



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.

SCHOOL	Prospect Creek State School	TEACHER	Jane Gray/ Jo Northey- Principal
LOCATION	Central Queensland, Banana Shire	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Energy and Art

INTRODUCTION

Prospect Creek State School with 43 students wished to incorporate their program *Bounce Back* into the cross curricula collaboration. *Bounce back is about building and equipping kids with a mindset that better supports them in being successful.* The educators had two focuses: 1. Educator focus - *to achieve educated and equipped young people who have the mindset and tools that lead them to a love of learning, the ability to think for themselves and to be successful;* 2. Student Focus - *to achieve a classroom that supports active thinking and learning, a place where we rise to challenges, persist, work well together, have fun and grow as people.* This philosophy fits very well with creativity and problem solving principals of arts education and the qualities of persistence and perseverance often needed when creating.

The students within their Science lessons had been focussing on Energy including, forms of energy, energy transformation, electrical circuits and solar energy. It was decided to incorporate all these concepts and information into a Science -Visual Art collaboration that focussed on energy in art.

LESSON IDEA

In this collaboration, the focus was the sun's energy and its use by artists to create installation and other styles of artwork, such as solar lit interactive sculptures and public art. The students will use solar energy to create prints on paper (Cyanotype) and fabric (Heliographic art) and then use *Sun Clay* to create small sculptures which will dry hard when exposed to the Australian sun using specially formulated clay. The work created on fabric could be incorporated into other Visual Art projects at a later date e.g. sewing the fabric pieces together to make a collaborative installation. This could also be linked with some of the principles of the Bounce program including persistence and working together.

AUSTRALIAN CURRICULUM LINKS

Visual Arts

F-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](#))

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](#))

Science

F Pose and respond to questions about [familiar](#) objects and events ([AC SIS014](#))
Share observations and ideas ([AC SIS012](#))

Yr 1 Everyday materials can be physically changed in a variety of ways ([ACSSU018](#))
Light and sound are produced by a range of sources and can be sensed ([ACSSU020](#))

Yr 2 Earth's resources are used in a variety of ways ([ACSSU032](#))

Yr 3 Heat can be produced in many ways and can move from one object to another ([ACSSU049](#))

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

Yr 6 Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources ([ACSSU097](#))

APPROACH AND SEQUENCE OF LESSON

1. Show PowerPoint *Energy and Art* focussing on types of energy including light, heat, motion, sound and growth; View artists' work using solar energy adding another dimension to their artwork e.g. movement, light. Refer to John Coleman's *Synergy and the Sea Eagle*.
2. Explain how to use solar energy to make art including sun prints, Heliographic art and sun clay.
3. Focussing on shape as an element of art, show examples of positive and negative space including shadows created by Francis Upritchard's sculptural installations. Look at shape in nature such as in leaves. Have a collection of leaves from the playground as examples.
4. Students cut shapes out of cardboard and paper to create organic and inorganic shapes with interesting positive and negative space. Fold paper into segments to create snowflake patterns. These shapes will be used to create patterns/designs on sunshine paper and sun dyed fabric, alongside other objects such as keys, leaves, paper doilies, lace, die cuts, feathers etc. Encourage student's creative exploration with scissors and paper. View Picasso's paper cut outs (see Additional Resources).
5. Explain how the sun sensitive paper is to be used (recommended prior class discussion on the Science behind what happens with the paper). Students place cut out shapes and objects onto a piece of sun sensitive paper. Measure the time in the sun (1-5 minutes) remove objects and rinse paper immediately in water. Where the shapes were the paper remains white and the rest of the paper changes to a blue. Leave to dry.
6. Apply the purchased commercial sun dyes to the fabric. Explore colour mixing/blending/bleeding using the dyes.
7. Students place cut out shapes and other objects on top wet fabric. Fabric can also be twisted, folded, scrunched and applied with salt crystals. The wet fabric and shapes are placed in the sun

to dry. The sun's energy leaves outlines of the shapes creating a colour tonal range. (See additional resources).

8. Students are given a portion of clay each. Using materials and implements for making textures students create a small sculpture. The subject matter could link to the topic e.g. Creating a sun from clay, with a focus on particular visual art elements e.g. texture, repetition, shape, positive and negative space. These are left in the sun to dry for a number of days, to harden completely. They can then be painted. With acrylic or tempera paints at a later date.

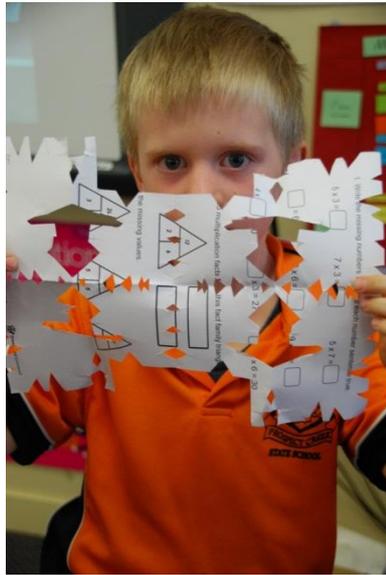
RESOURCE REQUIREMENTS

- Cardboard paper
- Scissors
- Items with interesting outlines shapes, cut away areas e.g. lace, doilies, keys, die cuts, leaves, craft punch shapes, feathers
- Sun sensitive paper <http://www.speedyschoolsupplies.com.au/sun-sensitive-paper>
<http://schoolartsupplies.com.au/>
- Acrylic sheets to place over sun sensitive paper if a windy day
- bulldog clips to hold paper if a windy day
- Tub of water to rinse the sun sensitive paper
- Timer
- Sun Dyes e.g. Dyed and Gone to Heaven
<https://secure.dyedheaven.com/store/sundyepaints/>
- Brushes to apply dye
- Plastic Drop sheets
- Sun Clay e.g. Speedy School Supplies
<http://www.speedyschoolsupplies.com.au/craft/modelling/clay-air-dry/> or Oxlades
https://www.oxlades.com.au/products?search_api_views_fulltext=sunclay
- Sticks, tools, materials for creating texture and impressions in the clay
- Fishing line or fine wire to cut' the clay.

Additional Resources

- Picasso's paper cut outs
<https://www.google.com.au/search?q=picasso+paper+cutouts&espv=2&biw=1920&bih=974&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewjiwJPwxafQAhXFNJQKHcXjCaUQsAQIGQ>
- Fabric Sun Printing tutorial
<http://www.handmadeology.com/fabric-painting-tutorial-sun-printing/>
- Cyanotype/Sun printing on paper
<http://www.sunprints.org/how-it-works/>
- Clay Projects for Kids
<https://www.pinterest.com/romy71/clay-projects-for-kids/>
- <http://craftsbyamanda.com/air-dry-clay-projects/>
- Air Dry Clay Tips
<http://www.wikihow.com/Use-Air-Drying-Clay>
http://www.crayola.com.au/qr/catalog/2011/education/airdryclay?utm_source=crayola.com&utm_medium=referral&utm_content=/GeoPopu

PHOTOGRAPHS



Exploring shape- organic and inorganic, with just a pair of scissors (using them as if they were a pencil).



Putting the shapes on the sun sensitive paper.



Cyanotype- the cyan blue can vary depending on sun's energy, amount of time exposure and rinsing to stop exposure at the conclusion.



Experimenting with sun dyes, adding shapes, twisting, adding salt...



Taking sun-dye soaked fabric outside for some solar energy!

Images Credit: Therese Flynn-Clarke