



Connecting Arts with School Curriculum is an innovative education action research and development project for teachers and artists living in regional and remote Queensland. The project, designed especially for primary and middle schools, explores the values and benefits of teacher and artist collaboration in addressing arts and non arts curriculum in the classroom.

Stage 1 of the project began in 2014 with a series of professional collaboration workshops for teachers in regional Queensland. From these workshops six pilot collaboration lessons were selected for further development and implementation in the classroom. This is a summary of one of those classroom sessions, presented as a case study.

SCHOOL	Moranbah State High School	TEACHER	Kira Bauleka
LOCATION	Mackay	ARTIST	Wanda Bennett
YEAR LEVEL	8	LESSON NAME	Ancient Pasts/Mixed Media Experimentation

LESSON IDEA

The pilot lesson will be a practical Year 8 Art lesson of Mixed Media Exploration through the Artist's practice and analysing and applying techniques from exemplar work to produce mixed media sculptures. As well as principles and practice in Art.

After showing students the Artist's work they were curious and asked if they were going to be making the sculptures. Upon discussion the lesson outcome was changed to a goal of creating half-boat weavings.

Mixed media included cane, jute, tissue, specialist papers, shellac, adhesives and inks, , , with a demonstration and exemplars by the artist, followed by student practice and then splitting into table groups to experiment with different materials.

Prior knowledge:

Students were given prior knowledge of elements and principles of design, watercolours, pencils and colour theory. Students did not have prior knowledge of other materials. Students were in a routine of explicit instruction.

CURRICULUM LINKAGES

In our original planning, the collaboration was around a combination of English, History and Art curriculum to create mixed media postcards focusing on an Ancient Past, with a written narrative.

As a stand-alone lesson we narrowed it down to exploring mixed media to produce the sculptures at the end of the lesson –the students had finished a unit of study on Shogunate Japan in the previous term which was considered the History component.

History: Students overall assessment is to create a mixed media artwork focussing on an Ancient Past studied in History.

Visual Arts: 8.2 Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques technology and processes.

English: ACELY 1725 Plan, draft and publish imaginative texts selecting aspects of subject matter and particular features to convey information and ideas. Literacy - Interacting with Others

Sustainability: This lesson can be extended into 3-d sculptural assemblage from recycled materials (using a range of different media and connecting techniques).

APPROACH AND SEQUENCE OF LESSON

Rapid Recall: Discussion Lesson prior

Principles of design, introduction of the Artist, techniques/colour theory

1. Discuss Task – The Artists demonstrates mixed media techniques and principles with examples of mixed media artwork and discuss safety and health hazards.
2. Students volunteers to demonstrate techniques, OHS issues
3. In groups and individually students explore and apply mixed media techniques, utilizing principles of design in work.
4. Creating visual representation
5. Finalising design artwork
6. Students display artworks to communicate ideas to audience

Resource requirements

Possible school resources

Art materials from School Art Supplies including: Mixed media included cane, jute, tissue, shellac, adhesives, masking tape and inks.

The Artist provided examples of artwork and published material as well as specialist papers, natural fibres and found materials.

OUTCOME

Students explored artwork in diverse techniques of Mixed Media Art through a variety of applications demonstrated and not demonstrated.

- Students discuss composition of work – Principles of design such as balance, contrast, harmony and focal point.
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COMMENTS

Teacher: 'Meeting Wanda and the Flying Arts team has been an excellent experience on discussing materials, setup of classrooms, problem solving curriculum requirements and material requirements as well. It's like a year's worth of PD for me!'

Artist: 'It was fantastic to deliver a lesson that students were pre prepared for. I felt the skills and knowledge learnt with Kirra allowed the students to benefit far more from the CASC lesson'.

Students: 'I think having someone else's point of view to look at your work and tell you what they think of it, I think it's a lot better than having just the teacher who is an art teacher but an artist would be better to tell you so you know where you're going'.

ADDITIONAL RESOURCES

- Documentation through photography (photo permission forms);
- Feedback/Evaluation forms.

PHOTOGRAPHS



Artwork display from the Artist: The Artist Wanda set up an impressive display that included samples of her work, literature, her portfolio and samples of what the students were going to create.



Students gather around for a close up introduction to materials and demonstration of techniques.



The students work on their own construction.



The Teacher collaborates with a small group of students.



Students experimenting with inks and stains on paper to create a skin for the cane construction.



The student work is set aside to dry and creates an impressive display of the day's artwork.