

Course: Artists in our Community		Lesson Three: Community Reflections	
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 , Ethical Understanding		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) - 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 analyse a community artwork from different perspectives and identify how art can convey meaning about a particular place or community.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit in a circle outdoors. Begin the session with an Acknowledgement of Country. Drawing Game Divide the class into groups of about 6-8. Each student selects one drawing tool and a piece of paper. The drawing tool selected by each student doesn't change throughout the game. Each student draws for a few minutes, taking their drawing tool on a journey. Remind students to slow down while they are drawing and experimenting with the types of marks they make. When they have finished, they take their pen off the paper. If there is still time left to draw before they pass the paper to the next person, encourage the student to add more lines or marks. - Take your drawing tool on a journey. What type of line will you create? - Pass your paper to the person to your left. Keep your drawing tool.		Relevant online resources Six seasons on Noongar Country Tyrown Waigana Teaching Artist Statement Rickeeta Walley's Teaching Artist Statement Noongar Six Season Mural Images and Symbols Think/Puzzle/Explore Reflection Sheet - The Art Elements and Art Principles Community Reflections

	3. Look at the line you have received. Turn the paper and view the line from a different angle. How will you respond to this mark? You may need to add more than one line. Think about the conversation you are having with that line. 4. Repeat the process around the circle until you have the artwork with your original line. Reflect on the experience. • What was it like to respond to someone's artwork/ lines or marks? • Can you communicate through drawing using lines or marks? How? • Did you feel responsible for each other's work?	Additional resources required • Assorted drawing tools e.g. coloured pencils, fineliners or permanent markers, crayons, thick and thin textas, oil pastels markers etc) • A4 or A3 paper and clip board or a sketch book/visual diary to lean on
35 minutes	Analysing an artwork Look at the Noongar Six Season Mural Images and Symbols. This mural was created as part of the Deadly Arts program by students from Neerigen Brook Primary School, with Teaching Artists Olivia Samec and Yolande Yarran-Ward. • What do you see? • What do you think the artwork is about? • How have the artists used the art elements? • How have the art principles helped to convey the artists' message? Explore the work using the Think/Puzzle/Explore thinking routine. • What do you think you know about this topic? • What questions or puzzles do you have about this topic? • How might you explore your puzzles about this topic? Students record their ideas independently on the Think/Puzzle/Explore Reflection Sheet. Invite students to share their thoughts after each question. • What else have you discovered that is depicted in the mural? • How have the artists conveyed the information?	Preparation Read the facilitator notes to the Think/Puzzle/Explore thinking routine developed by Project Zero, a research center at the Harvard Graduate School of Education. Going further Invite local custodial Aboriginal People to share their knowledge of your local area. Research the Aboriginal or Torres Strait Islander seasons in your area and compare them to a Western seasonal calendar.

	e.g. the use of symbols, the choice of colours, the types of plants depicted, the types of shapes such as rain drops to represent the wetter seasons. Explore the Noongar Six Season Mural Images and Symbols PDF. - Why do you think these symbols were selected for the mural? Remind students that in The Six Seasons on Noongar Country video Rickeeta was drawing in the sand. Rickeeta explained: <i>I was drawing symbols that were used to communicate with other tribes, using our message sticks (engraved pieces of wood).</i> <i>The use of symbols can differ depending on the Aboriginal country that you are residing on. Although there are common symbols that can be understood across most Indigenous nations, it is still important to check what they mean in your local area.</i> Read Tyrown's and Rickeeta's statements about cultural protocols and use of symbols. - What are the ethical reasons for using symbols appropriately?	Read Tyrown's and Rickeeta's statements about cultural protocols and use of symbols. Explore the Aboriginal or Torres Strait Islander symbols from your local area. Explore how symbols are used by diverse cultures and the ethical principles and cultural protocols that should be considered when using symbols. as a starting point.
10 minutes	Reflection In the Artists in our Community video 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:	

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.

Exit Ticket:

- What is the most important thing learned from our discussion?
- Why is it important to take time to reflect?
- What are you curious to learn more about?

Students record their ideas or share with a partner.