

Course: Artists in our Community		Lesson One: Thinking Like An Artist	
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)			
Learning Intention: To appreciate that there are different art forms and that artists express their ideas in many ways and for different purposes.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Start the session with an Acknowledgement of Country. You may 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 (where this course is also based). Introduce unit of work with these key questions: - What is an artist? - What do you know about art? - Do you know any artists in our community? Record student responses. Keep the class’ responses and add to their ideas throughout the course. This could be done through a ‘wonder wall’ or other wall display to capture the inquiry across the lessons.		Relevant online resources Deadly Arts Welcome to Whadjuk Country video Artists in Our Community video Tyrown Waigana Teaching Artist Statement What Art Means To Me Activity Sheet Additional resources required - Drawing materials such as pencils, crayons, fineliners,

40 minutes	Listening to a contemporary artist Watch the Artists in Our Community video. • Who is Tyrown? • What different types of art does he make? • Where is he working? (his studio and at a school) • What is he doing? (working on a community mural project) Use the AIATSIS Map of Indigenous Australia to explore Tyrown's ancestry and where he is working. Read Tyrown's Statement: <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 Perth south side.</i> Compare where this is to the land where your school is situated. Share Tyrown's quote: <i>Art is important to me because it feels like I am connecting to my culture. It's a way to deal with things around me which I can put into my artwork and express myself.</i> • Why does Tyrown make his artwork? • What does art mean to you? • Why do you make art? • What types of art do you enjoy making? • Describe how 'creating' makes you feel. (Display visual images of different emotions to support students' understanding of these feelings.) Students draw a picture of them self as an artist. Students record what art means to them on the What Art Means To Me Activity Sheet.	permanent markers and/or textas Preparation • Read the <i>Getting Started</i> section in the course overview. • Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE. Going Further Continue the students' appreciation of their family, community and place though an integrated unit of study (HASS). Explore contemporary Aboriginal and Torres Strait Islander art in the public galleries in your state or territory e.g. • 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
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10 minutes	Reflection Display all the students' artwork. Ask students to select an artwork they are curious to learn more about. • Why did you choose this piece? • What did you learn from listening to the artists in our community? Explain that in your classroom community there are many artists. Each artist is different, and each artist may respond to their world differently. This is a safe space for students to express their ideas and learn from each other, to explore and experiment with different materials and processes.	• National Gallery of Australia Explore the F-2 Deadly Arts courses on ARTS:LIVE: Welcome to Whadjuk Country, Yarning on Wiilmen Boodjar and Traditional Dollmaking and Together We Sing on Noongar Boodja.
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