



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 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 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	Bellenden Ker State School	TEACHER	Baressa Frazer
LOCATION	South of Cairns, Far North Qld	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Why do we feel connected to a place?

INTRODUCTION

Bellenden Ker State School had begun a study of 'place' with links to local traditional owners and their language and symbols of place- creating shields and family crests. This Art immersion day was created to further enrich this concept with direct curriculum links made between science, geography, history and visual art.

LESSON IDEA

- Artists connection to place throughout history (2D and 3D work)
- How do artist represent place visually? Materials used and approach
- Aboriginal and Torres Strait Islander connection to place examples
- Aerial landscapes as inspiration for artists with a connection to place
- Basketry/fibre art - materials used as a connection to place
- Students create their own aerial landscape mixed media background
- Students create a sculptural form as a symbol of their local area using materials linked to place.

After artist visit other Visual Arts/Curriculum planning with the Principal linking 'place' curriculum activities to include: Aboriginal rainforest shields - traditional and contemporary (e.g. Vernon Ah Kee); research on local Aboriginal language/words with James Cook University and State Library of Queensland, students are to make own shields with symbols of place; Paint on wood, possible links to Babinda Men's Shed; Welcome in local Aboriginal language on school gate.

AUSTRALIAN CURRICULUM LINKS

Geography

Places have distinctive features; Factors that shape the human and environmental characteristics of places.

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

F The representation of the location of places and their features on simple maps and models ([ACHASSK014](#))

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

The Aboriginal or Torres Strait Island Country on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ([ACHASSK016](#))

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

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

Yr 2 The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place ([ACHASSK049](#))

Yr 3 The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ([ACHASSK066](#))

Yr 4 The importance of environments, including natural vegetation, to animals and people ([ACHASSK088](#))

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](#))

Science

Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#)); Earth's resources, including water, are used in a variety of ways ([ACSSU032](#))

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

ATSI

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia

Aboriginal and Torres Strait Islander societies have many Language Groups;

The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

History

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area ([ACHHK060](#))

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](#))

Yr 3 The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. ([ACHHK060](#))

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 4 The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) ([ACHASSK083](#))

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 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

Mixed Media

1. Shared PowerPoint 'Why do we feel connected to a place?'
2. Discussion regarding symbols representing Bellenden Ker as a place e.g. What items/drawings symbolise the locality of Bellenden Ker State School?
3. View artists that have made art (past and present) that references a connection to place eg Vincent Van Gough, Claude Monet, Georges Seurat, Immants Tillers, Judy Parrot, Rosalie Gascoigne, Fred Williams, Simone Fraser, Cathy Franzi, Therese Flynn-Clarke, Shannon Garson. Focus on line, colours, and textures, shapes used to create their artwork both 2D and 3D.
4. Share photographs of aerial landscape as inspiration for students to create backgrounds for their own aerial landscape. Again look at shapes, colours, lines, textures. (We were able to obtain an Aerial landscape image from Cairns Regional Council) of the school's locality.
5. Using actual aerial landscape images as inspiration- on A3 Cartridge paper students applied white tissue paper (to create land/water contours) and overlaid a watery coloured background (assisted by spray water bottles) using watered down poster/acrylic paints and inks. Place cling wrap over this and weigh down. This was left to dry (not for too long) to be added with line/shape detail and land contours after the artist's visit. Students will use gouache, acrylic paint, fine liners, pencils etc to add this detail.

Sculptural Random Weave

1. Students had brought in items that symbolised 'their place'- seeds, sticks etc.
2. Using cane and wire, plant fibres and recycled materials and the technique of random weave students create a shape that references place for them, e.g. leaf shape (symbolising the lush growth of their 'place' at Bellenden Ker).
3. Plant fibres (dried and soaked) were woven in and out of a wire frame work created in cane, in the shape of a leaf or other symbol. Recycled materials were also added. (Students could create many shapes significant to their area and linked to their own ideas).

RESOURCE REQUIREMENTS

Aerial landscape backgrounds

- A3 cartridge paper
- white tissue paper
- watered down PVA glue
- glue brushes
- inks, watery paints; large paintbrushes; water containers; spray water bottles; plastic for tables.

Sculptural woven symbols - random weave

- cane
- wire
- recycled weaving materials
- seedpods
- plant fibres- soaked and ready to weave

Additional Resources

- drill and drill bits
- aerial landscape laminated photographs
- artist examples

PHOTOGRAPHS



Photography: Therese Flynn-Clarke