



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	St Joseph's Catholic Primary School	TEACHER	Sally Suthers
LOCATION	Blackall, Central West Qld	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Are items from the past still used today?

INTRODUCTION

St Joseph's Catholic Primary School, Blackall has been studying the local history of Blackall and surrounds and considering four questions: *Who came before me? How can we show the present is different from or similar to the past? What influences change?* In particular they looked at their local wool industry and famous local characters such as Jackie Howe. Visual Art /History collaboration was planned and was particularly pertinent as the school celebrates 150 years in 2017. The school plans to acknowledge the past in an art exhibition for this special occasion in 2017. This collaboration was intended to begin work for this purpose also with quite specific History/ Visual Art links.

LESSON IDEA

Students look at objects from the past and compare with objects used today. Still life historic object installations are set up in the classroom for life drawing opportunities. Students draw these objects looking at shape, tone and line. Contemporary items are juxtaposed with the historic tableaux as a contrast of subject matter for drawing. A number of different mediums are used by students to draw with, giving them the opportunity to explore a variety of materials and techniques.

The second component of the History/Visual Art collaboration was to make links to Blackall's wool industry and the historic Wool Scour building in the town. Students have the opportunity to learn how to felt, using wool tops with contemporary dyed and carded wool. Students will look at the science behind the felting process.

AUSTRALIAN CURRICULUM LINKS

HAAS-History

F- Who the people in their family are, where they were born and raised and how they are related to each other ([ACHASSK011](#))

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, [oral histories](#), [digital media](#) and museums ([ACHASSK013](#))

Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI006](#))

Yr 1 Pose questions about past and present objects, people, places and events ([ACHASSI018](#))

Collect [data](#) and information from observations and identify information and [data](#) from sources provided ([ACHASSI019](#))

Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI023](#))

How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal [significance](#), such as birthdays, celebrations and seasons ([ACHASSK029](#))

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](#))

The importance today of a historical site of cultural or spiritual [significance](#) in the [local area](#), and why it should be preserved ([ACHASSK045](#))

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

Pose questions about past and present objects, people, places and events ([ACHASSI034](#))

Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI039](#))

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](#))

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI061](#))

Yr 4 Locate and collect information and [data](#) from different sources, including observations ([ACHASSI074](#))

Sequence information about people's lives and events ([ACHASSI076](#))

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI082](#))

Yr 5 Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate [source](#) materials, digital and non-digital representations and discipline-specific terms and [conventions](#) ([ACHASSI105](#))

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 impact of a significant [development](#) or event on an Australian colony ([ACHASSK108](#))

the role that a significant individual or group played in shaping a colony ([ACHASSK110](#))

Yr 6 Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate [source](#) materials, digital and non-digital representations and discipline-specific terms and [conventions](#) ([ACHASSI133](#))

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the [Asia region](#)) and reasons they migrated ([ACHASSK136](#))

The contribution of individuals and groups to the development of Australian society since Federation ([ACHASSK137](#))

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](#))

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 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

Felting

1. Show PowerPoint presentation of the Felting process: *Are items from the past still used today?* Links to History and Science, as well as visual Art are established and within information presented e.g. felting: use of wool as an item, change, influences on change, change of state-in wool, transformation of fibres (Chemical Science)
2. Demonstrate **Wet Felting** process using four criss-crossed layers of pulled wisps of wool tops or wool roving. (Wool roving is wool that has been sheared, washed, carded and can be dyed, and it is soft and fluffy). Lay wool rovings onto 'bubble' side of bubble wrap. Spray with detergent and hot water in a spray bottle.
3. Place 'bubble' side down of bubble wrap onto 4 layers of wool wisp 'sandwich', roll up in an old towel and roll/massaging at the same time 40 times. Turn bundle and roll another 40 times, and so on. It may need to be rolled with some vigour and manipulation quite a few times, turning each lot of 40 rolls (maths integration!). The wool begins to shrink and 'felt' together. Felting occurs when wool tops matt together and no wool comes away when you pull on the felted piece. (See Additional Resources below for detailed instructions of this process).
4. Guide students with felting process ensuring students pull wisps of wool from the wool tops and not 'chunks' of wool. Wool can be laid down in a square shape or explore other shapes such as circles and hearts. Details can be put on the last layer and even pictures or patterns created. Students may have to add more detergent and hot water to felt. NB The hot water aids the felting process - cold water won't work. Care needs to be taken using hot water. NB Supervision required
5. When wool is completely felted, wash out detergent in cold water and leave to dry.
6. The felted art work can be framed, stitched onto something, such as a cushion cover one made into a wall hanging.
7. Documentation of the process could also form part of a Literacy or Media Arts lesson.

Still Life Drawing

1. Set up groups of historic still life objects/artefacts around room e.g. old pots, irons, crockery and cutlery, tools, toys. Add vases of simple flowers. Create interesting space in the arrangement of the objects. Contemporary items can also be added to still life tableaus to juxtapose the objects from past and present.
2. Show PowerPoint presentation *Using Items from the past to tell stories: Narrative Art*. Explore concepts: telling stories have been an important function of art throughout history; before cameras, artists documented events and the world around them through their art work; this *information* is useful for us today to understand what life was like in the past; it also can make us think about what life might be like in the future.
3. Discuss: What objects are still used today? Tools e.g. shearer's tools; needle and thread, cars, hoses, domestic items e.g. icebox, refrigerator, iron, telephone, use of wool- changes/functional to decorative and so on.
4. Explore 2D artists who *tell a story* of the past through their art work eg *Children's Games* by Pieter Bruegel the Elder; *An Australian Gold Diggings* by Edwin Stockqueler; *Bailed Up* by Tom Roberts; *Civilised #13* by Michael Cook.
5. Introduce the use of objects in the art form of Still Life. View artwork such as paintings by Margaret Olley compared to still life by Pablo Picasso e.g. *Still Life with Bulls Skull* and *Still life with Flowers and Lemons*. *Still Life with Vegetables* and *The Blue Window* by Henri Matisse. Discuss how the art forms can 'tell a story' of the past, and how Artists are observers of objects i.e. they document what they see through drawing, painting, printing, making sculpture, photography etc.
6. Focussing on line, shape, tone and space students begin drawing still life arrangements (prior knowledge of these art elements beneficial). Students explore a variety of media such as pencils, water soluble graphite and charcoal.
7. Give students different lengths of times to draw e.g. 1 minute, 2 minutes, and 10 minutes.
8. Encourage the exploration of space, shape, tone and line without focussing too much on perfection. Encourage observation and lots of viewing of the objects. 'Draw what you see, not what you know is there.'
9. Drawing from photos. Seal charcoal drawings with a fixative or matt spray to prevent smudging.
10. Utilising historic photos of the locality students draw images from these photos onto White Scratch paper (NB black coating-white underneath) using the Scratch paper tools. Focus on line and balance.

RESOURCE REQUIREMENTS

Felting

- Merino wool tops for felting e.g. School Art Supplies 100g bag mixed Autumn colours \$12.47 or Wool Tops for Felting e.g. Autumn Mix 100g \$8.76 Pg. 161 School Art Supplies catalogue or online <https://www.schoolartsupplies.com.au/>
Wool tops/roving at Daiso <http://daretodiy.blogspot.com.au/2013/01/daiso-finds.html>
- Approximately 40 g per student, depending on size to be felted.
- Bubble wrap - 2 pieces for each student (size depends on size to be felted)
- Spray bottles with hot water and washing up detergent OR Pure wool mix and old plastic bottles with lids pierced with holes to put wool mix and hot water in.
- Old towels

Drawing Life

- Compressed and willow charcoal
- Range of 2B, 4B, 6B pencils
- Quality drawing paper (e.g. Cartridge paper) A3 or A4
- Variety of interesting objects/artefacts - past (and present)
- Optional - lights/lamps - to shine on still life arrangements to define shadows and assist with tonal work.
- Few large pieces of white paper or white sheets/fabric as background for objects
- Clipboard/cardboard, scrapbook and bulldog clip to lean on
- Scratch Art Paper, White (black coat white underneath) e.g. 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/>
- Laminated copies of old photos of town, variety of subject matter e.g. People, buildings, objects, transport

ADDITIONAL RESOURCES

- Behind the Scenes: Matisse the Drawing Room 2011 <http://blog.qagoma.qld.gov.au/behind-the-scenes-matisse-%E2%80%99the-drawing-room%E2%80%99-2011/>
- Matisse: Drawing life <http://blog.qagoma.qld.gov.au/tag/matisse-drawing-life/>
- Wet Felting with children <http://www.educator101.com.au/make/felt-and-felting/how-to-make-a-simple-piece-of-handmade-felt-with-children/>
- Felting tutorial project for kids and adults <https://www.youtube.com/watch?v=xWSd3C27pPU>

- Wet Felting for children
<https://www.youtube.com/watch?v=DemGy6nzqtg>
- Felt making with Children
<http://rosiepink.typepad.co.uk/rosiepink/how-to-make-felt-with-chi.html>

PHOTOGRAPHS

Felting



Arranging the wisps of wool in criss-crossed layers on bubble wrap.



Spray with hot soapy water.



Roll, roll, roll....



Almost felted...

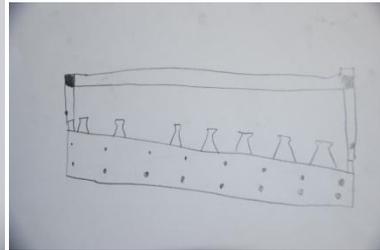


And felted!

Drawing Life



Tableau of still life objects - past and present



Using the Scratch Paper

Image Credit: Therese Flynn-Clarke