



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 Harris Fields State School

TEACHER Tae Nakamura

LOCATION Logan

ARTIST Leanne Clayton

YEAR LEVEL 5

LESSON NAME Visual Art & History

LESSON IDEA

Talk about symbols from Indigenous and European cultures

- Similarities
- Differences
- Meanings
- Symbolism
- Expectations

Students research their own cultural heritage and consider contemporary images and references in their community. Students then create an artwork using their own motif or symbol that expresses their own identity.

CURRICULUM LINKAGES

HISTORY: (ACHHK094) , (ACHHS104)

VISUAL ARTS: (ACAVAM114), (ACAVAR117)

History: First contact perspectives & Interpretations – identify different points of view. The nature of contact between Aboriginal and/or Torres Strait Islanders and others. ACHHK080

Visual Arts: 4.1, 4.2, 4.3, 4.4 Making – exploring different cultures and their coming together as inspirations for their artwork.

Prior Knowledge

Some students had studied a C2C History unit that explored how British colonies developed in Australia. Other students were familiar with particular patterns in art associated with different cultures (Tonga, Samoa, New Zealand, Nuia, Cook Islands)

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

- Students explore motifs and symbols from Pacific Island and other cultures present at the school – contemporary.
 - Make connections to James Cook European Culture of 1700's and Indigenous culture of the time – past.
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APPROACH AND SEQUENCE OF LESSON

1. Teacher talks Focus on historical patterns and motifs e.g. carvings, totems, tapas. Ask Students to research their own background.
2. Ask students if they can identify modern symbols being used within their community (road signs, graffiti, surfboards, converse sneakers).
3. Design their own art piece that expresses their cultural heritage.

Resource requirements

Possible school resources

The Artists own work using symbols in contemporary context.

References to cultural symbols and motifs: Student access to an electronic device for researching ideas and familiarity with the ethical responsibilities involved in using images from the internet

Art materials from School Art Supplies including: Quality Print paper, student acrylic paints in various colours.

OUTCOME

- Students recognise different motifs and symbols from different cultures from the past and present.
 - Students create their own motif or symbol that express their own identity
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COMMENTS

Teacher: I found that the meetings we had, as well as the phone calls were the most valuable in enhancing my own learning and planning. Students felt comfortable to approach Leanne (the artist) and ask for feedback regarding their work.

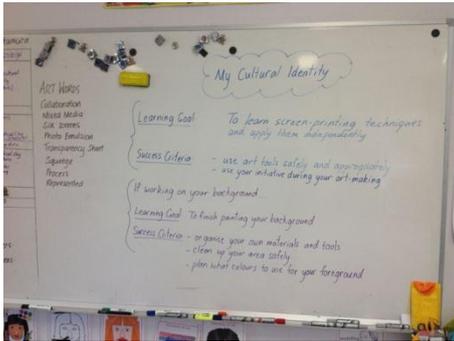
Artist: Came away feeling positive about the idea of Artists/ Teacher collaboration within the school curriculum.

Students: Today, I like how I understood what my patterns mean in my culture. That my art helps me with my culture because of all the patterns that we did, like she said, because me and her are partners. But, um I got my understandings from the patterns because our ...in like in the olden days our culture used to carve carvings inside the trees or grab a piece of wood and carve some pukana faces, and I think its standard for like their territory.

ADDITIONAL RESOURCES

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



Collaborative Content: The Teacher has mapped out Learning Goals, success criteria, content and language in preparation for the Artist led lesson.



Demonstration: The Artist demonstrates the screen-printing process.



Many students work together in cultural groups



Many students work together in cultural groups



A group of students collaborate on a cultural image of significance to them.



A completed Artwork