

Course: Artists in our Community		Lesson Two: Drawing Treasures from our Place	
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) - 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 appreciate my environment and explore and develop different drawing techniques.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Start the session with An Acknowledgement of Country. Refer back to the previous session. - What project was Tyrown beginning to work on with the students? (mural) - What was the subject matter? (The Noongar Six Seasons) - How did the students begin their research? (drawing native plants, learning about the seasons i.e. research) Learn more about the Noongar seasons and view The Six Seasons on Noongar Country video with Rickeeta Walley .		Relevant online resources Artists in our Community video Six seasons on Noongar Country video Tyrown Waigana Teaching Artist Statement Rickeeta Walley's Teaching Artist Statement

	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> • 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? Explain to students that they will look for seasonal 'treasures' in their environment and develop their connection to the land through drawing.	Additional resources required • Black fine liners or thin permanent black pens • Paper and clipboard or a sketch book/ visual diary Going further Read Rickeeta's Statement to learn about some traditional uses of indigenous plants by Noongar people and their sustained ways of living. Explore Aboriginal and Torres Strait Islander communities' methods of land management. (HASS) Consult with Aboriginal or Torres Strait Islander Peoples to learn about the medicinal and nutritional properties of native plants. (Science) Identify the plants in your school using an app such as iNaturalist. and research the indigenous plants endemic to your area. Start a campaign to plant indigenous plants in your setting. Label the plants in your local
40 minutes	Observational Drawing Ask students to collect 3 or 4 natural objects from the ground e.g., a leaf, a small rock, a stick or gumnut. Remind students to respect their environment when selecting their 'treasures'. Explain that the following drawing exercises will each take approximately 5 - 10 minutes. Students do not use rubbers. They will use black fineliners or thin permanent pens. As artists they need to focus, slow down and look carefully at their subject matter. Drawing Experience 1: Blind Continuous Line Drawing Draw the object without taking your fineliner pen off the page. Students ONLY look at the subject matter - not their drawing - throughout the process. Provide each student with a square of cardboard 15 x 15 cm with a hole in the middle to slide their pen through. This will prevent them from seeing their drawing. Wherever their eyes move their pen makes that mark. If they want to draw the middle of the object, the pen moves across to that area. Encourage students to let their eyes follow the	

	details, the contours, the patterns and record every mark and movement that their eye makes. Remind the students to slow down and to look carefully as they draw. Share the students' work and experiences. • What was it like to draw without looking at your drawing? • How did it make you feel? • Why do you think this is an important drawing technique? Repeat the experience with another object. Drawing Experience 2: Continuous Line Drawing Repeat the experience but this time the students look at the subject matter and their drawing. They still keep their pen line continuous i.e. Their pen does not leave the paper. • What skills are you using during this process? • Why do you think it is a useful skill to practise? Drawing Experience 3: Observational drawing Draw the object again, looking at the subject matter closely. Encourage students to also draw their subject matter larger than life. A useful tip to help students enlarge their work is to encourage them to use the whole page and explain that their subject can touch the edge of the page. Extension: use watercolour paints or watercolour pencils to colour the observational drawings.	Aboriginal or Torres Strait Islander language. Explore the history of mark making. Look at indigenous rock art at the National Museum of Australia and Australian Geographic. (Visual Arts)
10 minutes	Reflection Place all the students' drawings on the floor. Explain that as artists in our community we learn from each other. As artists consider:	

- What did you learn about drawing today?
- Why is it important to slow down and look at our environment?
- What might we learn?
- What might we discover?
- How did it make you feel concentrating on your drawing?
- How did you feel spending time learning outside?
- What other materials can you draw with?