

Course: Artists in our Community		Lesson One: Thinking Like An Artist	
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	
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 explore what art means to different people and how ideas can be conveyed through the arts.			
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). Ask the students - Do you know any artists in our community? - What type of art do they make? - Where have you seen their work displayed? Explain they are about to learn about a contemporary Wandandi Noongar and Ait Koedha Torres Strait Islander artist – Tyrown Waigana - who is working in Perth and they will hear about a cultural school community mural project he is involved with.		Relevant online resources Deadly Arts Welcome to Whadjuk Country video Artists in our Community video Tyrown Waigana Teaching Artist Statement Tyrown’s Art Works Four Question Sheets AITSIS Map of Indigenous Australia (Schools can purchase a map or share it digitally via the website). See Wonder Connect x 2 Reflection

	Watch the Artists in our Community video. Read Tyrown's statement to discover more about the artist. Use the AIATSIS Map of Indigenous Australia to explore where Tyrown is from. <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> • What surprises you about Tyrown's artwork? • What different types of art does Tyrown make? • What materials are his artworks made of? • What were some of Tyrown's influences growing up?	• The Art Elements and Art Principles Additional resources required • Drawing materials such as pencils, crayons, fineliners, and/or textas • Sticky notes • Large poster paper to display the students' thinking Preparation Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE. Print the Four Question Sheets and enlarge to A3. Alternatively, write each question on large poster paper. • Why do you make art? • What types of art do you enjoy making? • What is important to you?
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> • What does art mean to Tyrown? • How do you think his artwork reflects his identity? Read Tyrown's statement to explore these ideas further.	

Indigenous culture is visually based and a lot of our traditional stories, teaching, learning fit into a western standard of art because of this many our people look to create as a way of connecting to culture.

Often many of the things I think about are out of my control and putting it into my art helps to digest these big ideas. I also grew up with the mentality that men aren't allowed to have feeling, which is not something I believe anymore but putting these feeling into my artwork was a way to express myself without judgment.

Ask students to reflect:

- What does art mean to you?

Explain that students will independently answer the following four questions and place their answers on the [corresponding large sheets](#) displayed around the room.

- Why do you make art?
- What types of art do you enjoy making?
- What is important to you?
- How could you convey these ideas through the visual arts?

Students record their reflections to each question on a separate sticky note. They add their thoughts to the [relevant poster](#).

Extension

Explore one of Tyrown's Art Works. Use the See Wonder Connect x 2 Reflection in the Resource section. The [See Wonder Connect x 2](#) thinking routine was developed by Project Zero, a research centre at the Harvard Graduate School of Education. Read the facilitator notes to ensure your class has established protocols for sharing information safely.

Students independently write their answers and share their responses with the class.

1. Look closely at the artwork: What do you notice?
2. What questions do you have?

- How could you convey your ideas through the visual arts?

Display the posters around the room.

Going Further

Research contemporary Aboriginal and Torres Strait Islander Art. Start by looking at the collections in the public galleries in your state or territory:

- [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](#)

Students select two contemporary Aboriginal or Torres Strait islander artworks and compare them using a venn diagram or a thinking routine such as See Think Wonder.

	3. How could this connect to other subjects? 4. How could this connect to your personal interests or hobbies?	Encourage students to describe what they see using The Art Elements and Art Principles vocabulary.
10 minutes	Reflection Group the students' responses according to similarities or if any themes emerge. • What do you notice? • Are there any themes emerging? • What are you curious to learn more about? Discuss some of the responses and ask students to elaborate if required. Encourage students to add their thoughts to the charts throughout the course as their ideas evolve.	Provide time for students to explore maps and sources showing Aboriginal and Torres Strait Islander language groups and Countries to demonstrate the diversity of First Nations people across Australia. 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.