



### 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 program offers the support of a registered primary teacher/artist to collaborate with small schools to plan and deliver an incursion combining arts and non-art curriculum. Ongoing support is a unique feature of this specialised program.

This program 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, how to connect arts into other areas of curriculum to enhance teaching and learning, to enhance practical skills in the visual and media arts and to collaborate with artist to deliver arts.

This template and materials are intended as a resource and source of ideas for educators to use as a model.

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<b>LOCATION</b>	Darling Downs South West Queensland	<b>ARTIST</b>	Therese Flynn-Clarke
<b>YEAR LEVEL</b>	P-6	<b>LESSON NAME</b>	Why do things change?

## INTRODUCTION

Meandarra State School is situated amongst a cluster of small communities including Teelba, Glenmorgan, Hannaford, Westmar and Moonie about 400 km west of Brisbane.

The school has been studying Seasons, Heat and Light within the Science Curriculum and changes in Australian society, immigration, our community within the History component of HAAS in the Australian Curriculum. These were broad topics set and link to a specific Visual Art focus and the common thread to all topics was change. Students explore change in Visual Art focussing on line, shape and colour.

These activities build the students skills and knowledge in Making and Responding within the Australian Curriculum: Visual Art.

## LESSON IDEA

Using Continuity and Change as a concept for the collaboration and more specifically *Why do things change?*, we made a plan to link the non-arts subjects studied to a Visual Art exploration of change, with a focus on change within the elements of line, colour and shape in the creation of art.

A number of activities were planned over the course of the day incorporating the clear links to the key concepts of continuity and change in Humanities and Social Science. ATSI Artist's works were also used as examples.

## AUSTRALIAN CURRICULUM LINKS

### HAAS- History

**Yr 1** Differences in family structures and roles today, and how these have changed or remained the same over time ([ACHASSK028](#))

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods ([ACHASSK030](#))

**Yr 2** The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past ([ACHASSK044](#))

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) ([ACHASSK046](#))

**Yr 3** How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ([ACHASSK063](#))

**Yr 5** The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ([ACHASSK107](#))

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony ([ACHASSK109](#))

### HAAS-Geography

**Yr 1** The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#))

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them ([ACHASSK032](#))

**Yr 4** The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability ([ACHASSK089](#))

**Yr 5** The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places ([ACHASSK112](#))

The environmental and human influences on the location and characteristics of a place and the management of spaces within them ([ACHASSK113](#))

**Yr 6** Australia's connections with other countries and how these change people and places ([ACHASSK141](#))

### Science

**F** Daily and seasonal changes in our environment affect everyday life ([ACSSU004](#))

**Yr 1** Living things live in different places where their needs are met ([ACSSU211](#))

Everyday materials can be physically changed in a variety of ways ([ACSSU018](#))

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

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

A push or a pull affects how an object moves or changes shape ([ACSSU033](#))

**Yr 3** A change of state between solid and liquid can be caused by adding or removing heat ([ACSSU046](#))

Earth's rotation on its axis causes regular changes, including night and day ([ACSSU048](#))

**Yr 4** Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#))

**Yr 5** Light from a source forms shadows and can be absorbed, reflected and refracted ([ACSSU080](#))

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

Changes to materials can be reversible or irreversible ([ACSSU095](#))

Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

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

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

**Yr 5-6** Develop and apply techniques and processes when making their artworks ([ACAVAM115](#))

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

## APPROACH AND SEQUENCE OF LESSON

1. Show PowerPoint with a brief overview looking at aspects of change studied in class, including changes in themselves, in the seasons, in heat and light, historically changes in their community and wider Australia.
2. *How do we show change in Visual art?* A specific focus on line colour shape and space.
3. Students view the art of Paul Klee and respond to the concept he developed of 'taking a line for a walk'.
4. Consider line changing into all sorts of interesting things using all kinds of materials.
5. View the line work of Vernon Ah Kee and other artist with a focus on line.
6. View the paintings of Sally Gabori and other colourist artists such as Merv Moriarty. Consider how colour can be changed through mixing, layering, changing materials. Consider the impact of changing colours for affect in advertising, home décor etc
7. Look at changes in shape with reference to shadows. Consider how changing shapes can impact the look of an art work and its relationship to positive and negative space.
8. Students explore these Visual Art elements and how artists take advantage of the concept of change to engage then viewer in their art work.
9. Students participate in a number of activities exploring change in line, colour and shape/space.

### Change in Colour

1. Students look through cellophane pieces to view the world through a change in colour.
2. Students are given hot, cool and warm primary colours
3. Allow experimentation and exploration of 'changing colour' through mixing i.e. how many different colours can you mix? What happens when you put colours next to each other? What happens when you lay colours over the top of each other? What happens when you mix three colours together? What happens if you add white, add white gradually, lay white over other colours? Focus on Secondary and Tertiary colours.
4. Students fill paper with swatches of mixed colours exploring texture through brushstroke and shape, using the art of Sally Gabori as inspiration.
5. Prepare backgrounds of plain colour at this point as grounds for later drawing activities.
6. A further lesson could be to create aerial landscapes of the students' properties/town/house where they reside incorporating their experiments and knowledge gained in 'changing' and mixing colour.

### Change in Shape

1. Students cut shapes out of cardboard with a focus on organic and inorganic shapes. Creating interesting 'positive space'.
2. Shapes are hung on a length of string or rope in the sunlight. A large length of paper is placed below the shapes to show the shadows. NB Allow for shadow movement and ensure the paper is big enough. Students could make predictions about how the shadow shapes will change over time.
3. Students trace around the shadow of their cardboard shape and at alternative pre-arranged times return to continue tracing around their shape e.g. every 15 minutes.
4. Changes in shape and line begin to appear as the day progresses and the shadows move and change. This is documented by the students. (Science and Visual Art links)
5. Using smaller pieces of the cut out cardboard shapes and other objects with interesting shape outlines, students place these on sun sensitive paper and put in the sun. The energy of the sun changes the special paper to leave an outline of the shape.

### Change in Line

1. Students explore line using different drawing mediums e.g. pencil, charcoal

2. Line dictation to explore changes that can be made when drawing lines e.g. Draw a scratchy line, a strong thick line, a wavy line
3. Students take their line 'for a walk' inspired by Paul Klee by doing some contour drawing.
4. Students use Scratch Paper (White with black coating) and tools to apply lines to create shapes, in this case a variety of leaves. Changing lines add depth and detail to the artwork.
5. A further lesson could be exploring contour drawing on the prepared, painted backgrounds, with the subject matter being a topic of choice e.g. portraits of each other, a still life set up

## RESOURCE REQUIREMENTS

### Change in Colour

- Primary Colours acrylic paint: warm red, warm blue, warm yellow, cool red, cool blue, cool yellow. And White. NB Use good quality paint such as Chromacryl.
- Large brushes
- Large sheets of quality paper e.g. A3 Cartridge paper
- Large tubs for water
- Old rags (to dry off brushes)
- Paint palettes or scrap paper as palette

### Change in Shape

- Cardboard
- Scissors
- Length of string/rope tied across a sunny area
- Large sheet of paper
- Thick black markers e.g. Artline
- Timer/clock to measure time lengths for drawing
- Sun sensitive paper <http://www.speedyschoolsupplies.com.au/sun-sensitive-paper>
- Acrylic sheets (to place over sun sensitive paper if a windy day)

### Change in Line

- Scratch Art Paper, White (black coat e.g. white underneath) Speedy School Supplies 50 pack for \$32.95, Pg. 32 catalogue or online <http://www.speedyschoolsupplies.com.au/>
- Scratch paper tools e.g. Speedy School Supplies pack of 100 for \$9.50 -Pg. 33 Catalogue Online- <http://www.speedyschoolsupplies.com.au/>
- Samples to draw e.g. selection of leaves
- Drying rack
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### Additional Resources

- Change in Colour  
<http://www.learning4kids.net/2015/06/16/exploring-mixing-primary-colours-activity/>
- Colour Mixing Eruptions- Art and Science  
<http://www.learnplayimagine.com/2012/02/baking-soda-and-vinegar-eruptions.html>
- Basic Colour Theory  
<http://www.colormatters.com/color-and-design/basic-color-theory>
- Sally Gabori- Artist  
<http://www.artnomad.com.au/artists/artist.cfm?id=1139>



<http://theconversation.com/heres-looking-at-dibirdibi-country-topway-by-mirdidingkingathi-juwarnda-sally-gabori-62114>

[http://www.nag.org.au/NewcastleArtGallery/media/Documents-and-Forms/Learning%20Resources/2011\\_Speaking\\_in\\_Colour\\_Education.pdf](http://www.nag.org.au/NewcastleArtGallery/media/Documents-and-Forms/Learning%20Resources/2011_Speaking_in_Colour_Education.pdf)

<http://blog.qagoma.qld.gov.au/ancestral-story-and-personal-history-overlap-in-sally-gaboris-art/>  
<http://blog.qagoma.qld.gov.au/makarrki-my-brothers-country/>

## PHOTOGRAPHS



Changing Colour





Change and Shape



Change and line

**Image Credit:** Therese Flynn-Clarke