

## Stamp Collecting (Foundation – Year Two) Lesson Four

Stamp Collecting Overview	
<p>Stamp collecting is a popular hobby in Australia and around the world and the educational benefits are invaluable. Collecting stamps as a hobby encourages self-directed learning and can foster essential skills, behaviours and dispositions such as reasoning, logic, resourcefulness and goal setting. Stamp collecting encourages students to question, compare, analyse, sequence and be inquisitive all while having fun! Every stamp tells a story and Australia Post’s stamp series, releases and collections are a rich and engaging way to learn about Australian history and culture. These lesson plans have been developed to introduce your students to the concept of stamps and stamp collecting whilst teaching themes and content descriptions from the Australian Curriculum.</p>	
Lesson overview	
<p>This lesson has been developed to allow students to take on the role of artists and stamp designers. They will choose a theme for a stamp issue and create three to four stamps for the issue. Students will work through the process of planning, creating an artwork and incorporating that artwork into a stamp with associating text. This is the third lesson in a series of four.</p>	
Learning intention	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Choose a theme for their stamp issue</li> <li>• Plan the content of the artwork and text of three to four stamps</li> <li>• Select an appropriate art medium to create the artwork for the stamp</li> <li>• Share their finished stamp designs and receive feedback</li> </ul>	
Resources	
<ol style="list-style-type: none"> <li>1. Students’ diagrams from previous lesson</li> <li>2. Blank paper for the planning and creation of artworks and stamps</li> <li>3. Various art materials for creating artworks and stamp design</li> <li>4. Internet access and an IWB or projector for the class</li> </ol>	
Assessment	Differentiation
<ul style="list-style-type: none"> <li>• Monitoring understanding throughout class discussion and questioning</li> <li>• Collecting work samples</li> <li>• Student self-assessment</li> <li>• Peer Assessment</li> <li>• Teacher feedback</li> </ul>	<p><b>Support:</b> Research and discussion is conducted as a whole class.</p> <p><b>Structured:</b> Use of a checklist and real-life examples to support students through the design process. Teacher can make decisions for students in terms of paper size, theme and materials if required</p> <p><b>Extension:</b> Students can make choices in terms of theme and materials, if appropriate.</p>
Australian Curriculum Links	
<p><b>Foundation – The Arts</b></p> <p><i>Visual Arts:</i></p> <ul style="list-style-type: none"> <li>- Create and display artworks to communicate ideas to an audience (<b>ACAVAM108</b>)</li> <li>- 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 (<b>ACAVAR109</b>)</li> </ul>	

<p><i>Media Arts:</i></p> <ul style="list-style-type: none"> <li>- Explore ideas, characters and settings in the community through stories in images, sounds and text <b>(ACAMAM054)</b></li> </ul>	
<p><b>Year 1 – The Arts</b></p> <p><i>Visual Arts:</i></p> <ul style="list-style-type: none"> <li>- Create and display artworks to communicate ideas to an audience <b>(ACAVAM108)</b></li> <li>- 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 <b>(ACAVAR109)</b></li> </ul> <p><i>Media Arts:</i></p> <ul style="list-style-type: none"> <li>- Explore ideas, characters and settings in the community through stories in images, sounds and text <b>(ACAMAM054)</b></li> </ul>	
<p><b>Year 2 – The Arts</b></p> <p><i>Visual Arts:</i></p> <ul style="list-style-type: none"> <li>- Create and display artworks to communicate ideas to an audience <b>(ACAVAM108)</b></li> <li>- 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 <b>(ACAVAR109)</b></li> </ul> <p><i>Media Arts:</i></p> <ul style="list-style-type: none"> <li>- Explore ideas, characters and settings in the community through stories in images, sounds and text <b>(ACAMAM054)</b></li> </ul>	
<b>General Capabilities</b>	
Intercultural Understanding Literacy Critical and Creative Thinking	Personal and Social Capability Information and Communication Technology (ICT) Capability
<b>Lesson introduction</b>	<b>10 mins</b>
<ol style="list-style-type: none"> <li>1. Look at the diagrams created in Lesson 2 and discuss the components that make up the design of a stamp. Create a checklist as a class that students will need to follow to ensure their stamp design has all components (artwork, country, year, price, theme or artwork title, perforations/border)</li> <li>2. Introduce the concept of the lesson to students, that they will take on the role of both artist and stamp designer and create their own stamp issue comprising of 3-4 stamps. Once their stamps have been created students will keep one of their stamp designs for their stamp collecting album (from Lesson 1) and trade the other stamps they create with their peers.</li> <li>3. Choose a theme for their stamp issue, such as a type of transport, animal, plant, place or person. Teachers may wish to set the theme or theme choices for students or base the theme on other topics and events occurring in the classroom at the time. This choice may also depend on the age level and ability of students.</li> </ol>	
<b>Main body of teaching</b>	<b>30 mins</b>
<ol style="list-style-type: none"> <li>4. Using blank paper students plan their stamp artworks and designs, seeking feedback from teachers and peers. Refer students back to stamp examples in their stamp collecting albums and online at <a href="https://australiapostcollectables.com.au/stamp-issues">https://australiapostcollectables.com.au/stamp-issues</a></li> <li>5. Once students have settled on their design ideas, they create artworks and stamps on blank paper. Teachers can decide the size of the paper and possibly choose to split the creating process over a number of lessons. For example a piece of A4, A3 or art paper could be divided into 4 rectangles – one for each stamp. Alternatively each stamp could be designed on its own piece of</li> </ol>	

paper. Teachers could provide students with a template to complete with sections for the the artwork, country date or use the template online at

<http://auspost.com.au/education/stamps/media/pdfs/as-design-stamp.pdf>

6. Students use a selected art medium to create their artworks and stamp designs. Teachers may wish to select the art medium students will use or provide choices, based on materials available, student age and ability. Some examples of materials include: pencils, markers, watercolour paints, oil pastels, crayons, watercolour pencils, acrylic paints, pen and ink. The medium chosen may also allow teachers to spread the creating process over a number of lessons. If technology is available, students could choose to photograph certain items and print these out to make their stamp designs.

#### Plenary

10 mins

7. Once artworks are finished, students complete the stamp design, adding their artwork to the stamp and including other text details and perforations, if applicable.
8. Selected students shared their stamp designs and the class uses the checklist to ensure students have included all components of the stamp design process.
9. Discuss whether the theme is clearly defined across the students' stamp issues and if there is consistency so that the stamps are identified as a set. Questions could include: Is the size and shape of the word Australia and the price large enough? Do all these stamps look similar? Is the year included but not so big that it interferes with the artwork?

#### Extension Task Ideas

- \* Create a class stamp collection issue by finding images in magazines and newspapers that are used to create stamps on a theme such as 'Nature' or 'Food'.
- \* In pairs students work together to create a stamp, where one student is the artist and the other student is the stamp designer
- \* Ask students to create stamps based on events and characters from novels and picture books being studied in class
- \* Use software and online programs and Apps to create stamp designs and use the copy and paste tools to create repeated displays of stamps for printing.