



Teacher Pack



Collection: Deadly Arts
Course: Artists in our Community
Year Level: 5-6
Lessons: 6 x 60 Minutes



Overview

Tyrown Waigana is a Wandandi Noongar and Ait Koedhal Torres Strait Islander multidisciplinary artist living in Perth. He works across a range of art areas, including, sculpture, illustration, animation and painting and enjoys expressing his ideas with different media. In 2020 he was the winner of the NAIDOC poster competition.

In this video, Tyrown introduces us to a recent community art project he was involved in with The Song Room's Deadly Arts program at Medina Primary School. The students and school community collaborated with him and artist Olivia Samec to create a mural to reflect the six Noongar seasons.

The accompanying lessons provide students the opportunity to be artists and explore different materials and processes that are connected to their environment. Students are encouraged to reflect on their work and the artwork of other artists and share their ideas throughout the course. The final two lessons provide students the opportunity develop and create a collaborative drawing that reflects the different identities in their class community.

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.

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?

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.

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?

Course: Artists in our Community		Lesson Five: Our Class, Our 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) - 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 creating symbols to represent different ideas, thoughts and information about one’s identity.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Sit outside in a circle. Start the session with an Acknowledgement of Country. Ask students to close their eyes and listen to the sounds around them. - What sorts of lines/marks could you make to represent the sounds? - How can you use line/marks to express an emotion or feeling? Ask students to draw these sounds in their visual diaries. - If it is a hot day, what sort of marks could you make to express this idea? - If there is a cool breeze, how will you represent it? - Imagine it is raining, how will your lines/marks change? - What marks or symbols could you draw to represent the current season?		Relevant online resources Making Symbols Activity Sheet Additional resources required - Assorted drawing tools e.g. coloured pencils, fineliners or permanent markers, crayons, thick and thin textas, oil pastels markers etc) Going further

	Share the different ways students have represented the season.	Provide time for student to research and compare how artists use symbols in their artwork.
40 minutes	Making Symbols Explain that the following drawing experience is the preparatory work for a collaborative artwork that will be completed next week. The collaborative mural will be drawn on to large paper and shared with their community The students will create a class drawing that represents information about everyone in the class. Students create their own drawing, symbol or design to match the word prompts on the Symbol Making sheet. If the word is not relevant to the student they can move on to the next word. Read through the Making Symbols sheet. Encourage students to use different lines and marks to express their ideas and have fun thinking of new ways to present information about themselves.	
10 minutes	Reflection • What was it like to develop your own design, symbol or picture? • How do visual images convey meaning? • Can you think of artists who use symbols in their artwork?	

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.

Curriculum Alignment						
Course: Artists in our Community	Year level: 5-6					
Learning Area: The Arts	Subject: Visual Arts					
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 Descriptors:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Visual Arts <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)						