



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 program offers the support of a registered primary teacher/artist to collaborate with small schools to plan and deliver an incursion combining arts and non-art curriculum. Ongoing support is a unique feature of this specialised program.

This program 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, how to connect arts into other areas of curriculum to enhance teaching and learning, to enhance practical skills in the visual and media arts and to collaborate with artist to deliver arts.

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

SCHOOL	Dirranbandi State School	TEACHER	Sarah Betts and Jen Miller HOC
LOCATION	Balonne Shire, South West Queensland	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Creating Characters

INTRODUCTION

Dirranbandi State School had been looking at a number of subject areas which lent themselves to Visual Art collaboration. These included in English character descriptions, retelling stories and traditional stories as well as the history of techniques and art practice of traditional cultures from around the world. Students worked in two groups P-2 and Years 3-6 to create their own character.

LESSON IDEA

The students of Dirranbandi State Primary School are to consider a Visual Art/English focus on character development with a focus on *characters* from other cultures (such as Indonesian puppets), characters in cartoons and media, and *characters* or *art dolls* created by Australian Aboriginal artist such as the Noongar Doll Makers, Tjanpi Weavers and artists such as Linda and Opie O'Brien and the visiting visual artist. This would assist the students in developing ideas to create their own 3D sculptural character using plant fibres, wool and recycled materials. After the Artist visit the students could use these characters to explore ideas and settings in the medium of Media Arts exploring sounds and text to create stories. These could be filmed or photographed utilising programs such as Photo Story, Movie Maker.

AUSTRALIAN CURRICULUM LINKS

English

F Share feelings and thoughts about the events and characters in texts (ACELT1783)

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

Yr 1 Discuss how authors create characters using language and images (ACELT1581)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

Yr 2 Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

Yr 3 Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle

Yr 4 Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension

Create literary texts that explore students' own experiences and imagining

Yr 5 Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Yr 6 Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Visual Arts

F-4 Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

F-2 Create and display artworks to communicate ideas to an audience (ACAVAM108)

Yr 3-4 Present artworks and describe how they have used visual conventions to represent their ideas

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)

Yr 5-6 Develop and apply techniques and processes when making their artworks (ACAVAM115)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

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)

Media Arts

F-2 Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)

Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)

Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)

Yr 3-4 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text ([ACAMAM058](#))
Use media [technologies](#) to create [time](#) and [space](#) through the manipulation of images, sounds and text to tell stories ([ACAMAM059](#))
Plan, create and present media artworks for specific purposes with awareness of responsible media practice ([ACAMAM060](#))

Yr 5-6 Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, [story principles](#) and genre [conventions](#) in images, sounds and text ([ACAMAM062](#))
Develop skills with media [technologies](#) to shape [space](#), [time](#), [movement](#) and [lighting](#) within images, sounds and text ([ACAMAM063](#))
Plan, produce and present media artworks for specific audiences and purposes using responsible media practice ([ACAMAM064](#))

APPROACH AND SEQUENCE OF LESSON

1. Show PowerPoint presentation covering characters in books, cartoons, plays and how to create a character with reference to colour shape (Media Arts references), and examples of art dolls, sculptural characters such as those by the WA Noongar doll makers, Tjanpi weavers and Linda and Opie O'Brien.
2. Artist shows examples of their *characters* or art dolls, materials, inspiration and construction. Discuss ways of joining materials through creative problem solving.
3. Artist models basic construction using a framework of wire or sticks, local hay and wool or string.
4. Students draw ideas for their characters and consider methods of construction and materials to use. NB Parents and community have donated a wide range of materials for students to utilise including recycled materials, fabrics and seedpods.
5. On completion of sculptural characters, time permitting, students work in small groups to create their own verbal scenarios and possible storylines using their *art dolls*. These can form the basis of further activities within Media Arts (refer to Media Arts Content Descriptors).

RESOURCE REQUIREMENTS

- PVA glue in containers
- Old brushes for glue
- A drill and drill bits
- Newspaper - plenty
- Plastic - to protect surfaces
- Recyclables e.g. bottle tops, bread tags, anything that could embellish the characters
- Scrap fabric
- Scrap wool, cotton, string, bailing twine etc
- Bale of mulch e.g. sugarcane or hay
- Flexible wire and Wire cutters
- Needles and thread
- Sticks
- Seedpods, feathers, buttons
- Pipe cleaners
- Joggle/Googly eyes
- Parent/community helpers

ADDITIONAL RESOURCES

Web link resources

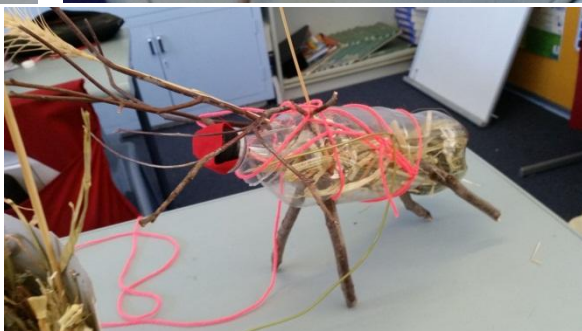
- Cultural doll making images
https://www.google.com.au/search?q=doll+making+by+artist+in+other+cultures&rlz=1C1KAFB_enAU631AU631&espv=2&biw=1920&bih=896&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiJmuS40a3MAhVGIqYKHbEvCgwQsAQISg
- Australian Aboriginal Dolls
<http://australianmuseum.net.au/indigenous-australian-dolls-image-gallery>
- Noongar Dolls - Images
https://www.google.com.au/search?q=noongar+dolls&rlz=1C1KAFB_enAU631AU631&espv=2&biw=1920&bih=940&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwirv6OZ0K3MAhXklaYKHICYAq4QsAQIPQ
- Yarns of the heart - Noongar Doll Makers from the WA Southern wheat belt
<http://www.canwa.com.au/wp-content/uploads/2015/07/YarnsoftheHeart-CAN-WA.pdf>
- Spinning a yarn for community - Article on Noongar Doll Makers
<http://www.canwa.com.au/wp-content/uploads/2015/07/Spinning-a-yarn-for-community-by-Dave-Palmer-20131.pdf>
- 'Noongar Dolls are yarns from the *heart* - ABC documentary
<http://www.abc.net.au/local/audio/2011/08/31/3306614.htm>
- Doll Making -Opie O'Brien
<https://books.google.com.au/books?id=dnUNDxkR-6QC&pg=PT149&lpg=PT149&dq=doll+making+by+artist+in+other+cultures&source=bl&ots=JnPzY0aqQ&sig=OLATqjYh1noSoj6sG0WSCkZy6sk&hl=en&sa=X&ved=0ahUKEwiJmuS40a3#v=onepage&q=doll%20making%20by%20artist%20in%20other%20cultures&f=false>
- Making Doll from Different cultures in Art - Edublog
<http://juniorsblackburn.edublogs.org/2010/08/11/making-dolls-from-different-cultures-in-art/>
- Bratz Dolls- indigenous makeover by Artist Bianca Willder
<http://www.perthnow.com.au/news/special-features/lotterywestcommunityspirit/perth-artist-bianca-willder-gives-bratz-dolls-an-indigenous-makeover/news-story/d780e657cacbe791668932a8f7ea2713>
- Tjanpi Weavers doll images
https://www.google.com.au/search?q=tjanpi+weavers+dolls&espv=2&biw=1920&bih=974&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwi19Y_em83QAuUJL48KHTUNDIkQsAQIIw
- Media Arts-Storyboard Templates
https://www.google.com.au/search?q=storyboard+templates&espv=2&biw=1920&bih=974&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwimguO3vs_QAhUUTo8KHDr_BVUQsAQIGQ

OUTCOME

Students will have created their own character using straw, wool and recycled materials. This can be photographed or filmed and used to create a Media Arts piece of work that incorporates sound, effects, voiceovers, time with links to plot, narrated or retold story as covered within the English component of the Curriculum.

PHOTOGRAPHS





Creating Characters, Dirranbandi SS P-6

Image Credit: Therese Flynn-Clarke