



**Small Schools Program**

As an extension of Flying Arts' Connecting Arts with School Curriculum (CASC) program, the Small Schools Program (SSP) 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.

<b>SCHOOL:</b>	Muttaborra State School
<b>TEACHER:</b>	Principal Troy Jenkins and Chaplain Rob Turner
<b>LOCATION:</b>	Muttaborra, Central Queensland
<b>YEAR LEVEL:</b>	Prep – Year 6
<b>LESSON LINKS:</b>	Visual Arts / Science / HASS
<b>ARTIST:</b>	Paul Stumkat

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**INTRODUCTION:**

The Centre of Queensland Monument, located in Muttaborra, is in its final stages of construction and will be opened on the weekend of the 10th and 11th of August, 2019. The monument celebrates Muttaborra as the geographical centre of Queensland. Fundamental to the monument is a seating structure in the shape of an Indigenous symbol, representing a person sitting. The intention of this central seat is to represent the heart and soul of the community and particularly represent children; past, present and future. The school Chaplain, Robert Turner has donated much of his time and energy to bring the communities vision to life and create a special monument for the town. However, the seat top is yet to be constructed and we propose that the Muttaborra State School students work with a professional artist to complete this final piece of the monument.

## LESSON IDEA:

A series of 3 workshops to gather ideas from the school students and execute these ideas into a practical outcome for the seat tops. It is hoped that the local children's hand prints could be cast into the surface of the discs; coloured with oxides and inscribed with their artwork. The program will also facilitate conversations about local history, including Indigenous histories, and the children's hopes for Muttaborra in the future.

## 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 (ACAVAM 107)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

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 (ACAVAM 111)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

**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 (ACAVAM 114)

Develop and apply techniques and processes when making their artworks. (ACAVAM 115)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

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)

### HASS

**F** Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006).

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

The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015).

The reasons why some places are special to people, and how they can be looked after (ACHASSK017)

**Yr 1** Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023).

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031).

Activities in the local place and reasons for their location (ACHASSK033).

**Yr 2** Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)

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)

**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)

#### **Year 4**

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

**Yr 5** The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

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

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)

**Yr 6** The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)

### **APPROACH AND SEQUENCE OF LESSON:**

#### **Day 1: Planning**

This workshop was used to research, plan and refine the final design for the monument seat top. The facilitator collaborated with the children to come up with a clear design concept. Cultural influences, symbolism, materials and technical measurements were all considered. Students were taught about experimenting with surface manipulation, colours and different techniques and processes. The artist had the opportunity to finalise techniques and design before workshop 2.

1. Intro to paleontology and the History of Muttaborrasaurus and its discoveries

2. Show off real fossil specimens and Aboriginal artifacts. Discuss and develop subject matter  
Animals/ Dinosaurs/ Tools/ symbols
3. Students to design their own logos
4. Discuss resource material and add to designs
5. Talk with 'Chappy' Rob about technical aspects and practical constraints

### **Day 2: Creating Seat Tops**

Using the finalised designs from Workshop 1, the artist then assisted students to carry out making their seat tops.

1. Introduction
2. The artist worked through any execution issues with the students to produce an achievable final design
3. Introduction to materials and safety procedures
4. Begin creation of the seat tops
5. Students reflected on the artworks and their significance to the community

### **Day 3: Complete seat tops and plan for installation**

## **RESOURCE REQUIREMENTS:**

### **School Provides**

#### **Set up and tools:**

- Class room facilities for planning (White board, pens etc)
- Paintbrushes
- Containers
- Rubber Gloves
- Ruler
- Pencils
- Wheelbarrow
- Shovel
- Water

#### **Materials for constructing seat tops:**

- Leaves and collected natural materials (pebbles)
- Shells
- PVA
- Plaster
- Cement
- Galvanized mesh
- Coloured Gravels
- Vaseline
- Shoe laces
- Bamboo skewers
- Paper

**Materials for installation:**

- Tile adhesive
- Concrete Sealer

**Artist provides**

- Compressor
- Diamond grinding tools

**ADDITIONAL RESOURCES:**

- About artist Paul Stumkat: <http://stumkatstudios.com.au/>
- How to create decorated stepping stones: <https://www.diynetwork.com/how-to/make-and-decorate/crafts/how-to-turn-kids-artwork-into-stepping-stones>
- How to make cement stepping-stones: <https://www.wikihow.com/Make-Stepping-Stones>
- Creative stepping stone ideas: <http://www.architectureartdesigns.com/25-amazing-diy-stepping-stone-ideas-garden/>
- More about Muttaborra's history: <https://www.theage.com.au/lifestyle/muttaborra-20040208-gdzlix.html>
- Opening event for the Centre of Queensland Monument: <https://www.facebook.com/events/dr-arratta-memorial-museum/opening-of-the-centre-of-qld-monument/2372200086193322/>

**OUTCOME:**

To produce outdoor artworks which reflect the individual personalities and dreams of Muttaborra's school students for the Centre of QLD Monument. The students had opportunity to create something personal, lasting and significant as well as cooperate in family groups and a focused, whole-school project. The students wholeheartedly engaged in a journey of discovery, creativity, production and cooperation resulting in a significant and lasting legacy for themselves and the community.



Image (top): Flying Arts Facilitator Paul Stumkat talking dinosaurs and fossils  
Muttaborra State School  
Muttaborra Qld  
**Image credit:** Rob Turner



Image (left): Malakai setting out artwork boundary  
Muttaborra State School  
Muttaborra Qld  
**Image credit:** Donna Robinson



Image: Ella & Edith layout & design  
Muttaborra State School, Muttaborra QLD  
**Image credit:** Donna Robinson



Image: Eli embedding objects.  
Muttaborra State School, Muttaborra QLD  
**Image credit:** Donna Robinson



Image: Jane assisting Tyzac with layout & design.  
Muttaborra State School, Muttaborra QLD  
**Image credit:** Donna Robinson



Image: Chappy Rob mixing concrete for discs  
Muttaborra State School, Muttaborra QLD  
**Image credit:** Fleur Wallis



Image: Creating positive handprints  
Muttaborra State School, Muttaborra QLD  
**Image credit:** Rob Turner





Image: creating negative handprints. Muttaborra State School, QLD. **Image credit:** Rob Turner



Image: Ella, Edith and Chevy painting handprints. Muttaborra State School, QLD.  
**Image credit:** Donna Robinson



Image: Stripping and cleaning fossil discs. Muttaborra State School, Muttaborra QLD  
Image credit: Rob Turner



Image: Chappy Rob, Rama Cooma, Paul Stumkat and students with finished artwork.  
Muttaborra State School, Muttaborra QLD  
Image credit: Rob Turner



Image (top left): Painted handprint disc  
Muttaborra State School  
Muttaborra Qld  
**Image credit:** Rob Turner

Image (top right): Ella's disc  
Muttaborra State School  
Muttaborra QLD  
**Image credit:** Donna Robinson

Image (bottom): Eve's 'acknowledgement' disc  
Muttaborra State School  
Muttaborra QLD  
**Image credit:** Rob Turner



Image: Discs installed at the Centre of Queensland Monument.  
Muttaborra, Queensland.  
**Image credit:** Rob Turner