

Course: Artists in our Community		Lesson Six: Art in my Community	
Learning Area: The Arts	Subject: Visual Arts	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptor: <i>Year Three - Four:</i> - Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) - Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) - Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112) - Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)			
Learning Intention: To create and display an artwork that reflects the environment it was created in and explore why artists display their artwork.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit in circle and begin the session with an Acknowledgment of Country. (Invite a student to give the Acknowledgement) In the Artists in our Community video Tyrown states that: <i>Community art work can help cultures stay prevalent for a long time.</i> What do you think this means? Share Tyrown’s Statement:	Relevant online resources Artists in Our Community video Tyrown Waigana Teaching Artist Statement Think Like An Artist Self-Assessment Additional resources required - Black permanent markers or black fineliners	

	<i>The outcome of a community project sticks around longer than the event but it's also a reminder of the teaching. It can reach a bigger audience than just people who were involved and if they take some time the viewer can retain the knowledge too.</i>	• Watercolour paint • Brushes Preparation
40 minutes	Creating and displaying our art Refer back to the students' ink drawings from the previous session. Students are to place their drawings next to each other in a row and consider how they can link them to create a unified landscape of their environment. • How can you 'visually' join your drawing? • What sort of lines/marks will make the individual drawings connect? • Could you extend a mark or add a new mark to connect the separate drawings? Before students draw their marks encourage them to play with the different possibilities and rearrange their 'landscapes' in different combinations. Provide students black permanent markers or fineliners to draw these connections. Students could also use watercolour paint to unify their artwork. Extension Link all the drawings to create one artwork. This may require student to work with the artist whose work abuts their drawing.	Have the student's artwork from the previous session ready. Going further Invite community members to view the students' artwork. Investigate creating an artwork with a local Aboriginal or Torres Strait Islander artist. Discuss the ethical considerations when undertaking a project that involves using Aboriginal or Torres Strait Islander knowledge. Read Tyrown's Protocols and Rickeeta's Statements to explain the importance of consulting with the relevant community members before commencing an art work based on the Aboriginal or Torres Strait knowledge of your area.
10 minutes	Reflection Students display their 'landscapes' and reflect on what they have learned about drawing, their environment and art community. • Have your ideas changed about drawing? In what ways? • What does drawing mean to you now?	Explore what other art area/s students could you use to tell a story about their school?

- How can we support each other as artists?
- What do you think our artwork might tell viewers about our environment or us as artists?

Ask students to record individually about their understanding of what drawing is. They could start their reflection with the following:

- *I used to think drawing was...*
- *I now think drawing is...*

Students reflect on their [Think Like An Artist](#) Self-Assessment they filled in at the beginning of the course. They complete the sheet again in a different colour.

- Have you changed in any areas?
- What would you like to improve in the future?

Explore the 3-4 Deadly Arts courses on ARTS:LIVE. This includes:
[Welcome to Whadjuk Country](#),
[Yarning on Wiilmen Boodja and Traditional Dollmaking](#) and
[Together We Sing on Noongar Boodja](#).