



Teacher Pack



Collection: Deadly Arts
Course: Artists in our Community
Year Level: F-2
Lessons: 6 x 60 Minutes



Overview

Tyrown Waigana is a Wandandi Noongar and Ait Koedhal Torres Strait Islander multidisciplinary artist living in Perth. He works across a range of art areas, including sculpture, illustration and painting and enjoys expressing his ideas with different media. In 2020 he was the winner of the NAIDOC poster competition.

In this video, Tyrown introduces us to a recent community art project he was involved in with The Song Room's Deadly Arts program at Medina Primary School. The students and school community collaborated with him and artist Olivia Samec to create a mural to reflect the six Noongar seasons.

The accompanying lessons provide students with the opportunity to be artists and explore different materials and processes connected to their environment. They are encouraged to reflect on their work and the artwork of other artists and to share their creations and learning with their peers and community.

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](#).

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?	

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?	

Course: Artists in our Community		Lesson Four: Finding Textures	
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 appreciate that artists use different materials and techniques and to explore different textures in the environment.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit outside. Begin the session with an Acknowledgement of Country. Each time you do this in the lesson sequence, consider how you can build connections for students between their learnings about Country and their Acknowledgement of its Traditional Custodians. - What do you remember about Tyrown’s artwork? Tyrown creates 2D and 3D artwork and works in different art forms. He expresses his ideas using different materials/media and techniques. - What materials did we use last week? - What art area did we use? (collage or sculpture) - What did you notice about these materials? (refer back to the art vocabulary list started last week)	Relevant online resources Artists in Our Community video Additional resources required - Large paper e.g. A3 or larger (newsprint or copy paper) - Wax crayons - Grey lead pencils Going further Look for shapes and patterns in the environment. Select a shape and	

	Select some natural objects and encourage students to describe them using their senses. - As an artist, how can you show the viewer what something might feel like i.e. the texture? - What sort of marks or lines could you make to show something was rough, bumpy or smooth? Ask students to demonstrate the marks they would make on the ground or draw their ideas on paper. Share the different ideas.	repeat it to create a pattern using the rubbing technique. (Mathematics) Explore the 'wax resist technique'. Take rubbings of leaves with crayons. Around the leaves draw different white oil pastels lines (waves, swirls etc) to express the idea of movement. Paint a wash (watercolour paint or diluted food dye) over the page to reveal the different lines. (Science and Visual Arts).
40 minutes	Textures in the environment Demonstrate how to take rubbings of different surfaces using a wax crayon on paper. Ensure students see how they use the flat side of the crayon when rubbing over different surfaces. Demonstrate rubbing over a leaf. Students will see the veins and shape of the leaf. Encourage students to find lots of different textures. Extension: Students cut up their paper rubbings to create a picture with different shapes. Encourage students to cut the shapes without drawing them. Once their collages are finished students could add extra detail to their picture with a grey lead pencil.	
10 minutes	Reflection Reflect on the process and experience: - What surprised you? - What was challenging? - Where else could you explore to discover different textures? - How else could we create these textures using different drawing materials? - What could we create with these rubbings?	

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?	

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).



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

- 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](#)).

Curriculum Alignment						
Course: Artists in our Community	Year level: F-2					
Learning Area: The Arts	Subject: Visual Arts					
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 Descriptors:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Visual Arts <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)	●	●	●	●	●	●