



Teacher Pack



Collection: Deadly Arts
Course: Artists in our Community
Year Level: 3-4
Lessons: 6 x 60 Minutes



Overview

Tyrown Waigana is a Wandandi Noongar and Ait Koedhal Torres Strait Islander multidisciplinary artist living in Perth. He works across a range of art areas, including, sculpture, illustration, animation and painting, and enjoys expressing his ideas with different media. In 2020 he was the winner of the NAIDOC poster competition.

In this video, Tyrown introduces us to a recent community art project he was involved with The Song Room's Deadly Arts program at Medina Primary School. The students and school community collaborated with him and artist Olivia Samec to create a mural to reflect the six Noongar seasons.

The accompanying lessons provide students with the opportunity to be artists and to explore different materials and drawing processes that are connected to their environment. Students are encouraged to think like artists and reflect on their work and the artwork of other artists throughout the course. The final lesson invites students to work on a collaborative drawing project.

Course: Artists in our Community		Lesson One: Thinking Like An Artist	
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) - 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 develop an appreciation of a contemporary artist and their artwork and to consider how artists express their ideas in different ways.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Start the session with An Acknowledgement of Country. You may also like to use the Deadly Arts Welcome to Whadjuk Country video if you have not yet shared this with students. This video features a Welcome to Country ceremony on Whadjuk Country in Perth (where Tyrown works as an artist). Watch the Artists in Our Community video. - Who is Tyrown? - What different types of art does he make? (refer to Tyrown's Art Works) - Where is he working? - What community project is he working on? - What surprised you about Tyrown's artwork? - What questions do you have?	Relevant online resources Deadly Arts Welcome to Whadjuk Country video Artists in Our Community video Tyrown Waigana Teaching Artist Statement What Art Means To Me Activity Sheet Tyrown's Artworks Think Like An Artist Self-Assessment AITSIS Map of Indigenous Australia (Schools can purchase a map or share it	

	Use the AITSIS Map of Indigenous Australia to explore where Tyrown's is from. (Saibai Islands and Wardandi Country). Read the 'Who Am I?' section of Tyrown's Teaching Artist Statement. <i>I am a Wandandi Noongar and Ait Koedha Torres Strait Islander. I was born in East Fremantle and grew up in the surrounding suburbs, which is on the Perth south side.</i> Compare this to the land where your school is situated.	digitally via the hyperlinked website). Additional resources required - Drawing materials such as pencils, crayons, fineliners, and/or textas Preparation - Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE. Going Further Analyse one of Tyrown's art works using a See Think Wonder thinking routine (The See, Think, Wonder thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education). Research artists in your local community - Do you know any artists in our community? - How could we find out about the artists' in our community?
40 minutes	Listening to a contemporary artist In the video Tyrown states: <i>Art means connecting to my culture, dealing with things around me which I put into my artwork. It's how I express myself.</i> Discuss: - Why does Tyrown make his artwork? Read the 'What Art Means To Me?' section of Tyrown's Teaching Artist Statement to discuss this further. Ask students to now connect to their own art making and creating: - Why do you make art? - What does art mean to you? - What types of art do you enjoy making? - What inspires you? - What is important to you? - What would you like to learn as an artist?	

	Students record their thoughts on the What Art Mean To Me activity sheet. They can use words, pictures and/or symbols to express their ideas. Invite students to share their responses with the class. Record the students' responses' and add to this chart throughout the course. This could be done through a 'wonder wall' or other visual display to capture the inquiry across the lessons.	Explore contemporary Aboriginal and Torres Strait Islander art in the public galleries in your state or territory e.g. • The Art Gallery of Western Australia • The Art Gallery of NSW • The Art Gallery of SA • The National Gallery of Victoria • Queensland Art Gallery of Modern Art • Tasmanian Museum & Art Gallery • Museum and Art Gallery NT • National Gallery of Australia 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.
10 minutes	Reflection • What do you think are the skills artists use during the creative process? Discuss the Think Like An Artist Self-Reflection Sheet. Students plot where they think they are currently as artists on the Think Like An Artist learning continuum.	

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?	

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
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	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)

	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?	

Course: Artists in our Community		Lesson Four: Art Treasures	
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) - Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)			
Learning Intention: To create and share an artwork that reflects the place it was made.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Being the session with an Acknowledgement of Country. What was the subject matter of the mural you analysed last session? (The Noongar Six Seasons) Watch the Six Seasons on Noongar Country video with Rickeeta Walley. Rickeeta states that: <i>Our Bushland is so full of treasures whether it be the food you can find, the medicines that are here, there are all kinds of resources you just need to know what to look for and the Six season system help Nyoongar to be able do that.</i>		Relevant online resources Six seasons on Noongar Country video Rickeeta Walley’s Teaching Artist Statement The Arts Elements and Art Principles Additional resources required - Digital device to take photos of the students’ artwork

	• Why do you think Rickeeta uses the word 'treasure'? • If something is a treasure, how do you look after it? • What are the treasures in our environment?	Going further Read Rickeeta's statements to learn about the unique qualities of the plants on Noongar Boodja. Find out more about the plants in your environment. Research Aboriginal and Torres Strait Islander Peoples' knowledge of the local environment in your area. Research how Aboriginal and Torres Strait Islander art has a long history of using natural materials. Students can take action and look after their environment. Look at other examples of environmental artists e.g. Andy Goldsworthy. Compare their work and discuss the artists' intentions. Create a language wall of art terms and vocabulary.
40 minutes	Creating an artwork from the environment Explain to students that they will look for seasonal 'treasures' in their environment. With their 'treasures' they will create an artwork outside on their Country/place. Share Rickeeta's quote: <i>I encourage students to use natural materials (without picking from trees) to create an artwork that they can leave on the ground, whether it be a little drawing in the sand or a sculpture made from sticks and leaves</i> • What seasonal 'treasure' will you find? • Where will you put your artwork? • What art elements could you use e.g. colour, shape, texture, line, form • Will the design be symmetrical or asymmetrical? • What art principles might you incorporate e.g. pattern/repetition? • Will it be 2D or 3D? • Is there a particular subject? • Will it be abstract? Divide the class into small groups or pairs. Discuss the importance of respecting the plants and their environment. Remind students to only collect items from the ground. Students may require additional time to complete their artworks. Take photos of the students' art works for evidence of student learning.	

	Extension: Students write about the experience and their artwork drawing upon their knowledge of the art elements and art principles.	
10 minutes	Reflection Students share their artwork treasures with the class. Encourage students to describe what they like about each other's artwork using specific art language such as colour, shape, line, pattern etc. Refer to the art elements and art principles sheet to assist students. Increase the students' art vocabulary by writing the words students use to describe each other's artwork. • What art elements/principles did the artist use? • What was challenging? • What surprised you? • If you were to create another artwork with natural materials, what would you do differently?	

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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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](#).

Curriculum Alignment							
Course: Artists in our Community		Year level: 3-4					
Learning Area: The Arts		Subject: Visual Arts					
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures					
Content Descriptors:		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Visual Arts							
Year Three - Four:							
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)							