# Art With Mati And Dada – Rembrandt

**ABC ME screening details: Friday 1 May** 2020 at 10:35am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/art-with-mati-and-dada)

**Key learning areas: creative arts**

**Level:** lower primary

**About:** A spiteful monkey jumps out of the Recombiner in Mati and Dada’s room. Who is he? He belongs to a very famous painter playing different roles with different costumes in Amsterdam.

## Before the episode

1. How are you feeling today? Happy, sad or excited? Draw yourself as an emoji.

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## After the episode

1. Look at some of the artworks that you saw in today’s episode of Art with Mati and Dada.



1. What do you notice about the artworks? What words can you use to describe the man’s facial expressions, for example ‘happy’ or ‘disappointed’? Talk to someone about your idea.
2. These artworks are sketched. Can you find where the lines are heavy or light? Artists call this light and shade. Can you see how the lines are overlapping? Share your thinking with someone.

Time for you to have a go at creating a self-portrait!

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| Plan   * Look at yourself in a mirror just like Mati and Dada did. * Make different expressions, for example a happy, sad or surprised face. * Pop on your favourite hat or costume. |  |
| Create   * Sketch or paint a self-portrait. You could use a photo or continue with a mirror. * Choose one emotion that you would like to depict in your image. * Use light and shade in your sketch. Remember to use a sharp pencil. * Choose your colours carefully if painting. * Make your lines overlap, starting soft and then making them stronger as needed. |  |
| Review   * How is your artwork looking? * Create another self-portrait with a different expression. * For example, if you already drew a disappointed face create a portrait of a surprised face. |  |

**Follow-up activity:** Create another self-portrait using a camera on a phone. Experiment with different filters and angles.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To explore the qualities and meaning of artworks.
* To create a self-portrait

## NSW Creative Arts K-6 Syllabus outcomes

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| Artform | Stage 2 | Stage 3 |
| Visual arts | Appreciating  Recognises some of the qualities of different artworks and begins to realise that artists make artworks (VAES1.3)  Communicates their ideas about pictures and other kinds of artworks (VAES1.4) | Appreciating  Realises what artists do, who they are and what they make (VAS1.3)  Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience (VAS1.4) |
| Visual arts | Making  Makes simple pictures and other kinds of artworks about things and experiences (VAES1.1)  Experiments with a range of media in selected forms (VAES1.2) | Making  Makes artworks in a particular way about experiences of real and imaginary things (VAS1.1)  Uses the forms to make artworks according to varying requirements (VAS1.2) |

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