



**Connecting Arts with School Curriculum** is an innovative education action research and development project for teachers and artists living in regional and remote Queensland. The project, designed especially for primary and middle schools, explores the values and benefits of teacher and artist collaboration in addressing arts and non arts curriculum in the classroom.

**Stage 1** of the project began in 2014 with a series of professional collaboration workshops for teachers in regional Queensland. From these workshops six pilot collaboration lessons were selected for further development and implementation in the classroom. This is a summary of one of those classroom sessions, presented as a case study.

**SCHOOL** Mt Molloy State School

**TEACHER** Gayle MacGregor

**LOCATION** Cairns

**ARTIST** Louisa Ennis- Thomas

**YEAR LEVEL** 5 – 7

**LESSON NAME** Living Things-Insects

## LESSON IDEA

The activity is linked to a science unit on insects.

Focus on art elements: drawing tools and mediums, techniques and processes.  
Introduction to new media and materials and how to work with them  
Science subject matter -eg Insects in our environment; (Collaboration)

Focus on collaboration between Teacher-Artist and Teacher-Artist-Student/s.

- Science Learning about living things and the environment
- Visual Art learning /skills development using art materials, techniques and processes
- Making observational drawings using various media
- Suitable and engagement for students from year levels 5 – 7

## CURRICULUM LINKAGES

**Science:** Science Understanding - Living things including plants and animals depend on each other and the environment to survive. ACSSU073

**Visual Arts:** 4.2 Use materials, techniques and processes to explore visual conventions when making artworks. 4.3 Present Artworks and describe how they have used visual conventions to represent their ideas.

**English:** Language- links between drawing description and language; Interacting with Others

**Sustainability:** This lesson can be extended into 3-d sculptural assemblage from recycled materials (using a range of different media and connecting techniques

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## APPROACH AND SEQUENCE OF LESSON

- Prior knowledge/Introducing insects (body parts and general facts)
- Introduction to line drawing (focus on pattern/texture/form)
- Refer to c2c Science unit
- Observational drawing from nature (insects)
- Experimentation with drawing media
- Planning Compositional drawings of insect in an environment
- Final compositional drawing in selected media with final insect drawings
- Clean up/pack up
- Presentation by students and evaluation/reflections

### Resource requirements

Possible school resources

Art materials from School Art Supplies including: Student acrylic paint, Ink, watercolour paper, Bamboo Pens, brushes, graphite pencils and erasers.

The Artist provided an insect collection (1 per student): preserved, mounted and encased in clear containers for OHS safety, optimal observation and preservation of the insect samples

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## OUTCOME

- The Lesson was very successful
  - Successful collaboration between Teacher -Artist and Teacher-Artist-students,
  - Successful aesthetically rendered insect drawings in a variety of drawing media.
  - Students tried new materials and demonstrated different responses to this experimentation.
  - Students were very engaged in the activities. They studied their particular insect in great detail as they used a variety of materials to draw them.
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## COMMENTS

Teacher: 'Students that were good at art but not necessarily the best at science, had an opportunity to shine whilst still learning about insects'.

'Gives students a variety of ways to engage and learn about the topic, in this case Science-Insects. It also provides opportunity to reinforce and further explore what they have been learning about in Science'.

Artist: 'Thorough planning & background info provided in the early stages by both the artist and teacher allowed for the techniques and focus to be effectively targeted for this particular cohort/school ensuring positive and relevant learning outcomes'.

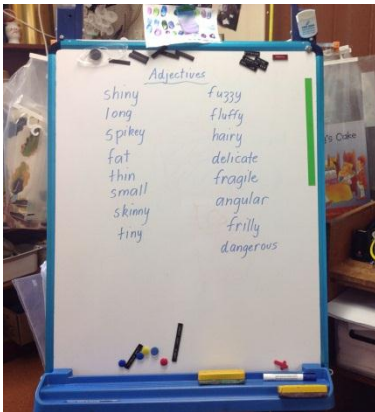
Student: 'Well we were drawing it, but we were like studying it and it was totally like amazing...so, what we actually did was looked at it and drew it while we were looking at it, like observing it'.

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## ADDITIONAL RESOURCES

- Documentation through photography (photo permission forms);
  - Feedback/Evaluation forms.
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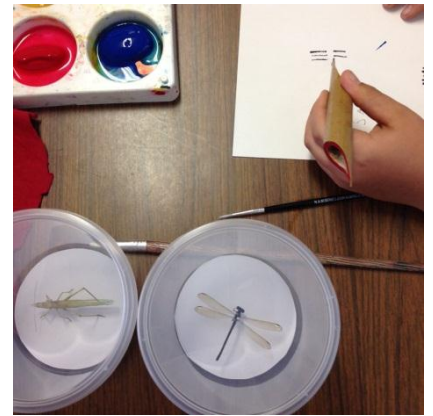
## PHOTOGRAPHS



Collaborative Content in process: The Artist invited students to use their pencils to describe the insect features they observed through drawing. As she spoke the Teacher Gayle wrote a list of adjectives on the white board using descriptive language.



Materials Demonstration: The Artist Louise shows students how to use nib pens and ink to draw.



Testing materials: bamboo pens



Observational Drawing: A student studies their insect and describes what they can see on paper.



Testing Materials: Adding paint



Final Composition: The student creates a final composition of the insect in the environment.