

Course: Artists in our Community		Lesson Five: Mark Making	
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) - 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 explore creating different marks using natural objects and paint.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Artists’ Tools - What sort of tools did Tyrown use? (Hands, paint brush, cardboard, spatula, computer, pencils, pliers etc) - What tools do you think he might use to paint with? - How could we make marks with paint using natural materials? Discuss some of the different actions or motions you could use to create different marks. e.g. pull, push, drag, spread, dab, wiggle, swirl, brush. If you prefer not to use paint, explore mark making with oil pastels. Students can use the same motions to discover different marks.		Relevant online resources Artists in Our Community video Additional resources required - Acrylic paint (Limit the students’ colour palette. Use black paint or the primary colours). - Newsprint paper

40 minutes	Mark Making Explore making marks with natural objects. Provide a range of natural materials to use as painting tools. As students explore the different materials, share their discoveries with the class. Ask individual students to record their discoveries on a large piece of paper for the class to refer back to. Look at the different types of marks the students have created. • What do they remind you of? e.g. the bark of a tree, the fur of an animal. • What could they be used for in a painting? Students think of a name for the marks they make. Label each mark with their ideas. Use the class chart to refer back to in future painting experiences.	Preparation • Collect an Assortment of natural objects to paint with e.g. leaves, twigs Going further Using the knowledge students have gained through these experiments, students create a painting using the different mark they have discovered e.g. a portrait using different marks, an imaginary animal or a landscape. Research other natural materials artists paint on e.g. bark or leaves.
10 minutes	Reflection • Why do you think it is important to experiment using different tools and techniques? • Why do you think it is important to explore different materials? • What did you enjoy about using natural materials? • What have you discovered? • What are you still curious about?	