HT2-3 describes people, events and actions related to world exploration and its effects

CAPA
VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

English
EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community
EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and technologies
EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational
EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

Community & Real-World Connections:
Art Gallery
Local Council
Local Communities
Photographers

Driving question
How can we as photo journalists explain how people have helped shape our community over the years?

Project Description
Students investigated how artists represented people through various art forms by visiting the NSW Art Gallery. Students then explored visual literacy devices through various texts and mediums and researched the history of the school. This led to interviewing influential members of the school community and taking their photo that had symbolic meaning. Student then wrote an annotation for their portraits and explained the visual literacy devices they used as well as how their community member/s impacted on the community.

Final Product/s
Students shared their final products with their parents, other students, the local community by hosting an art exhibition. The students display included a photo of their subject, their annotations and a QR code linking to the full interview they had with their community member/s.

Need to knows…
What is a photo journalist?
How do you take photos with meaning?
How does knowledge about salience, vectors, colour, angle etc. help us take photos with meaning?
Who are the people that have influenced our community?
How will we find these people?
How will we connect with them?
What was the community like before?
How has the community changed?
What is a community?
What makes our community different and unique?

Bringing the Project to Life

Consider the context:
- What community groups does the school already connect with?
- How will you help student identify people to interview?
- How will the students take the photos?
- Where will the photos be displayed after the exhibition?
- Who might serve as experts for this project? How might you leverage their expertise?
- How will the students interview the community members - Will they travel to the groups? Will the groups come to them? Will students make phone calls?
- Is the website content going to be private and only accessible via the QR code?

Consider the students:
- What themes, topics or community stories might resonate with the students?
- How can students express their individual creativity and problems solving during their learning?
- How will the students structure their interview questions with the community questions?
- Is there prior knowledge students should be aware of before interviewing their subjects.
- How will groups be formed and structured?

Consider the content and skills:
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their annotation content?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their annotations and portrats?