

Course: Artists in our Community		Lesson Six: Art in my Community	
Learning Area: The Arts	Subject: Visual Arts	Time: 60 Minutes	Year Level: F-2
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>Foundation – Year Two:</i> - Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) - Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) - Create and display artworks to communicate ideas to an audience (ACAVAM108). - Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)			
Learning Intention: To create an artwork that reflects the environment it was created in and explore why artists display their artwork.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Refer back to the natural materials the students used in the previous session. - Can you think of any other natural materials artists use? Students may discuss natural dyes, pigments, feathers, wood, sand, bark, reeds, ochre etc - What materials come from the earth? - Where does clay come from?	Relevant online resources Community Reflections Additional resources required - Earthenware Clay If you intend to keep the students' work and do not have access to a kiln use an airdrying (no firing) clay.	
40 minutes	Mark making in clay Provide each child a small amount of clay. Demonstrate how they can roll the clay into a ball and then flatten it with the palm of their hand.		

	Students explore what marks different natural materials make. Demonstrate how to use different sides of each object you can create different marks e.g. a thin line, a circle, a curved line etc • What is it called if you repeat a particular mark? (pattern) • What sorts of patterns can you make with your natural materials? (Texture patterns e.g. rough/smooth etc, shape patterns, colour patterns etc) Create a hanging textured ornament. 1. Roll a ball of clay. 2. Press the ball flat using the palm of your hand. 3. Press different natural objects into the clay. Students might create patterns or create different marks and textures. 4. Make a hole at the top with a pencil or straw. Optional: When dry, paint with watercolour paint. Use wool, string, or thin wire to hang the ornament. Extension: Students thread beads onto the string or wire.	Preparation A selection of natural materials for students to use as tool to create marks in clay. Going further Plan a display of the student's clay work or learning experiences. Share your class's observations about what they have learned as artists throughout the course. Display photographs of the different processes the students explored accompanied with student reflections. Invite your community to share the students' discoveries.
10 minutes	Reflection Students reflect on their initial response to 'What Art Means To Me' (Lesson One). • What have you learnt about being an artist? • Have your ideas changed since we began? Why? Why not? • As artists, why do you think it is important to reflect? • Why do you think artists display their artwork? Share the Community Reflections PDF. • Do you think sharing art can bring communities together? Why?	Students write an artist's statement about their clay ornament. Why it is special and how it reflects the place where it was created. (English). Students could write a procedural text, 'How to make a clay hanging ornament'. (English).

	- Who could we share our learning with in our community? - How could we share our learning/discoveries with our community?	Explore creating different patterns and shapes with clay. (Mathematics).
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