

Course: Artists in our Community		Lesson Four: A Nature Mandala	
Learning Area: The Arts	Subject: Visual Arts	Time: 60 Minutes	Year Level: 5-6
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability , Asia and Australia’s Engagement with Asia	
Content Descriptor: <i>Year Five – Six:</i> - Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) - Develop and apply techniques and processes when making their artworks (ACAVAM115) - Plan the display of artworks to enhance their meaning for an audience (ACAVAM116) - Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)			
Learning Intention: To create and present an artwork that reflects the place it was made.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Find out what students know about mandalas. The word mandala means “circle” in Sanskrit. It is a symbolic representation of the universe. Mandalas can also have religious and spiritual meanings. Explain that students will be working together to create a ‘nature’ mandala. A nature mandala uses natural materials and patterns which radiate out from the centre of the circle. The materials will reflect our Country and be an artwork using our seasonal treasures. Share examples of ‘nature mandalas’ by searching on google to view images.		Relevant online resources Six seasons on Noongar Country - The Art Elements and Art Principles Mandala facts for kids

	- What do you notice? (symmetry, patterns, fractions, concentric circles, radial design etc) - Where is the best place to start the design? (from the centre) - What shape is the final design? (circular) - How have the artists used the art elements and art principles? Explain that they will have 10 minutes to collect their treasures. Remind students to respect their environment and only take what they need. Limit the number of items to 10 - particularly if you have limited plants in your setting.	Additional resources required Natural materials from your environment Going further Research the history and significance of mandalas.
40 minutes	Creating a nature mandala Before commencing encourage students to think about the art elements they might use in their design. For example, what colours or textures will they use or will they only focus on one colour. Here are the steps to create the nature mandala: 1. Collect seasonal natural treasures. (Approximately 10 minutes). 2. Sort the treasure. 3. Select one item for the centre of the mandala. 4. Students create their mandala. Students will require the whole session to create their artwork. Take photos of the students working together. These photos will be helpful when discussing collaborative projects.	Explore mathematical concepts and create a mandala with specific angles. Create a whole class mandala and invite your community to view the students' artwork. The students could explain the process and what it was like to create a communal artwork. Students write about their artwork or create a poem based on the seasons.
10 minutes	Reflection Each group presents their artwork to the class. Invite other students to respond to their work and highlight what they like using specific art terminology. (Refer to The Art Elements and Art Principles resource.)	

Compare how groups completed their mandalas i.e. did they leave the edge open or create a line using natural objects.

Take a photo of each group's artwork and use it for assessment purposes.

Students reflect about the experience and their artwork using the WOW reflection routine:

WINS: What went well, the positives.

OBSTACLES: What was challenging.

WONDERINGS: What questions or new ideas do you have?