



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 programme 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	Carmila State School	TEACHER	Karen Murphy
LOCATION	Isaac region, South of Mackay	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	'What is Place?'

INTRODUCTION

Students at Carmila State School have been focussing on a Geography unit looking at place and where they reside in Carmila in relation to their town, community, state and the wider world with reference to Europe, Asia and Africa. Within the teacher/artist collaboration we discussed looking at symbols of place (locally and internationally) and decided to incorporate this into a sculptural work through the creation of a mobile, tile or wind chime. We decided to also explore 'place' from a literal perspective utilising aerial landscape maps of Carmila and surrounds and created a mixed media artwork as a visual response.

LESSON IDEA

- 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 small clay sculptural discs, beads etc as symbols of their local area, Asia, Europe and/or Africa applying sgraffito and application of texture. These are put aside for firing.
- Using materials linked to place- students collected prior to artist visit, plant fibres etc students create their own visually appealing mobiles/wind chimes.

AUSTRALIAN CURRICULUM LINKS

History

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

Geography

F- 6 The representation of the location of places and their features on maps and a globe ([ACHGK001](#))

The places people live in and belong to, their familiar features and why they are important to people ([ACHGK002](#))

The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them ([ACHGK003](#))

The reasons why some places are special to people, and how they can be looked after ([ACHGK004](#))

The ways the activities located in a place create its distinctive features ([ACHGK007](#))

The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales ([ACHGK010](#))

The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world ([ACHGK012](#))

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places ([ACHGK018](#))

The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents ([ACHGK020](#))

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics in at least two countries from both continents ([ACHGK026](#))

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region ([ACHGK031](#)).

Visual Arts

F - Yr 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](#))

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](#))

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

Yr 3-4 Use materials, techniques and processes to explore visual conventions when making artworks ([ACAVAM111](#))

Develop and apply techniques and processes when making their artworks ([ACAVAM115](#))

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

Yr 5-6 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

1. Students view a PowerPoint 'What is place?' of artists over time who have made art with a connection/link to place from Van Gough and Monet, to Australian artists such as Immants Tillers and Rosalie Gascoigne and ATSI art with specific links to place –including the concept of aerial art.
2. Discussion with students about place - What's your favourite place to eat? (Links to Van Gough's, Arles cafe painting); Where's your favourite place in your yard? (Links to Monet's paintings of waterlilies); what are some other places you've visited? What's made them special? etc
3. Shared my observations of Carmila and surrounding area and 'symbols' linked to 'their place' eg sugarcane; lots of birds; mango trees; crab; mountains and hills; the coast; shells; Casuarina tree; clay in the sand at the beach; white 'stemmed' gums; tractors...

4. Looked at land form aerial landscapes of the area (I obtained from Isaac Council) with students. Studied lines; shapes; colours etc.

Mixed Media

1. Students choose an aerial landscape image to use as inspiration and began creating an aerial landscape mixed media background, layering white tissue paper to create geographical land contours and then adding sprays of water (with a fine mist spray bottle) onto the surface and 'painting' on watercolours, inks, watery acrylics over this so no white areas were showing. Students use a limited colour palette. The colours move and 'bleed' into each other helping create 'the landscape'. This was left to dry.
2. After the artist visit, students will add the lines, shapes, marks etc of the land using fine line black markers, pencils, pastels etc to add the detail to the aerial landscape background and referring back to the aerial landscape images.

Sculptural Mobiles

1. Linking back to symbols representing 'place' in the Carmila area and providing students with images of symbols referencing Asia (eg Mons family symbols from Japan), Europe and Africa (another aspect of the school Geography focus in the coming weeks). Students created clay 'discs' and bead shapes with sgraffito mark making about place e.g. marks crabs make on the beach at Carmila; were 'incised' with pottery tools into the clay. Students also explored 'place' by pressing local leaves and seedpods into the clay. These were put aside to be fired at Sarina State High School and added to the mobiles at a later date.
2. Using collected objects linked to place (driftwood, shells, seedpods, machinery parts, bottle tops etc) students created their own mobile/wind chime referencing 'place'. Lots of focus on creative problem solving and tactile engagement (such as knot tying), choice and placement of objects and how to attach them; balance/centre of gravity; repetition of colours materials etc

RESOURCE REQUIREMENTS

Aerial Landscape Backgrounds

- A3 cartridge paper
- white tissue paper
- watered down PVA glue
- glue brushes
- Cling wrap
- inks, watery paints
- large paintbrushes
- water containers
- spray water bottles
- plastic for tables
- Laminated images of aerial landscapes

Mobiles/Wind Chimes 'What is Place?'

- recycled objects- farm machinery, washers, fishing detritus
- objects with a connection to place for students(brought in prior to artist visit)
- seedpods , seeds
- driftwood
- wood pieces
- fishing line

- string
- other fibres strong enough for 'holding' objects

Additional Resources

- drill and drill bits
- artist sample e.g. mobile about 'place'
- laminated symbols of place for Asia, Africa and Europe.

Web Links

- 'We don't need a Map'. A Martu experience of the Western Desert.
<http://www.wedontneedamap.com.au/>
- Bringing the Sense of Place to life
<http://www.artofgeography.com/info/the-sense-of-place>
- Artists whose work links to place/locality eg Van Gough, Cafe Terrace; Claude Monet, Waterlily series; Georges Seurat 'An Afternoon on the Island of Le Grande Jatte; Immants Tillers' landscapes; Judy Parrot's Photography; Rosalie Gascoigne's sculptural installation work referencing the Monaro Plains NSW; Fred Williams landscapes; Jeffrey Smart's Cityscapes; Simone Fraser, Shannon Garson and Cathy Franzi's ceramic work.

PHOTOGRAPHS





Carmila State School students creating Mixed Media Aerial landscape backgrounds.





Mobiles with visual and literal 'links to place' utilising materials referencing the location of Carmila State School.

Photography: Therese Flynn-Clarke