



Small School Mentorship Program

As an extension of Flying Arts' Connecting Arts with School Curriculum (CASC) program, the Small Schools Mentorship Program (SSMP) is for schools with 50 or less students in regional and remote Queensland. This unique mentor program offers the support of a registered primary teacher/artist to collaborate with your school to plan and deliver an in-school arts rich curriculum experience. Ongoing support is a unique feature of this specialised program.

This programme is intended to develop: confidence in the planning and delivery of arts rich experiences in the classroom; better understanding of how to deliver on arts curriculum and how to connect arts into other areas of curriculum to enhance teaching and learning; and to enhance practical skills in the visual and media arts. This template and materials are intended as a resource and source of ideas for educators to use as a model.

SCHOOL	Dalveen State School	TEACHER	Patsy Lee
LOCATION	Between Warwick & Stanthorpe	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Why Study Birds?

INTRODUCTION

Dalveen State School has an existing bird garden with endemic species planted. Staff and students would like to beautify this garden. Principal Patsy Lee would like to also develop students' drawing skills. Proposed Science/ Visual Art link 'Why study birds?' Links made with local Men's Shed in Stanthorpe to build Bird boxes for bird species native to the area.

LESSON IDEA

- Artists and Scientists share a common trait - both rely on observation. Why study birds? - Science and Visual Art perspectives. Artists are inspired by birds styles (realistic, semi-abstract); Variety of mediums 2D and 3D work; Expose students to possible new ways of documenting/observing through the arts.
- Dalveen State School has a bird garden in their school grounds. Students have studied life cycles of birds and other related Science topics over the last year.
- Artistic response will be making birds from clay (focus on texture and shape, applying sgraffito to clay birds using variety of items) and observational drawing of birds utilising variety of mediums (graphite, fine liner pens, watercolours, paint and pencils).
- Links to wider community as a resource: Stanthorpe Pottery Club to fire clay work; Stanthorpe Men's Shed to make bird boxes specific to species located in the Granite Belt region, to be installed in school bird garden (students possibly paint/decorate).

AUSTRALIAN CURRICULUM LINKS

Science - Biological Science

F Living things have basic needs, including food and water ([ACSSU002](#))

Yr 1 Living things have a variety of external features ([ACSSU017](#))

Living things live in different places where their needs are met ([ACSSU211](#))

Yr 2 Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Yr 3 Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

Yr 4 Living things have life cycles ([ACSSU072](#))

Living things, including plants and animals, depend on each other and the environment to survive ([ACSSU073](#))

Yr 5 Living things have structural features and adaptations that help them to survive in their [environment](#) ([ACSSU043](#))

Yr 6 The growth and survival of living things are affected by the physical conditions of their environment ([ACSSU094](#))

Science - Earth and Space Sciences

Yr1 Daily and seasonal changes in our environment, including the weather, affect everyday life ([ACSSU004](#))

Observable changes occur in the sky and landscape ([ACSSU019](#))

Visual Arts

F - Yr 2 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](#))

Yr 3-4 Explore ideas and artworks from different cultures and times, including [artwork](#) by Aboriginal and Torres Strait Islander [artists](#), to use as inspiration for their own representations ([ACAVAM110](#))

Use [materials](#), techniques and processes to explore [visual conventions](#) when making artworks ([ACAVAM111](#))

Yr 5-6 Explore ideas and [practices](#) used by [artists](#), including [practices](#) of Aboriginal and Torres Strait Islander [artists](#), to represent different views, beliefs and opinions ([ACAVAM114](#))

Develop and apply techniques and processes when making their artworks ([ACAVAM115](#))

Explain how visual arts [conventions](#) communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks ([ACAVAR117](#))

APPROACH AND SEQUENCE OF LESSON

Ceramic Sculptural Work

1. PPT Art/Science: Why do scientists study birds? How are artists and scientists similar in their approach to their work? Student's local bird knowledge/observations-discussion.
2. View artist inspired by birds e.g. W Stinson, Elysha Rei, 2D and 3D artists in a variety of mediums: clay, wire, wood, copper and examples of their art. Expose students to a variety of ways the topic can be represented and responded to visually.
3. Clay work: focus on creating texture in clay, ways of mark making/materials that can be used e.g. found objects in nature, tools, kitchen implements; 'sgraffito'. Students explore clay as a medium creating beads, discs or shapes applying texture and adding a hole. When fired these will be used to create wind chimes etc in school bird garden.
4. Model for students a technique for creating a sculptural clay bird and applying texture. Students create their own bird/s.
5. Clay work left to dry and to be fired at local pottery club in Stanthorpe after artist visit.

Drawing

1. Discuss drawing 'what you see' and not 'what you know' – observational drawing from real life.
2. Line dictation exercise: guided drawing lesson of a bird; drawing mediums –how to.
3. Students use quality photo images of birds to draw their own bird of choice in felt black fine liner or pencil
4. Add watercolour elements to background or as part of bird design.

RESOURCE REQUIREMENTS

Clay Birds and Bird Wind Chimes

- Hand Building Clay (Can order from School Art Supplies/ Art shed Code- CLAYHB- Buff 12.5kg block or CLAYHBW- White 10kg Block. Can also use Earthenware or Stoneware clay)
- Clay tools (e.g. School Art Supplies/ Art Shed Wooden Modelling Tools WMTS12 set of 12; Mini Modelling tools Set MMSP0003 10 piece mini set; and anything useful for applying texture e.g. sticks, large nails, texture plates, seed pods etc; Rolling pins; Spray water bottles; old spoons/forks; skewers)
- Boxes or Tidy trays to store work as it dries and to transport to be fired
- Plastic sheets (can buy cheaply at hardware store by the metre or old plastic table cloths) to work on or pieces of wood or an old table (doesn't matter if it gets grubby)
- Glazes (you can add this if desired after the first firing)
- For firing: Stanthorpe Pottery Club (fire by weight or kiln load or wait until club firing- this will reduce the cost)
- After the visit- fishing line to hang fired pieces to make wind chimes

Life Drawing Birds

Students will view artists who create work inspired by birds (2D and 3D) PPT. Guided drawing lesson of birds (using laminated bird Images).

- Pencils 2B and greater (e.g. 4B)
- Good quality drawing paper e.g. Cartridge or Watercolour paper
- Fine line black felt tip pens (or good quality Black Biro)
- Watercolours or inks e.g. Watercolour Stackable Discs (from School Art supplies); and/or watercolour pencils; Inks to add a bit of colour to drawings; water containers; soft Watercolour brushes e.g. Taklon brushes
- Books, laminated bird images etc as a visual resource

Web link Resources

- Creating habitats in your (suburban)garden for birds
<http://splash.abc.net.au/home#!/media/1239352/are-you-connected-to-the-bush->
- Patrice Cook- Magpie and Quail Sculptures
<http://www.milkfactorygallery.com.au/patrice-cooke>
- Create a Flock of birds one pinch pot at a time
http://www.clay-king.com/glazes_ceramic_pottery/amaco/video/lesson_42.html
- William T. Cooper- Bird artist
<http://www.abc.net.au/arts/stories/s4009848.htm>

PHOTOGRAPHS



Students creating clay birds applying texture using a variety of 'tools'.





Observational Drawing of Birds, adding watercolour.



Photography: Therese Flynn-Clarke