

Course: Artists in our Community		Lesson Five: Mark Making from Country	
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 , Sustainability	
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)			
Learning Intention: To observe my environment and record my observations through drawing and mark making.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Noongar Artist Yolande Yarran-Ward states that: <i>Boodja is our land, our earth which we walk on. When I take my shoes off I feel at peace with the earth, connected and blessed with the land we have.</i> (Boodja is the Noongar word for Country). Close your eyes and imagine you are walking on our Country. - What sort of line/s would you draw to represent your path or movement? - Where would your path take you? - What might you see or feel? e.g. a bird, a tree, the rough, bumpy path. - Would the lines be different for these observations? - How could you represent your journey using lines or marks?		Relevant online resources Yolande Yarran-Ward Teaching Artist Statement Community Reflections WOW reflection Additional resources required - Black ink or food dye - Natural materials to draw with, e.g. sticks, leaves, feathers - A3 Cartridge paper or brown card/cover paper

	Depending on the students' drawing experiences, the following experimental drawing experience may be a new concept for some students. It is important for students to explore a range of drawing techniques and to appreciate the different marks and the materiality of the medium. Explain to the students that they will walk for 5 minutes in silence responding to the land though drawing. As they walk, students draw lines or marks to reflect their movement and what they observe. Their drawing tool e.g. black fineliner will represent their journey on Country This drawing exercise is intentionally quick. The artwork created will be abstract. Lines will overlap and be messy. If they see a bird flying, they might draw quick squiggly lines to represent the birds' wings flying. If they feel a cool breeze, this might be represented by slow moving wavy lines. • What was this experience like? • How did you feel during the process? • What did you learn about drawing? • Would your drawing change if you did this again? Why? • What did you learn about the land and our environment?	Preparation Set up a table outside with the ink and paper for students to access. Going further Students create their own brushes using natural materials. Student bind the leaves together with masking tape, string or wool to create a brush. (Visual Arts) Research how Aboriginal and Torres Strait Islander artists have used tools and materials in the past and how they are used today. (Science/HASS) The following websites may provide starting points: https://kids.kiddle.co/Aboriginal_art https://rockartaustralia.org.au/
40 minutes	Mark Making and observational drawing with natural materials • What other tools can you draw and make marks with from our environment? • What marks would the natural materials we have discovered to create? Students collect 3 or 4 natural materials to use as drawing tools e.g. small stick or a leaf. Ask students to create a number of drawings in ink based upon their environment e.g. a plant, a part of the garden, a leaf or flower. Encourage students to look carefully at each subject as they draw. Remind students to use their new tools in different ways and to explore the types of marks they can make with ink. • What sorts of lines can you make e.g. expressive, repetitive marks?	

10 minutes	• Share the students' discoveries throughout the session. Reflection Students reflect on the experience using the WOW reflection tool. • What were the WINS? Write about the positives, something you enjoyed or discovered. • What were the OBSTACLES? Reflect on the challenges, any difficulties you discovered. • What are you now WONDERING? Think of what might be possible, what other questions do you have. Explain to the students that the artwork they created will be used next week. Their challenge will be to arrange their artworks in a line and connect their drawings to create a unified landscape.	
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