

Course: Artists in our Community		Lesson Six: Art in my Community	
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	
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)			
Learning Intention: To create a collaborative artwork that reflects the interests of the class.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Sit in circle and invite a student to give the Acknowledgement of Country. Share the Community Reflections and note how art can be understood from different perspectives. - What do you find interesting about the community's reflections? - Why is it important to listen to 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, learn 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?		Relevant online resources Community Reflections Additional resources required - Black permanent markers - Watercolour paint - Brushes - A large roll of paper which the class can sit around.

	- What will we learn about each other when we view our mural? - Who will we share our drawing with?	Preparation Have the students' symbols from the previous session ready.
40 minutes	Creating and displaying our art Students sit around the large paper and draw some of their symbols about their likes and interests. Encourage the students to enlarge their symbol or picture. After 5 minutes ask all the students to move a few spaces around the paper. They will now spend another 5 minutes drawing in a different space. Repeat this process until the paper is full of the students' drawings. Students can draw news designs and add details to make the piece unified. Extension: Students use watercolour paints to add colour to their mural.	Going further Invite community members to view the students' artwork. Students plan how they could develop a community artwork. Investigate creating an artwork with a local Aboriginal or Torres Strait Islander artist. Discuss the ethical considerations when undertaking a project that involves drawing on Aboriginal or Torres Strait Islander knowledge.
10 minutes	Reflection - What did it feel like to create a collaborative artwork? - What does our collaborative artwork tell viewers? - What can we learn about each other from viewing the artwork? - How can art affect communities? - How could we display our artwork?	Explore the 5-6 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.