

Course: Artists in our Community		Lesson Two: Looking for Art Treasures	
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	
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) - 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) - Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)			
Learning Intention: To respond to a mural and explore how artists develop and express their ideas.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit in a circle. Start the session with An Acknowledgement of Country. - How do you think artists get their ideas? - What might inspire them? Students share their ideas around the circle. Record the students' thoughts. Add to this chart throughout the unit. Look at the Noongar Six Season Mural images. The mural was created as part of the Deadly Arts program by students from Neerigen Brook PS, with Teaching Artists artists Olivia Samec and Yolande Ward.		Relevant online resources Artists in Our Community video Six Seasons on Noongar Country video Noongar Six Season Mural Images and Symbols See Think Wonder Student Reflection Sheet

	Analyse the mural using the questions: • What do you See? • What do you Think? • What do you Wonder? Extension: students record their own responses on the See Think Wonder Reflection Sheet using pictures and/or words. • What do you think the artists did before they painted this subject i.e. The Six Noongar Seasons? Students may have a range of responses including looking at nature, observational drawings, talking to experts, research, reading, watching a documentary, talking to community members, speaking with Elders, looking at pictures, discussions etc.	Additional resources required • Drawing materials (pencils, crayons, textas) • Small paper bags Preparation Read Rickeeta Walley's Teaching Artist Statement Going further Develop students' knowledge about the Country/Place where your school is located on and why Country/Place is important to Aboriginal and Torres Islander Peoples. Explore how people are connected to place. (HASS) Deepen scientific knowledge through the Aboriginal and Torres Strait Islander Science elaborations. Research the seasons and flora in your local area.
35 minutes	Treasures in our environment Watch the Six Seasons on Noongar Country video. Rickeeta states that: <i>Our Bushland is so full of treasures whether it be the food you can find, the medicines that is here, there are all kinds of resources you just need to know what to look for and the six season system help Noongar to be able to 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 five 'treasures' in their outdoor environment.	

	Discuss the importance of respecting the plants in their environment. Encourage students to take leaves from the ground. Explain the importance of slowing down and looking carefully at our natural world. Before handing out the bags provide students time to look and think carefully about what they will take. Provide each student with a paper bag to collect their treasures. Once they have collected their treasures students draw their treasures on their bag. Encourage students to look at their treasures carefully and record the patterns, lines, and shapes of each object.	Explore sustainable practices and how students can contribute to looking after their environment. Research how symbols are used by different groups in your community and what they mean.
10 minutes	Reflection Students explain why they chose their treasures. Demonstrate why they might have selected an item or what they found intriguing e.g. shape, colour, texture, form, patterns or lines. For example: • <i>I like the bumpy surface.</i> • <i>There are squiggly lines that look like spaghetti.</i> • <i>The colour reminds me of the rainforest.</i> The reflections could be shared as a whole class or in small groups. Record the art words students use to build an art vocabulary word list. • What do you think is special about our environment/place? • What place is special to you?	