

Me and my smile: Exploring Aboriginal paintings – Aboriginal perspectives

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The term Aboriginal refers to Aboriginal and Torres
Strait Islander people.

Theme

Happy and healthy

Year

Pre-primary

Featured text

An Australian 1, 2, 3 of Animals

by Bronwyn Bancroft.



About this resource

Exploring Aboriginal paintings is a series of lessons that engages children in exploring the artworks featured in *An Australian 1, 2, 3 of Animals* by Bronwyn Bancroft and the painting *Travels of Mala (Hare Wallaby)* by Timmy Tjugudai Tjungurrayi. These artworks provide the inspiration for children to create their own artworks using materials from the natural environment. While The Arts is the focus of these lessons, aspects of English, Science and Society and Environment are also addressed. *Exploring Aboriginal paintings* is connected to an integrated program called *Me and my smile*.

Lessons include:

- analysing examples of Aboriginal paintings by exploring the meanings of the symbols used
- exploring the meanings and stories that can be left behind by footprints
- watching a video of Aboriginal children collecting the soft stone from the sea shore to make ochres
- experimenting with charcoal in solid and paste form to compare the different effects
- going on a nature walk to find different painting implements and comparing the effects they make on artworks
- using imagination and knowledge of native animals to create a story and express it through a painting
- displaying the artworks in a 'gallery' at school and allowing parents/care givers to view the finished artworks.

Phase/s of Learning							
Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence				
PP							
Learning Area/s							
The Arts	English	H&PE	Languages (LOTE)	Mathematics	Science	S&E	T&E
x	x				x	x	
Values							
Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility			
x	x	x					

Pre-primary**This resource includes:**

- learning/teaching activities and monitoring linked to the Early Childhood (K-3) Syllabus scope and sequence.
- focus questions for each lesson
- lesson specific support resources

Advice to teachers**The learning, teaching, assessment cycle**

The learning, teaching, assessment cycle begins with what the children know and can do. Therefore it is recommended that teachers gather quality information about the abilities of their children before beginning any program of work. This information will guide teachers in using their professional judgement to decide on when to introduce content based on children's prior learning and achievement.

The following resources are recommended to assist teachers in providing a differentiated curriculum for children in their classes and can be found via the Department portal:

- *Early Childhood (K-3) Syllabus* scope and sequence documents provide advice on what to teach children at each year level in all eight learning areas. Some pre-primary children may be ready to learn and be taught content for Year 1.
- *Literacy and Numeracy Resources* (Resource ID: DETK103602) are practical resources that have been developed to support teachers to improve the literacy and numeracy skills of children.
- *Literacy Net and Numeracy Net* can be used to track the development of children and assist teachers in making judgements about what to teach.
- *First Steps Literacy* and *First Steps Numeracy* materials help teachers to be more strategic about what to teach, how to teach it, when to teach it and, more importantly, why.
- *ESL/ESD Progress Map* describes progress made in Standard Australian English by children for whom English is a second language or second dialect and enables teachers to monitor the development of children's knowledge, skills and understandings in acquiring Standard Australian English.

Supporting Aboriginal children

Aboriginal children generally enter the school learning environment with a rich cultural background and as proficient communicators in their home language. While some children may have little or no understanding of English, others may understand and use an English dialect (Aboriginal English). Aboriginal children are more likely to thrive in a classroom in which their cultural background and home language is acknowledged and respected.

Immersion in oral language in intended teaching and play contexts enhances the ability of Aboriginal children to learn in Standard Australian English (SAE). Continually rephrasing and restating and providing visual cues in the form of photographs, illustrations and demonstrations increase the likelihood of children understanding and participating in explanations, discussions and conversations in SAE.

Aboriginal children may need support in asking and responding to direct questions because they are more familiar with indirect ways of sharing information. Providing explanations using vocabulary that may be unfamiliar to the children before asking direct questions is one strategy that can be used to ensure that every child has the opportunity to respond and experience success (eg *This is the title. The title tells us the name of the story. What is this?*) Aboriginal children are more likely to respond to questions if they understand why they are

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being asked them (eg *I want to know what you know, I do not know a lot about 'home talk' so I need you to tell me*).

For further information about Aboriginal English and implications for the teaching of Aboriginal children, teachers are advised to refer to:

Two-way English: Towards more user-friendly education for speakers of Aboriginal English available through the Department of Education, Western Australia.

Resources used in the program**Books**

Bancroft, B 2007, *An Australian 1, 2, 3 of Animals*, Little Hare Books, Surry Hills, New South Wales.

Audio visual clips

Lift Off - Indigenous children collect body paint 1995, Burrundi Pictures, Australian Children's Television Foundation and Film Finance Corporation Australia Limited. Resource ID: R6742.

True Blue Wonders. © 2008 BeatBoppers.com, found at Squidoo, viewed 8 October 2010, www.squidoo.com/true-blue-wonders

Artwork, drawings and images

Images by Stuart Humphreys, Australian Museum, Sydney.

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Websites

See the National Museum of Australia website for a copy of the *Travels of the Mala (Hare Wallaby)* 1976, painting by Timmy Jugadai Tjungurrayi and full description for educational use, viewed 8 October 2010, www.nma.gov.au

Other useful resources**Booklets available through the Department of Education**

For copies of the following booklets contact the Department on **08 9264 4111**.

Department of Education 2003, *Ways of Being, Ways of Talk*, East Perth, WA.

Deadly Ways to Learn Consortium 2000, *Deadly Ideas*, Education Department of Western Australia, Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia, East Perth, WA.

Education Department of Western Australia 1999, *Solid English*, East Perth, WA.

Malcolm, I G, Haig, Y, Königsberg, P, Rochecouste, J, Collard, G, Hill, A and Cahill, R 1999, *Two-Way English*, Centre for Applied Language and Literacy Research, Edith Cowan University and Education Department of WA, Mount Lawley.

Sharifian, F, Rochecouste, J, Malcolm, I, Königsberg, P and Collard, G 2004, *Improving understanding of Aboriginal literacy: Factors in text comprehension*. Department of Education and Training, East Perth WA.

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Ways to Learn Consortium 2000, *Deadly Yarns*, Education Department of Western Australia, Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia, East Perth, WA.

Links to resources via the Department website:

Aboriginal languages resource file (Resource ID: DETK102110) contains an online gallery of images suitable for printing and photocopying

Aboriginal perspectives across the curriculum (APAC) provides information on how to broaden and deepen children's and teachers' understandings of Aboriginal cultures and ways of being. It can be accessed at det.wa.edu.au/education/apac

Belonging, Being & Becoming, The Early Years Learning Framework for Australia is a framework for early childhood educators to use for children from birth to five years: det.wa.edu.au/education/ece/resources.html

Embedding Indigenous perspectives across the curriculum is a national project that supports teachers in exploring and better understanding the diversity of Aboriginal peoples' distinct values, histories, languages, cultural beliefs and practices: embeddingindigenousperspectives.edu.au

Teachers should use their professional judgement to decide how much of the content to address with any particular class.



Teaching focus

The teaching focus for *Exploring Aboriginal paintings* consists of scope and sequence statements from the kindergarten/pre-primary year level of the *Early Childhood (K-3) Syllabus*. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

English

LISTENING AND SPEAKING

Contextual Understandings

- speakers and listeners interact in different ways depending on the purpose and context including:
 - to describe through telling about an item during 'show and tell'

VIEWING

Contextual Understandings

Information and Argument Visual Texts

- codes and conventions including familiar signs and symbols convey meanings (*eg a smiling face represents happiness*)
- visual texts can show real information, people or events

Science

ENERGY AND CHANGE

Transfer and transformation

Everyday objects can move

- people and animals move in different ways (*eg hopping, swimming, flying, running, climbing*)

EARTH AND BEYOND

Earth forces and materials

The school/home environment is made up of many features

- familiar natural or made materials in the school or home environment (*eg grass, flowers, rocks, sandpit*)

Society and Environment

CULTURE

Beliefs and Culture

That cultural groups have values and beliefs, characteristics and influences

- that each group may do things in different and similar ways (*eg families' food preparation and preferences*)
- ways that cultural groups meet the material (*eg food, shelter*) and spiritual needs of those who belong (*eg Creation stories or tales with a moral or message*)

The Arts

VISUAL ARTS

Arts Understanding: Arts Responses, Arts in Society

Valuing the Arts, Australian Arts, Contexts and Economic Considerations

Contexts of visual arts: Australian arts

- Indigenous art work has distinct symbols and signs and is inspired by the natural environment (*eg look at the shapes and colours red, black and yellow used in contemporary Indigenous art works*)

Arts Practice: Arts Ideas, Arts Skills and Processes

Creating visual arts: Exploring ideas

- ways to investigate the natural or built environment (*eg using the senses to investigate leaves, seed pods, shells, to discover lines, shapes, patterns and textures which can be interpreted in an art work*)
- ways to explore ideas for visual arts (*eg using images and talking about how faces can show how we feel; brainstorming different emotions and acting out facial expressions which can lead into expressive painting*)

Creating visual arts: Exploring ideas: Interpreting

- the arts of other times and cultures can be a source of ideas and influence their artwork (*eg look at the crowns of Europe and create your own from cardboard and bright beads and paint*)

Creating visual arts: Elements of art: Shape

- shapes can be symbolic (*eg arrows, crosses, stars*)

Creating visual arts: Principles of design: Pattern

- pattern is the arrangement of a repetition of marks (*eg the repetition of dots can make a 'spotty' pattern*)

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Creating visual arts: Elements of art: Colour

- colours have names and can be changed by adding other colours (*eg yellow and blue mixed together make green*)
- colours can be made light by adding white and dark by adding black

Creating visual arts: Elements of art: Line

- lines can be thick, thin, straight, jagged, continuous or broken (*eg look at how many different lines you can see in the room*)

Creating visual arts: Visual arts forms: Developing ideas

- ways to experiment with a variety of tools, materials and media to discover different visual and tactile effects (*eg applying paint with sticks/feathers/fingers or manipulating clay with shaped tools/cutters/fingers*)

Creating visual arts: Conventions and technologies

- to use selected traditional or available new technologies to make visual arts works

Creating visual arts: Presenting and exhibiting visual arts

- that art work is the visual expression of their ideas and can be shared with others such as peers/family/teachers or with the wider community in displays and exhibitions



What will I do in my classroom?

This section contains a series of detailed learning and teaching activities and supporting resources with a focus on Science and The Arts.

Preparation

This series of learning experiences focuses on Aboriginal culture, namely art. While teaching these lessons it is important to be:


- sensitive and culturally aware when engaging guest speakers
- understanding of the differences and variety within Aboriginal culture
- respectful of traditional and contemporary Aboriginal lifestyles

As these learning experiences focus on Aboriginal culture they would be greatly enhanced by inviting Aboriginal guest speakers to the classroom to share their knowledge with the children. Build relationships with the local Aboriginal community by liaising with the school's Aboriginal & Islander Education Officer (AIEO). The District Education Office can provide advice on the necessary protocols when arranging visits. Inform the guest speaker of the intended outcomes and format of the lesson and discuss with the children appropriate behaviours when interacting with a guest before the commencement of the lesson.

Aboriginal perspectives

Teaching focus Links to Scope and Sequence	Activities and Monitoring	Focus Questions	Resources
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes Society and Environment: Culture			
Creating visual arts: Exploring ideas: Interpreting <ul style="list-style-type: none"> • the arts of other times and cultures can be a source of ideas and influence their art work (eg look at the crowns of Europe and create your own from cardboard and bright beads and paint) Creating visual arts: Principles of design: Pattern <ul style="list-style-type: none"> • pattern is the arrangement of a repetition of marks (eg the 	Understanding stories Whole class <ul style="list-style-type: none"> • Show the children the front cover of <i>An Australian 1, 2, 3 of Animals</i> and discuss the patterns and colours in the illustration. Focus on the circles on the cover and discuss with the children how the repetition of these circles makes a pattern. Ask children to find other patterns in the room. • Read the book to the children and focus on the patterns and colours of the animals in the illustrations. • Explain to the children that some groups of Aboriginal people makes drawings in the sand as they tell stories. • Show children the painting <i>Travels of the Mala (Hare Wallaby)</i> 	What shapes can you see on the cover? What colours can you see? What are the similarities/differences between this painting and the illustrations in the book? What do you think this symbol means? What is spinifex?	<i>An Australian 1, 2, 3 of Animals</i> Australian animal flash cards <i>Travels of the Mala (Hare Wallaby)</i> by Timmy Jugadai Tjungurrayi found at nma.gov.au/collections-search/


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<p><i>repetition of dots can make a 'spotty' pattern)</i></p> <p>Creating visual arts: Elements of art: Shape</p> <ul style="list-style-type: none"> • shapes can be symbolic (eg arrows, crosses, stars) <p>Beliefs and Culture - That cultural groups have values and beliefs, characteristics and influences</p> <ul style="list-style-type: none"> • that each group may do things in different and similar ways (eg families' food preparation and preferences) 	<p>and discuss the symbols used in the painting and their meanings (eg a series of concentric circles represents spinifex and the arrows represent a hare wallaby's footprints).</p> <ul style="list-style-type: none"> • Show children pictures of spinifex and compare it to the symbols in the painting. Explain to children that spinifex is a grass native to Australia that can grow up to 30cm tall. It has very strong roots and provides shelter for lizards, birds and wallabies. • Discuss the meaning of the symbols in the painting. An explanation of the meaning of the symbols can be found following the link to the National Museum of Australia website. • Transfer the information onto a whiteboard to create a symbol key. Discuss how paintings can tell a story without using words. • Take the children on a print walk to look for symbols in the classroom (eg weather symbols, smiles). 	<p>What is a hare wallaby (or Mala)?</p> <p>Why do you think people use symbols?</p> <p>What symbols can you find in the classroom?</p>	
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes


<p>Creating visual arts: Exploring ideas: Interpreting</p> <ul style="list-style-type: none"> • the arts of other times and cultures can be a source of ideas and influence their art work (eg look at the crowns of Europe and create your own from cardboard and bright beads and paint) 	<p>Making our own stories</p> <p>Whole class</p> <ul style="list-style-type: none"> • Take the children to a sand pit where they have room to create patterns with their fingers in the sand. If this is not possible, supply each child with a shoe box lid and place sand inside to create a 'canvas'. • Choose an animal from the book <i>An Australian 1, 2, 3 of Animals</i> and ask children to draw it in the sand. • Encourage children to practise making some of the Aboriginal symbols that were discussed in the previous activity using their fingers in the sand. Discuss the benefits of using sand as a canvas with the children. • Ask children to create a picture of a place or thing that is important to them (eg classroom, class pet, local bush). • Explain to the children that they are going to create their own story using art. Ask the children to lie down, close their eyes and imagine they are a bird flying over the Australian outback. Suggest what they might see and hear and allow time for children to think of their own images. 	<p>How can you make the spinifex symbol in the sand?</p> <p>What can you see as you fly over the Australian outback?</p> <p>What can you hear?</p> <p>How can you draw what you were imagining?</p> <p>What do you like about using sand to draw?</p>	<p>Sandy area</p> <p>Stereo</p> <p>Didgeridoo music such as <i>True Blue Wonders</i> found at squidoo.com/true-blue-wonders</p>
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	<ul style="list-style-type: none"> • Play some background didgeridoo music such as <i>True Blue Wonders</i> to stimulate the children's imagination. • Encourage children to express their story by creating drawings in the sand. • Invite children to share their stories. 		
Science: Energy and Change The Arts: Visual Arts – Arts Understanding: Arts Responses, Arts in Society English: Viewing			
Transfer and transformation – Everyday objects can move <ul style="list-style-type: none"> • people and animals move in different ways (eg hopping, swimming, flying, running, climbing) Valuing the Arts, Australian Arts, Contexts and Economic Considerations – Contexts of visual arts: Australian arts <ul style="list-style-type: none"> • Indigenous art work has distinct symbols and signs and is inspired by the natural environment (eg look at the shapes and colours red, black and yellow used in contemporary Indigenous art works) Contextual Understandings - Information and Argument Visual Texts <ul style="list-style-type: none"> • codes and conventions including familiar signs and symbols convey meanings (eg a smiling face represents happiness) 	Exploring footprints Whole class <ul style="list-style-type: none"> • Show children the painting <i>Travels of the Mala (Hare Wallaby)</i> and point to the footprints. Explain that the footprints in this painting tell a lot about the animal that made them. • Draw a copy of the prints on the whiteboard and ask the children to look at the prints and predict what the animal might look like. Discuss how many legs it might have, if it has a tail or not, and how it might move. • List the children's suggestions and predictions. • Indicate the difference between the prints of the hare wallaby travelling slowly (tail dragging) and the prints of the hare wallaby travelling faster (tail not dragging along the ground). • Explain that the parallel prints indicate that the animal is moving by jumping. Show children the Australian animal flash card of the wallaby and point to the features of the wallaby that explains the footprint pattern (eg a tail, two legs for jumping). • Draw a snake trail and repeat the activity. • Discuss human footprints with the children. Invite a child to make a footprint in a sand tray and discuss how the look of the footprint might change if the child was moving in a different way (eg walking, running, hopping and leaping). Draw predictions on the board. 	What do you think the animal might look like? How many legs do you think this animal had? How do you think it moved? Do you think it had a tail? What do you think the animal was doing? How fast do you think the animal was moving in this part of the painting? What kind of animal do you think it was? What do you think human footprints would look like? Would your footprints look the same if you were running, skipping or leaping?	<i>An Australian 1, 2, 3 of Animals</i> Australian animal flash cards Whiteboard Marker Sand tray <i>Travels of the Mala (Hare Wallaby)</i> by Timmy Jugadai Tjungurrayi found at nma.gov.au/collections-search/ 

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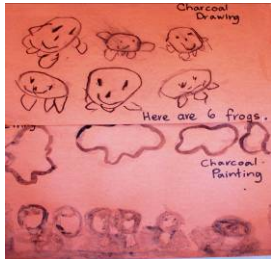
Science: Energy and Change The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes			
<p>Transfer and transformation – Everyday objects can move</p> <ul style="list-style-type: none"> people and animals move in different ways (<i>eg hopping, swimming, flying, running, climbing</i>) <p>Creating visual arts: Principles of design: Pattern</p> <ul style="list-style-type: none"> pattern is the arrangement of a repetition of marks (<i>eg the repetition of dots can make a 'spotty' pattern</i>) 	<p>Playing with footprints</p> <p>Small group</p> <ul style="list-style-type: none"> Take the children outside. Roll out a large sheet of paper (approximately 1m x 5m) and invite a child to place both feet in a tray of paint. Ask the child to walk slowly across the paper. Ask an adult to hose the paint off the child's feet. Discuss the pattern the feet made on the paper. Point out the spacing between the feet and the alternating pattern of the footprints. Ask children to predict what the pattern would look like if someone ran across the painting. Discuss how the space between the prints and the number of prints on the paper would change. Invite a different child to run across the paper with painted feet next to the original prints. Discuss the differences. Repeat the activity with children hopping and leaping. Encourage children to suggest animals that move in a similar fashion to the movement the children are doing (<i>eg I can see John is hopping. What animals hop?</i>) When the sheet is dry hang it up and ask children to identify the movement that made each set of prints. Label the prints. <p>Extension Activities:</p> <ul style="list-style-type: none"> Use this sheet to develop number sense and to explore patterns (<i>eg encourage children to count how many toes on each foot and the total number of toes</i>). Use black card and white paint for the footprints. Once they have dried instruct the children to use the end of paintbrushes to flick red, yellow and brown paint over the footprints. <p>Variation: This activity could be done with wet feet on a footpath instead of using paint. Care needs to be taken when the children have wet feet.</p>	<p>How would you describe the footprint?</p> <p>What shapes can you see in the footprint?</p> <p>How many toes are on each foot?</p> <p>How many toes can you see on the paper?</p> <p>Do you think there will be more footprints if someone runs across the large sheet of paper? Why?</p> <p>Will the space between the prints become bigger or smaller when you run? Why?</p> <p>How many more footprints are there in the walking set than in the running set?</p> <p>What will the prints look like if someone hops?</p> <p>What is different between the running print and the hopping print?</p> <p>What is similar about the hopping and leaping prints?</p> <p>Which animals walk/run/skip/leap?</p> <p>How many footprints are on the paper?</p>	<p>Large sheet of paper</p> <p>Paint</p> <p>Paint tray</p> <p>Marker</p>  

English: Viewing The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes Arts Understanding: Arts Responses, Arts in Society Society and Environment: Culture			
Contextual Understandings - Information and Argument Visual Texts <ul style="list-style-type: none"> visual texts can show real information, people or events Creating visual arts: Exploring ideas: Interpreting <ul style="list-style-type: none"> the arts of other times and cultures can be a source of ideas and influence their art work (<i>eg look at the crowns of Europe and create your own from cardboard and bright beads and paint</i>) Valuing the Arts, Australian Arts, Contexts and Economic Considerations – Contexts of visual arts: Australian arts <ul style="list-style-type: none"> Indigenous art work has distinct symbols and signs and is inspired by the natural environment (<i>eg look at the shapes and colours red, black and yellow used in contemporary Indigenous art works</i>) Beliefs and Culture – That cultural groups have values and beliefs, characteristics and influences <ul style="list-style-type: none"> ways that cultural groups meet 	Making marks Whole class <ul style="list-style-type: none"> Show children the <i>Travels of the Mala (Hare Wallaby)</i> painting. Focus on the colours in the painting and list them on the board. Discuss with children why the painting does not have bright colours. Explain that all the colours can be found in natural materials in the bush. Show children the video <i>'Lift Off' - Indigenous children collect body paint</i> that can be found via the Department portal (Resource ID: R6742). Discuss what the children were doing in the video. Ask children why they think the children in the video collected materials from the environment to make paint instead of buying it from the local shopping centre. Discuss with the children the possible reasons why the children in the video were having their bodies painted. Explain that body painting is an important part of performing ceremonies in Aboriginal cultures. 	What colours can you see? Why do you think the painting uses only these colours? Where were the children in the video? What did they use to break chips off the rock? What did they use to turn the rock into powder? What did they do with the paint? What do you think happened after they finished dancing? What would you need to make paint like that? How could you make paint like that?	<i>Travels of the Mala (Hare Wallaby)</i> by Timmy Jugadai Tjungurrayi found at nma.gov.au/collections-search/ <i>'Lift Off' - Indigenous children collect body paint</i> video 


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the material (eg food, shelter) and spiritual needs of those who belong (eg Creation stories or tales with a moral or message)			
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes			
Creating visual arts: Exploring ideas: Interpreting <ul style="list-style-type: none"> the arts of other times and cultures can be a source of ideas and influence their art work (eg look at the crowns of Europe and create your own from cardboard and bright beads and paint) Creating visual arts: Elements of art: Line <ul style="list-style-type: none"> lines can be thick, thin, straight, jagged, continuous or broken (eg look at how many different lines you can see in the room) Creating visual arts: Conventions and technologies <ul style="list-style-type: none"> to use selected traditional or available new technologies to make visual arts works 	Playing with charcoal Small group <ul style="list-style-type: none"> Cover the work area with newspaper and make sure children are wearing aprons. Provide children with samples of charcoal. Pass the charcoal around encouraging children to feel and look at it. Discuss with children where they think the charcoal came from. Explain that burning wood turns into charcoal. Invite children to mark the back of their hands with the charcoal. Invite the children to make different marks with the charcoal on paper. Show children pictures from the book <i>An Australian 1, 2, 3 of Animals</i> and indicate the patterns and shapes inside the animals. Ask children to use the chunk of charcoal to draw an animal and patterns on the card. Encourage children to change the pressure on the paper to explore how this can affect the lines and marks. Challenge them to try and draw thick and thin lines with the charcoal. Discuss with children the things they like and do not like about using solid charcoal to draw a picture. 	What is this? Is it light or heavy? Is it rough or smooth? Where do you think it came from? How do you make charcoal? Could we make charcoal in the classroom? What colour does it leave on the page?	<i>An Australian 1, 2, 3 of Animals</i> Charcoal Card Paper  
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes			
Creating visual arts: Exploring ideas: Interpreting	Making charcoal paint Whole class	What is the difference between charcoal powder	Charcoal Card


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<ul style="list-style-type: none"> the arts of other times and cultures can be a source of ideas and influence their art work (eg look at the crowns of Europe and create your own from cardboard and bright beads and paint) <p>Creating visual arts: Developing ideas</p> <ul style="list-style-type: none"> ways to experiment with a variety of tools, materials and media to discover different visual and tactile effects (eg applying paint with sticks/feathers/fingers or manipulating clay with shaped tools/cutters/fingers) <p>Creating visual arts: Conventions and technologies</p> <ul style="list-style-type: none"> to use selected traditional or available new technologies to make visual arts works 	<ul style="list-style-type: none"> Review the previous lesson by discussing the things the children liked and did not like about using solid charcoal to draw a picture. Discuss with children the different ways charcoal could be turned into paint. Turn the charcoal into a fine powder using a mortar and pestle or wrap the charcoal in a clear, strong plastic bag (sealed) and crush it with a rolling pin. Allow children to take turns at trying this. Pass the charcoal powder around the class for the children to see. Place it in a bowl and add a small amount of water. Mix it together to create a thick paste. Before children start painting make sure the work area is covered and the children are wearing aprons. Children can use paintbrushes and/or their fingers to paint the same animal they drew with the solid charcoal in the previous lesson on another piece of card. This activity can also be done with limestone and red or yellow clay. 	<p>and solid charcoal?</p> <p>What could you add to the powder to make it into paint?</p> <p>What are the differences between the lines of the solid charcoal and the charcoal paint?</p> <p>Which one do you prefer to work with?</p> <p>What are the advantages of the solid charcoal?</p> <p>What are the advantages of the charcoal paint?</p>	<p>Aprons</p> <p>Mortar and pestle</p> <p>Water</p> <p>Mixing bowl</p> <p>Paintbrushes</p> 
English: Listening and Speaking			
<p>Contextual Understandings</p> <ul style="list-style-type: none"> speakers and listeners interact in different ways depending on the purpose and context including: <ul style="list-style-type: none"> to describe through telling about an item during 'show and tell' 	<p>Reflection</p> <p>Circle time</p> <ul style="list-style-type: none"> Encourage children to look at both the drawing and painting of the animal they created using charcoal and discuss the similarities and differences between the two. Encourage the children to explain which of the two charcoal art materials they preferred and why. Hold a class vote to find out whether the solid charcoal or charcoal paint was the preferred form for creating art. 	<p>How can you tell which animal was created by the paint?</p> <p>Did you prefer the paint or the solid charcoal? Why?</p>	<p>Artwork from previous activity</p> 
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes Arts Understanding: Arts Responses, Arts in Society Science: Earth and Beyond			
Creating visual arts: Exploring	DIY paintbrushes	How do you think the	Travels of the Mala

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<p>ideas: Interpreting</p> <ul style="list-style-type: none"> the arts of other times and cultures can be a source of ideas and influence their art work (<i>eg look at the crowns of Europe and create your own from cardboard and bright beads and paint</i>) <p>Valuing the Arts, Australian Arts, Contexts and Economic Considerations – Contexts of visual arts: Australian arts</p> <ul style="list-style-type: none"> Indigenous art work has distinct symbols and signs and is inspired by the natural environment (<i>eg look at the shapes and colours red, black and yellow used in contemporary Indigenous Art works</i>) <p>Earth forces and materials – The school/home environment is made up of many features</p> <ul style="list-style-type: none"> familiar natural or made materials in the school or home environment (<i>eg grass, flowers, rocks, sandpit</i>) 	<p>Whole class</p> <ul style="list-style-type: none"> Show children the <i>Travels of the Mala (Hare Wallaby)</i> painting. Focus on the spots in the painting and ask the children how they think these were made. Discuss different things that could be used to make different sized spots. Explain to the children that traditionally, some Aboriginal paintings were made using natural tools such as sticks and echidna quills. Brainstorm other things that can be found in nature including twigs, feathers, sticks, bark and leaves to make art. Take the children on a walk through the school garden. Encourage them to collect fallen twigs and sticks of various sizes as well as leaves, grass, coloured sand and charcoal. 	<p>spots were made in this painting? How do you think the different sized spots were made? What kind of things could we use to make spots? What kind of things could we find in the bush to make spots? What can you see/hear/smell? Can you see any footprints on the ground? What kind of animal do you think made them? How do you think they moved?</p>	<p>(<i>Hare Wallaby</i>) by Timmy Jugadai Tjungurrayi found at nma.gov.au/collections-search/</p> 
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes			
<p>Creating visual arts: Exploring ideas</p> <ul style="list-style-type: none"> ways to investigate the natural 	<p>Experimenting with paintbrushes</p> <p>Whole class</p>	<p>Which of the four things you collected on the walk worked best for your</p>	<p>Natural implements (<i>eg stick, leaves, grass, rocks</i>)</p>

Pre-primary

<p>or built environment (<i>eg using the senses to investigate leaves, seed pods, shells, to discover lines, shapes, patterns and textures which can be interpreted in an art work</i>)</p> <p>Creating visual arts: Developing ideas</p> <ul style="list-style-type: none"> ways to experiment with a variety of tools, materials and media to discover different visual and tactile effects (<i>eg applying paint with sticks/feathers/fingers or manipulating clay with shaped tools/cutters/fingers</i>) <p>Creating visual arts: Conventions and technologies</p> <ul style="list-style-type: none"> to use selected traditional or available new technologies to make visual arts works 	<ul style="list-style-type: none"> Provide children with a selection of paints and a piece of card divided into quarters. Model how to make a pattern in one of the squares using a stick. Pick another natural implement (<i>eg leaf</i>) and make the same pattern in another square. Discuss the different effects the materials make on the paper including shape, line, size and texture. Encourage children to experiment with a stick and three other implements they picked up on the walk to create patterns. Encourage children to use the implements in different ways (<i>eg as paintbrushes and stamps</i>) and use a different implement in each box. Supply a list of the implements used (<i>eg sticks, leaves, grass, and rock</i>) and encourage children to copy the words to write a label for each box once the paint has dried. 	<p>pattern? Why?</p> <p>What did it look like when you used it on the paper?</p> <p>Which one looked the best?</p> <p>What happens to the markings if you flatten the end of the stick?</p> <p>What happens to the markings if the end of the stick is sharp?</p>	<p>Card Paint Marker</p> 
English: Listening and Speaking			
<p>Contextual Understandings</p> <ul style="list-style-type: none"> speakers and listeners interact in different ways depending on the purpose and context 	<p>Reflection</p> <p>Small group</p> <ul style="list-style-type: none"> Invite children to share the artwork they have created using 		<p>Artwork from previous activity</p>

Pre-primary

including: <ul style="list-style-type: none"> to describe through telling about an item during 'show and tell' 	the different implements. <ul style="list-style-type: none"> Encourage the children to explain which implement was their favourite and why (<i>eg I liked the feather the best because it made this striped pattern</i>). 		
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes

Creating visual arts: Elements of art: Colour <ul style="list-style-type: none"> colours have names and can be changed by adding other colours (<i>eg yellow and blue mixed together make green</i>) colours can be made light by adding white and dark by adding black 	Learning with colours Whole class <ul style="list-style-type: none"> Show children some of the natural colours available to them for this activity (<i>eg red, brown, white, yellow, black, green, blue</i>). List these colours on the board. Create a Colours chart on the whiteboard with the headings 'Colours mixed', 'Predicted colour', 'Actual colour'. Encourage children to make predictions about what might happen when a colour is mixed with white paint. Encourage children to make predictions about what might happen to a colour when it is mixed with black paint. Write these predictions on the board. Mix red and white paint and show children the effect. Brainstorm a name for the new colour. Repeat with other natural colours. Record results on the 'Colours chart' under appropriate headings. 	How can you make new colours? What might happen if I mix this colour with white/black paint? What is the name of this new colour?	Large sheet of paper Markers Paints Paint tray
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes

Creating visual arts: Elements of art: Colour <ul style="list-style-type: none"> colours have names and can be 	Playing with colours Whole class <ul style="list-style-type: none"> Give children an opportunity to experiment with a range of 	How can you make new colours? What might happen if I mix this colour with	Card Paintbrushes Water paints
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Pre-primary

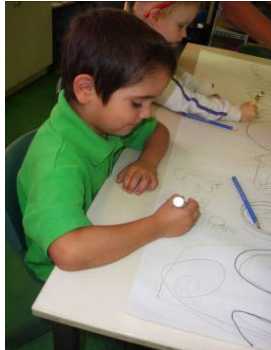
<p>changed by adding other colours (eg yellow and blue mixed together make green)</p> <ul style="list-style-type: none"> colours can be made light by adding white and dark by adding black 	<p>colours using a variety of media.</p> <ul style="list-style-type: none"> Supply children with water colours, edicol dye, textas, paint and tissue paper. Encourage them to make a colour collage on a piece of card and experiment with making new colours as well as making colours lighter and darker through the use of black and white. As children are making the collage encourage them to name the colours and identify the colours they create by mixing two colours together. Encourage children to write the names of the colours they have used. 	<p>white/black paint?</p> <p>What colour do you think will be created if I mix red and yellow together?</p> <p>What is the name of this new colour?</p>	<p>Edicol dye</p> <p>Tissue paper</p> <p>Textas</p> <p>Paint</p> 
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes


<p>Creating visual arts: Exploring ideas</p> <ul style="list-style-type: none"> ways to explore ideas for visual arts (eg using images and talking about how faces can show how we feel; brainstorming different emotions and acting out facial expressions which can lead into expressive painting) 	<p>Exploring art</p> <p>Whole class</p> <ul style="list-style-type: none"> Explain to the children that now they have experimented with different implements and paints they are going to create a painting that tells a story using one of the animals from the book <i>An Australian 1, 2, 3 of Animals</i>. Display the 15 Australian animal flash cards for the children to look at and allow them time to select one to use in their story. Play some didgeridoo music such as <i>True Blue Wonders</i> to stimulate the children's imagination. Ask children to close their eyes and imagine what their animal looks like and then imagine they are the animal. Ask them to think about how it feels to be the animal moving around. Give the children time to formulate a story and then invite a few children to share their story with the class. 	<p>How does your animal move?</p> <p>What does it eat?</p> <p>Where does your animal live?</p> <p>What adventures do you think your animal would have?</p> <p>Where would they go?</p> <p>Who will they meet?</p> <p>What problems would they have?</p> <p>How would they feel?</p> <p>Who would like to share their story?</p>	<p>Australian animal flash cards</p> <p>Didgeridoo music such as <i>True Blue Wonders</i> found at: squidoo.com/true-blue-wonders</p>
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes


Pre-primary

Creating visual arts: Exploring ideas: Interpreting <ul style="list-style-type: none"> the arts of other times and cultures can be a source of ideas and influence their art work (eg look at the crowns of Europe and create your own from cardboard and bright beads and paint) 	Drawing the story Whole class <ul style="list-style-type: none"> Show children the <i>Travels of the Mala (Hare Wallaby)</i> painting. Discuss the concept of creating an artwork to tell a story. Provide children with a blank piece of paper and a pencil. Encourage the children to have a go at drawing a story. When the children have completed the drawing ask them to share their story with an adult. Provide children with implements to create their paintings. 	<p>Would you like to share your story with me?</p> <p>What is happening in this part of the picture?</p> <p>Where has your animal been?</p> <p>What has it been doing?</p>	<p>Paper</p> <p>Pencils</p> 
English: Viewing			
Contextual Understandings <ul style="list-style-type: none"> speakers and listeners interact in different ways depending on the purpose and context including: <ul style="list-style-type: none"> to describe through telling about an item during 'show and tell' 	Reflection Small group <ul style="list-style-type: none"> Invite children to share their story with a small group. Encourage children to explain their story. 		<p>Artwork from previous activity</p>
The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes			
Creating visual arts: Developing ideas <ul style="list-style-type: none"> ways to experiment with a variety of tools, materials and media to discover different 	Painting the story Whole class <ul style="list-style-type: none"> Provide the children with the opportunity to choose between white, brown or black card to tell their story. Provide children 	<p>What colours would you like to use on your painting?</p> <p>What implements are you going to use to create</p>	<p>Card</p> <p>Paints</p> <p>Newspaper</p> <p>Trays</p>

Pre-primary

<p>visual and tactile effects (eg <i>applying paint with sticks/feathers/fingers or manipulating clay with shaped tools/cutters/fingers</i>)</p> <p>Creating visual arts: Conventions and technologies</p> <ul style="list-style-type: none"> to use selected traditional or available new technologies to make visual arts works 	<p>with solid charcoal, charcoal paint, red, yellow, brown and white paint.</p> <ul style="list-style-type: none"> Children can choose the colours they would like to use and begin painting their story over the pencil draft. The children can use paintbrushes or any of the things they collected from the nature walk. As children finish their paintings give them a strip of lined paper to write the story they have painted. Children who need support can explain their story to an adult who can act as a scribe. 	your painting?	<p>Paintbrushes</p> <p>Natural paintbrushes (eg <i>sticks, twigs, leaves, feathers</i>)</p> 
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English: Viewing

<p>Contextual Understandings</p> <ul style="list-style-type: none"> speakers and listeners interact in different ways depending on the purpose and context including: <ul style="list-style-type: none"> to describe through telling about an item during 'show and tell' 	<p>Reflection</p> <p>Small group</p> <ul style="list-style-type: none"> Invite children to share their stories with the others in the group. Encourage the children to explain their story. 		<p>Artwork from previous activity</p> 
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The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes

<p>Creating visual arts: Presenting and exhibiting visual arts</p> <ul style="list-style-type: none"> that art work is the visual expression of their ideas and can be shared with others such 	<p>Displaying the art</p> <p>Whole class</p> <ul style="list-style-type: none"> Frame the artwork by gluing it onto a larger piece of card to create a border. Display the artwork in the library or around the classroom. 		<p>Card</p> <p>Glue</p>
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Pre-primary

<p>as peers/family/teachers or with the wider community in displays and exhibitions</p>	<p>Display the children's stories underneath their artworks and number each one.</p> <ul style="list-style-type: none"> • Provide the children with numbered stickers that match the numbers of their artworks for them to wear. • Invite parents and/or children from other classes to walk through the art gallery. Explain that the artist of a particular artwork can be identified by matching the number on the artwork with the number on the child. 		 <p>Kiahn The wallaby jumped to the mountains looking for his friend the kangaroo. He slid down the mountain and found his friend.</p>
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Australian animal flash cards



platypus



brolga



koala



crocodile



kookaburra



sugar glider

Image of sugar glider by Stuart Humphreys © Australian Museum. Reproduced with permission.

Australian animal flash cards (continued)



turtle



frog



lizard



duck



gecko



emu

Image of lizard by Stuart Humphreys © Australian Museum. Reproduced with permission.

Australian animal flash cards (continued)



galah



wallaby



ant