



### **Cross Curriculum Collaboration**

Cross Curriculum Collaborations (CCCs) utilise the Visual Arts as a means of creating links to other non-arts subject areas. CCCs give students arts rich classroom experiences; engage students and approach subject matter from an alternative perspective; enhances teaching and learning in the classroom and builds on the knowledge and skills in all subject areas. The key to the success of these projects is that artists are utilised as a resource and collaborate closely with educators over a planning phase.

This template and materials are intended as a resource and source of ideas for educators to use as a model.

<b>SCHOOL</b>	Calamvale Community College	<b>TEACHER</b>	Helen Strube –HoD; Gayle Kutuzov- Art
<b>LOCATION</b>	Calamvale, Brisbane	<b>ARTIST</b>	Therese Flynn-Clarke
<b>YEAR LEVEL</b>	Year 3 and Year 8	<b>LESSON NAME</b>	Drones, Droids and Robots

## **INTRODUCTION**

The theme for 2016 Science week was *Drones, Droids and Robots*. A Cross Curriculum Collaboration was planned with Calamvale Community College a P-12 school located on the south side of Brisbane, linking Science and Technology with Visual Art. Prior to this Artist in Residence (AIR) collaborative project beginning, over 150 Year 3 students and a Year 8 Art class participated in a drone photography with the school's own drone on the school oval. Students were introduced to the virtual goggles, learnt about drone tracking devices, height of flight, remote controlling, drones returning to base. Beforehand, Year 12 students assisted in photographing Calamvale Community College from above. These images were used in class for further mapping and location activities with links to HAAS, Science and Maths (perspective) and were the used by the Artist to develop a mixed media art lesson inspired by aerial landscapes. The art work created was to be exhibited later in the year.

## **LESSON IDEA**

- Students view a presentation of artist images inspired by aerial landscape artists such as Roy Kinzer, Kevin Swallow, a visual artist; and well known Australian artists who have explored view and perspective including Fred Williams, John Olsen, Robert Juniper and William Robinson, ATSI artists such as Shorty Lungkata Tjungurrayi~Pintupi, Naata Nungarrayi, Tacey Yaytes and the Martu artists of Western Australia were also viewed. As well as actual aerial photography linked to their drone photography.
- Focus on line, shape, texture, colour and perspective within images viewed and school drone images.
- Students are introduced to mixed media techniques for creating backgrounds and layering images to produce a completed work.

## AUSTRALIAN CURRICULUM LINKS

### Digital Technologies and Understanding and Digital Technologies Processes and Production Skills

**F-2** Recognise and explore digital systems (hardware and software [components](#)) for a purpose ([ACTDIK001](#))

Recognise and explore patterns in [data](#) and represent [data](#) as pictures, symbols and diagrams ([ACTDIK002](#))

**Yr 3-4** Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of [data](#) ([ACTDIK007](#))

Recognise different types of [data](#) and explore how the same [data](#) can be represented in different ways ([ACTDIK008](#))

Digital Technologies Processes and Production Skills

**Yr 5-6** Acquire, store and validate different types of [data](#), and use a range of software to interpret and visualise [data](#) to create information ([ACTDIP016](#))

**Yrs 7-8** Analyse and visualise [data](#) using a range of software to create information, and use structured [data](#) to [model](#) objects or events([ACTDIP026](#))

### Science

**Yr 2** Represent and communicate observations and ideas in a variety of ways ([ACSIS042](#))

**Yr 3** Represent and communicate observations, ideas and findings using formal and informal representations ([ACSIS060](#))

**Yr 4-5** Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#))

**Yr 5-6** Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ([ACSIS093](#))

**Yr 6** Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

**Yr 7** Construct and use a range of representations, including graphs, keys and models to represent and [analyse](#) patterns or relationships in [data](#) using [digital technologies](#) as appropriate([ACSIS129](#))

Communicate ideas, findings and [evidence](#) based solutions to problems using [scientific language](#), and representations, using [digital technologies](#) as appropriate ([ACSIS133](#))

**Yr 8** People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity ([ACSHE136](#))

Collaboratively and individually plan and conduct a range of [investigation](#) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ([ACSIS140](#))

Construct and use a range of representations, including graphs, keys and models to represent and [analyse](#) patterns or relationships in [data](#) using [digital technologies](#) as appropriate([ACSIS144](#))

Summarise [data](#), from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on [evidence](#)([ACSIS145](#))

Communicate ideas, findings and [evidence](#) based solutions to problems using [scientific language](#), and representations, using [digital technologies](#) as appropriate ([ACSIS148](#))

### ATSI

**OI.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

**OI.3** Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

### HAAS- Geography and History

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

**Yr 1** 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** The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales ([ACHASSK048](#))

The influence of purpose, distance and accessibility on the frequency with which people visit places ([ACHASSK051](#))

**Yr 3** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ([ACHASSK069](#))  
**(History)**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](#))  
The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. ([ACHHK060](#))

**Yr 7** Factors that influence the decisions people make about where to live and their perceptions of the liveability of places ([ACHASSK188](#))  
The influence of social connectedness and community identity on the liveability of places([ACHASSK191](#))  
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe ([ACHASSK192](#))

## 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** 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](#))

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](#))

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](#))

**Yr 7-8** Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork ([ACAVAM118](#))

Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes([ACAVAM119](#))

Develop planning skills for art-making by exploring techniques and processes used by different artists ([ACAVAM120](#))

Practise techniques and processes to enhance representation of ideas in their art-making ([ACAVAM121](#))

Analyse how artists use visual conventions in artworks ([ACAVAR123](#))

Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples ([ACAVAR124](#))

## APPROACH AND SEQUENCE OF LESSON

### Mixed Media

1. Show PowerPoint *Aerial Landscape Art*. Discuss Artists' approach to mark making and representation of aerial views including perspective e.g. William Robinson's painting *Sunset and Landscape and Self Portrait*.
2. Discuss significance of the land and locality for Aboriginal Artists using aerial views of the landscape. Refer to Martu artists (see Additional Resources).
3. Students respond in discussion to work of the artists viewed (e.g. Roy Kinzer, Kevin Swallow, Therese Flynn-Clarke and well known Australian artists including Fred Williams, John Olsen, Robert Juniper, William Robinson, ATSI Artists such as Shorty Lungkata Tjungurrayi~Pintupi, Naata Nungarrayi, tacey yaytes and the Martu artist of Western Australia)
4. Share drone photographs of aerial landscape of school. Students view colours, shapes, line and perspective.
5. On A3 Cartridge paper students apply 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 is left to dry. This becomes the background for further work layered on top.
6. Students choose a drone image and interpret the lines, and shapes in the photographs to create their own aerial view of the school. This is drawn carefully onto white or a light coloured tissue paper with a water proof fine liner black pen. Observation is emphasised.
7. Students tear (carefully) tissue paper drawings or cut in close to the drawings and place over dry background. Apply watered down PVA glue over the tissue paper-(it soaks through the delicate paper). Don't overwork the gluing as the tissue paper is prone to tearing.
8. When dry, students can apply gouache paint in places to fine liner drawings to add another layer of detail.
9. Alternatively if backgrounds are completed dry students can work back into them using black felt tip pens (good quality drawing pens) and then add colour highlights.

## RESOURCE REQUIREMENTS

### Aerial landscape backgrounds

- A3 cartridge paper
- white tissue paper
- take a way containers- for watered down PVA glue, inks and acrylic paint washes
- watered down PVA glue
- glue brushes
- inks
- acrylic paints washes
- large paintbrushes
- water containers
- spray water bottles
- plastic for tables
- cling wrap
- stay anywhere pens (Artist quality drawing pens)
- gouache paint
- fine brushes

### Additional Resources

- Laminated drone images
- 'We don't need a map' A Martu experiences of the Western desert.  
<http://www.wedontneedamap.com.au/>
- William Robinson art  
<http://www.australiangalleries.com.au/artists/william-robinson/>  
<http://www.ogh.qut.edu.au/wrgallery/about.jsp>

- Therese Flynn-Clarke art  
<http://thereseflynnclarke.com/gallery/mixed-media/>  
<http://thereseflynnclarke.com/gallery/ceramics-natural-fibres/>

## FEEDBACK

Year 3 Students

Positives of the experience

- Learning that tissue paper makes good texture.
- That we can make thousands of colours by mixing.
- Focussing and putting your eyes on something to draw it.
- Looking at the patterns in the aerial landscapes.
- Art isn't just about drawing and painting, it's about using your mind and being creative. Heidi 9yrs
- Arts isn't just drawing straight ahead cause there's many different perspectives. Zainab 8 yrs.
- How we saw all the different artist and their art.

Staff

- The content was very closely linked to student school leanings. It supported science week activities brilliantly, worked in with the Geography unit and gave the students a fantastic experience in Visual art.
- Enriched school program for students
- Encouraged my own art practice
- Highlighted the role of arts in the school.

## PHOTOGRAPHS



Photographs taken by Calamvale Community College's drone



Layering line and colour over mixed media background. R. Preparing tissue paper layer with detail of aerial view.





Image Credit: Therese Flynn-Clarke