

Course: Artists in our Community		Lesson Two: Slow Looking, Slow Drawing	
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)			
Learning Intention: To develop drawing skills through careful observation and from sharing ideas.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit outside in a circle. Start the session with An Acknowledgement of Country. Read the names of some of the indigenous plants from your local area. - Does anyone know what these plants are? - What do the plants look like? - Do we have them in our school/local area? Refer back to the Artists in Our Community video. Remind students that Tyrown started drawing from a young age. - How did the students develop their ideas before painting the mural?		Relevant online resources Artists in Our Community video Tyrown Waigana Teaching Artist Statement Additional resources required - Black fine liners or thin permanent black pens - Paper and clipboard or a sketch book/ visual diary

	• Why do you think the students were looking at native plants? • How does drawing help artists? • Why do we draw? Record the students' ideas and add their thoughts as they evolve through the course.	Preparation If possible, collect some examples of native plants in your school or local area and know their name.
40 minutes	Observing nature As artists consider: • Why is it important to slow down and look at our environment? • What might we learn? • What might we discover? Students select 5 leaves to draw. Ideally these will be native plants endemic to your area. e.g. Marri (eucalyptus) leaves. Explain to the students that as artists they need to focus and look carefully at the objects. Remind students' that when they are really concentrating when drawing they won't be able to talk. Discuss the importance of respecting the plants and their environment. Remind students to only collect items from the ground. Provide black fineliners or thin permanent markers so that students learn to enjoy the marks they make. Demonstrate how you use your senses to explore the object. Look at the leaf, use your hands to feel the interesting lines of the edge of the leaf or texture etc. Be excited to see all the patterns and lines you can explore whilst drawing Continuous Drawing Students draw their leaf without taking their drawing tool off the page. Wherever their eye moves their pen records that movement on the page. The different lines created are a positive - they are not mistakes!	Going further Identify the plants in your school using an app such as iNaturalist. (Science) Research the indigenous plants endemic to your area and discover what plants would attract indigenous fauna into your environment. (HASS/Science) Invite an expert to talk about the plants at your school. Consult a traditional custodian of the land to learn about the indigenous plants in your area. Explore how vegetation contributes to a sustainable environment. (Sustainability)

	Observational Drawing Explain that Observational drawing is one type of drawing technique. Draw the subject again, looking at the leaf carefully. Encourage the students to sketch their shapes large. Sometimes it helps to tell students to try and touch the edge of the paper with their shape to increase the size of their drawing. Extension Colour/ the leaves with pencils. If students used permanent pens the students could paint their leaves with watercolour paints or watercolour pencils. Spend time outside and draw the native trees in your area.	
10 minutes	Reflection Place all the students' drawings on the floor. Explain that as artists in our community we learn from one another. Focus on how students have used their pens in different ways. Look for different examples of how they use the art elements of line, shape, texture or if they used principles such as pattern or contrast. • What did you learn about your object? • What skills or techniques did you use as an artist? • How did you hold your pen? • Are there different ways we can hold our pens? • How does this affect the marks we make? • Which lines or marks do you like? • How did it make you feel spending time drawing and being outside? • What other materials can you draw with?	