

TEACHER/ARTIST COLLABORATION PLANNING TEMPLATE

Group: 2 Participants Names: Leanne, Jake, Tae

**UNIT PLAN**

Year level: 4 Unit Name:

Subject: Visual Arts and History

Content Descriptor: ACHHS085 History - First Contact  
 Perspectives + Interpretations - identify different points of view. The nature of contact between Aboriginal people and/or Torres Strait islands and others. ACHHK080

Content Descriptor: V/A 4.1, 4.2, 4.3, 4.4  
 Making - exploring different cultures & their coming together as inspiration for their artwork

Assessable Task 1:  
 (Making)  
 James Cook + Indig. Aust + Aborig. symbol (historical)  
 European symbol + i.e. sail cloth + another culture today  
 Anglo-saxon meets Samoan (contemporary)

Assessable Task 2:  
 (Responding) Talk about symbols from Indigenous + European cultures - similarities - differences - meanings - symbolism - expectations

General Capabilities:

Cross Curriculum Priority: Numeracy (symmetry, pattern, tessellations)

**Unit Sequence of Learning (Individual lesson ideas):**

- Students can choose to work individually or in pairs to create (enrich experience)
- Students explore motifs and symbols from Pacific Island + other cultures present at the school - (contemporary)
- Make connections to James Cook European culture of 1700s + Indigenous Australian culture of the time - (past)
- Parent/ community involvement story telling / sharing of ideas, symbols + meaning

**Achievement standard**

- st. explain how + why life changed in the past (first contact)
- describe experiences of groups or individuals over time
- recognise different points of view.

\* Either/or of both one grows from the earlier

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Group: 2 Participant Names: Leanne + Tae + Julie

**Lesson Plan**

Time: 90-100min lesson

Week: out of

Lesson Idea: (Choose 1 from Unit Sequence of Learning)

**Outcome:**

Students recognise different motifs and symbols from ~~to~~ different cultures from the past and the present. Students create their own interpretation of motif or symbol that express their own identity

**Approach & Sequence of Lesson:**

2 expanding

1. ~~Introduce the artist in residence. ~~Leanne talks~~~~ <sup>Teacher talks</sup> and shows other artists work that depict cultural motifs. Focus on historical patterns and motifs. e.g (carvings, totems, tapas). <sup>modern</sup> ~~Ask Ss to research their own culture background~~
2. Ask students, if they can identify symbols being used within their community (road signs, graffiti, surfboard, converse sneakers).

3. eanne

3. Design their own art piece that expresses their cultural heritage

Resources (medium, materials & equipment, skills & techniques):

This is done prior to artists visit.