

Course: Artists in our Community		Lesson Three: Art in my place	
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 artwork using materials from the environment.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Heading Sit in a circle outside. Begin the session with an Acknowledgement of Country. Refer back to the previous session. What do you think the ‘treasures’ we collected tell us about our environment? Would the treasures be the same throughout the year? Why or why not? Explain to the students that they will have time to create an artwork outside using natural materials from their environment, including their treasure from last week. Share Rickeeta’s quote: <i>I think that creating artwork in the sand is a great way to connect to country and that you don’t necessarily have to do Aboriginal symbols. I encourage students to use</i>	Relevant online resources Rickeeta Walley Teaching Artist Statement Additional resources required - Digital device to record the students’ artwork and/or reflections Preparation Invite local custodians to your school to share their knowledge about your Country.	

	<i>natural materials (without picking from trees) to create an artwork that they can leave on the ground, whether it be a little drawing in the sand or a sculpture made from sticks and leaves.</i>	Going further Read Rickeeta's statement about Nyoongar people's ancient knowledge of plants and their medicinal and scientific properties. Learn about the native plants and animals in your local area and biodiversity. • What sorts of plants do we have in our school? • Are they native or introduced? Find out which plants attract insects and native animals and plant these in your school. (Science and Sustainability). Research the changes in your local area. • Imagine what the land might have looked like before the school was built? • What animals/plants might you have seen? (HASS) Explore how artists have used natural materials e.g. natural pigments such as ochre or grasses or reeds for weaving to express their ideas. Read Rickeeta's statements about how students can make a difference and care for their environment.
40 minutes	Creating an artwork Students can be as imaginative as they like. They can choose any subject matter. They might create a person, an animal, a face, or something abstract. They could tell a story, create a map or a picture about their favourite season. If it is too windy, students can collect their materials and then create their artwork back in the classroom. Take photos of students' art work as part of your formative assessment. Students can be interviewed about their artwork on another occasion or write about their art and the experience.	
10 minutes	Reflection Students reflect on their artwork and share something about the art or the experience. • Tell us something about your art work. • What did you enjoy? • What was challenging? • What does your artwork tell people about our environment? At the end of the session you may like to ask students to consider: • How can we care for our land? • What do you think we should do with our artwork and the materials we collected?	