

Course: Artists in our Community		Lesson Three: Reflections on a mural	
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) - 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 analyse an artwork and identify how art can convey meaning and effect a community.			
Time	Learning Experiences	Preparation and Resources:	
15 minutes	Introduction Sit outside in a circle. Begin the session with an Acknowledgement of Country. Refer back to the project Tyrown was beginning i.e. a mural with students at Medina Primary School - What is a mural? - Have you seen any murals in our community? - What do you think the purpose of a mural is? - Why do you think artists create murals? - What message do you think the artists are conveying in this mural? Share the Noongar Six Season Mural Images and Symbols .	Relevant online resources Artists in Our Community video Noongar Six Season Mural Images and Symbols See Think Me We Reflection Sheet Community Reflections Additional resources required - Drawing materials such as black fineliners, pencils, wax crayons, oil pastels or textas. - Paper and clip board or a sketch book/visual diary	

	The mural was created by the students at Neerigen Brook Primary School with the artists Yolande Yarran Ward and Oliva Samec.	Preparation Invite local custodians to your school to share their knowledge about your Country. Going further Research the Aboriginal or Torres Strait Islander seasons in your area and compare them to a Western seasonal calendar. Engage local custodial owners of the land to share their knowledge of their connection to Country/Place. Explore how living things are dependent on each other and the environment. (Science) Explore the Resist technique. Repeat the line walk experience using a wax crayon or oil pastel. Students paint over the lines with watercolour paint or diluted food dye and explore properties of different materials. (Visual Arts/Science)
35 minutes	Analysing an artwork Explore the artwork using the See Think Me We thinking routine developed by Project Zero. Students can record their thoughts on the See Think Me We sheet in the resource section. Read the accompanying notes to assist you to facilitate discussion. It is important prior to starting the session that students understand the importance of respecting each other when sharing their personal connections. 1. SEE: Look closely at the work. what do you notice? Make lots of observations. Students might comment on the artists' use of the art elements (colour, shape, line, form, texture, space). The art principles (movement, balance, pattern, contrast, emphasis, unity) or the Noongar symbols. They might notice the media, skills and techniques the artists have used. 2. THINK: What thoughts do you have about the work? Students might comment on the subject matter, the use of symbols and the language. The different processes and the purpose of the mural and its meaning. Ask questions to further the discussion, such as, 'What makes you say that?' 3. ME: What connections can you make between you and the work? Provide a personal example to the class. Students might reflect on their knowledge of the seasons, a personal event that occurs in a particular season. They might have seen the symbols used in other artworks or understand what they signify. 4. WE: How might the work be connected to bigger stories - about the world and our place in it? Share your own thought as an example. Students may comment on the seasons in different parts of Australia or other countries. Students might refer to the connection Aboriginal and Torres Strait Islanders have to Country and their	

	knowledge of the land. They may make connections to how people participate in their community as active citizens or the role art can play in society.	
10 minutes	Reflection Explain how you have analysed the mural from the perspective of a ‘viewer’. The artists who created the mural will have their own ideas. The community involved will bring another perspective. Share the Community Reflections and note how art can be understood from different perspectives. • What effect does the mural have on the individuals and the school community? • What do the students learn throughout the process? (knowledge of Noongar culture, insights about themselves as learners, dispositions such as persistence, collaboration, problem solving) • What impact do you think the mural will have on the whole community now and in the future? • What do you find interesting about the community's reflections?	