



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.

SCHOOL:	Builyan State School
TEACHER:	Kylie Kettle
LOCATION:	Builyan, Central Queensland
YEAR LEVEL:	P- 6
LESSON LINKS:	Visual Arts / Humanities and Social Science (HASS)
ARTIST:	Pamela Denise

INTRODUCTION:

Builyan State School, located 480km North of Brisbane in the Gladstone region, applied to the 2019 Small Schools Fund with a planned project in a HASS/Visual Art collaboration. Builyan is a small rural community with most families working on the land. The local sawmill also employs a large percentage of the population. Builyan State School also has a very active Parents and Citizens Association and Community Development group. Maintaining a historical record of key local families and their contributions to the wider community, along with celebrating of the local environment, was therefore a top priority for the school. Furthermore, the school hoped to develop a community minded space which could be used to celebrate and commemorate key events, including ANZAC and Remembrance Day. The community collaborated with mosaic artist, Pamela Denise, to facilitate the program and construct an artwork with a strong local narrative.

LESSON IDEA:

Builyan State School's six students, eight staff and couple of committed members of the local community participate in a three-day workshop, learning the mosaic process from creative vision to

construction and resolution. The mosaic's design was determined prior to the workshop through a series of discussions with a respected grandmother from the community and one of the school's staff members. The narrative-based design reflected features of Builyan and greater Boyne Valley. Throughout the hands-on process, discussion was facilitated about the area's rich history and landscape.

AUSTRALIAN CURRICULUM LINKS:

HASS

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

How they, their family and friends commemorate past events that are important to them (ACHASSK012)

How the stories of families and the past can be communicated, for example, through photographs, artefacts, 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).

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).

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)

Why people participate within communities and how students can actively participate and contribute (ACHASSK072)

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 role that a significant individual or group played in shaping a colony (ACHASSK110)

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)
How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)
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)

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)
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 Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
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 (ACAVAM114)
Develop and apply techniques and processes when making their artworks (ACAVAM115)
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).

APPROACH AND SEQUENCE OF LESSON:

Day 1 - LAYOUT AND TILING

9:00 – 11:00 All School Introduction: Guided tour of the artist's website concentrating on the mosaic projects to help show what mosaic is. Duration: approx. 20 minutes.

Relocate to Mosaic Workshop area:

- Site inductions, view design on pavers, explain features, show materials and equipment, explain workshop schedule, and demonstrate the 'layout process'.
- Settle the students with the pavers, get started on laying out - continue to first break

11:45 – 12:30 Yrs 3 - 6 continue to lay out.

1:45 – 3:00 Group session with the Yrs 3 – 6 on how to glue down the tiles to the pavers (direct mosaic method) with tile adhesive.

Day 2 – FIXING AND GLUING

9:00 – 10:00 Prep – Yr 1 - individual coaching sessions (15 minutes duration) on how to glue the tiles to the pavers - approx. 1 hour - individuals return to class.

10:00 – 11:30 Yr 3 - 6 continue to layout and glue down

11:45 – 1:30 Pamela, Yrs 3 – 6 and community members layout and glue down

1:45 – 2:30 Pamela, Yrs 3 – 6 continue layout and glue down process

Day 3 - GROUTING UP

9:00 – 10:00 Pamela tiling the remaining pavers

10:00 – 11:00 Grouting Session with the Seniors – each student grouting up a paver

11:00 – 3:00 Community member continue to glue down tiles whilst Pamela grouts up.

Day 4 – FINAL TOUCHES

7:00 – 10:00 Pamela finishes grouting remaining pavers

10:00 – 11:00 Pamela & Staff – photograph completed artwork

Photograph finished artwork

RESOURCE REQUIREMENTS:

Mosaic Space set up:

- Tables
- Chairs
- Drop sheets
- Clean water
- Rubbish Bin
- Equipment and materials area

Mosaic Materials:

- Acrylic paint and fine brush to apply design to pavers
- Primer
- Concrete Pavers
- Ceramic tiles of different colours
- Tile Adhesive
- Grout

Mosaic Tools:

- Tile nippers
- Tile cutters
- Smashing box, hammer and safety glasses
- Adhesive applicators – rounded point domestic kitchen knives
- Spatulas
- Sponges
- Multiple containers

ADDITIONAL RESOURCES:

- About artist Pamela Denise: <http://www.pameladenise-artist.com/index.html>
- Other mosaic projects by Pamela: <http://www.pameladenise-artist.com/mosaics.html>
- How to make Mosaics: <https://www.themosaicstore.com.au/blogs/news>

OUTCOMES:

1. Tangible asset for the school grounds. A meaningful mosaic narrative has been applied to concrete pavers to be feature of a new ANZAC Memorial within the school grounds.
2. Social Cohesion. A positive experience for all as students, staff, family members and artist worked together to create the mosaic.
3. New Skills and Learning Opportunity. Mosaic skills transferred to students, staff and family members.

PHOTOGRAPHS:

Below image credit: Pamela Denise



Image: The site prior to working on the mosaic

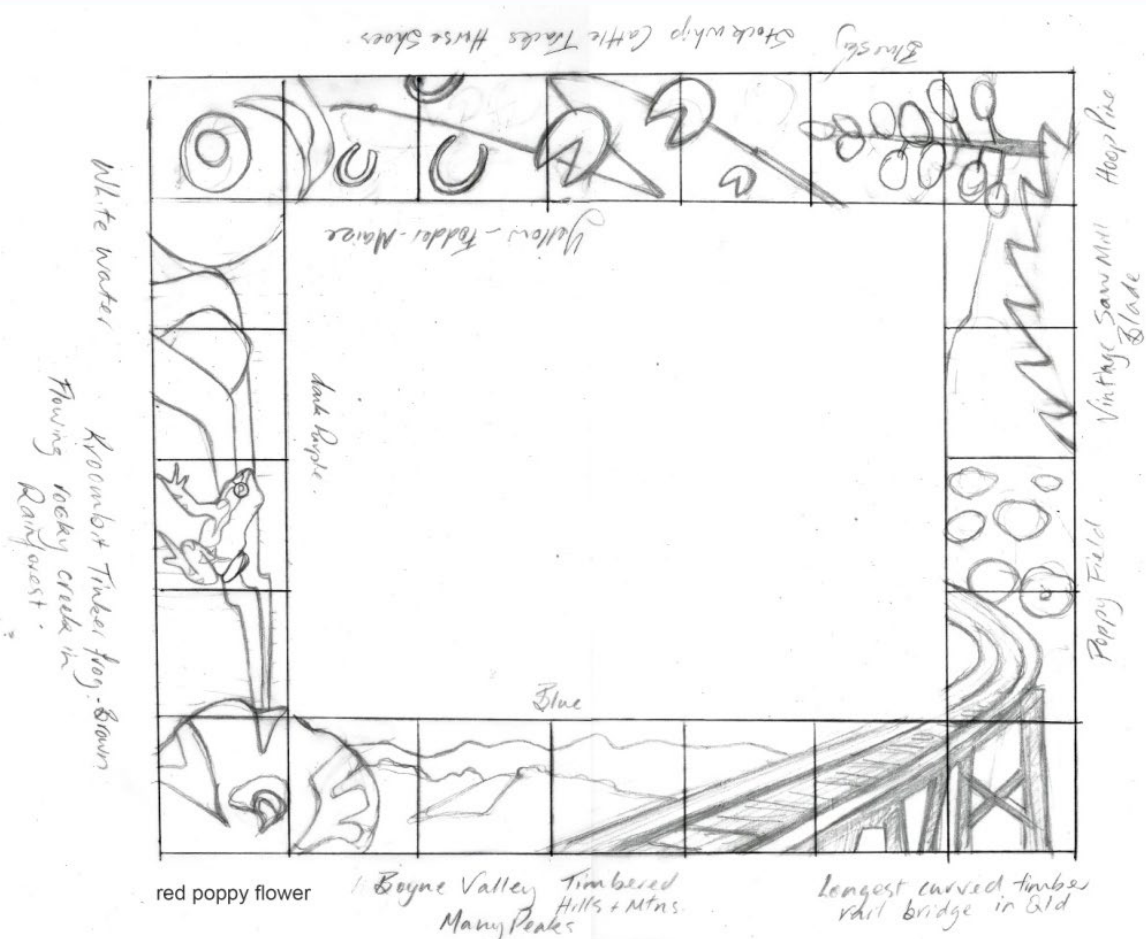


Image: Pamela's planning which was developed in consultation with the community prior to delivering the incursion.



Image: Mosaic design transferred onto the cement pavers



Image: Senior school students using tools to cut and lay the tiles
(Image credit: Builyan State School)



Image: Junior school students assisting to place tiles in simple designs (Image credit: Builyan State School)



Image: senior school students learnt how to level the tiles before grouting
(Image credit: Pamela Denise)



Image: Senior school students learn how to grout the mosaics
(Image credit: Builyan State School)



Image: Senior school students learn how to grout the mosaics
(Image credit: Builyan State School)



Image: the completed mosaic (Image credit: Pamela Denise)