



### Small School Mentorship Programme

As an extension of our Connecting Arts with School Curriculum Program, Flying Arts Alliance has commenced a three year program of teaching and learning mentorship in the visual and media arts for schools in regional and remote areas of Queensland with 50 or less students.

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** Linville State School

**TEACHER** Aaron McDonnell & Tanya McLachlan

**LOCATION** Nth Brisbane Valley

**ARTIST** Therese Flynn-Clarke

**YEAR LEVEL** P-6

**LESSON NAME** Drawing Reptiles

## INTRODUCTION

Linville State School was interested in creating sculptural work with their students...after some discussion between Artist and Teachers about possibilities; a decision is made to link an Artist visit with a Reptile visit to the school the same week. The students were to be immersed in the 'world of reptiles' and have the opportunity to see and experience a range of reptiles 'up close' and 'in the flesh'! This made for a good Visual Art/Science collaboration lesson and links to .It was expected that the Science/ Reptile component was implemented prior to the Artist visit.

## LESSON IDEA

A focus on students observations and scientific knowledge of the features and characteristics of reptiles explored in the application of line and colour through drawing and the use of watercolours.

## AUSTRALIAN CURRICULUM LINKS

### Science Inquiry Skills

Processing and analysing data and information

F Engage in discussions about observations and represent ideas ([AC SIS233](#))

Communicating

F Share observations and ideas ([AC SIS012](#))

Yr 1, 2 Represent and communicate observations and ideas in a variety of ways ([AC SIS029](#))

Yr 3, 4 Represent and communicate observations, ideas and findings using formal and informal representations ([AC SIS060](#))

Yr 5,6 Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts([AC SIS093](#))

Science Understanding

### Biological sciences

YR 1 Living things have a variety of external features([AC SSU017](#))

Yr 2 Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Yr 3 Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

Yr 5 Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

## Visual Arts

### Foundation to Year 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](#))

### Year 3-4

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](#))

### Year 5-6

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

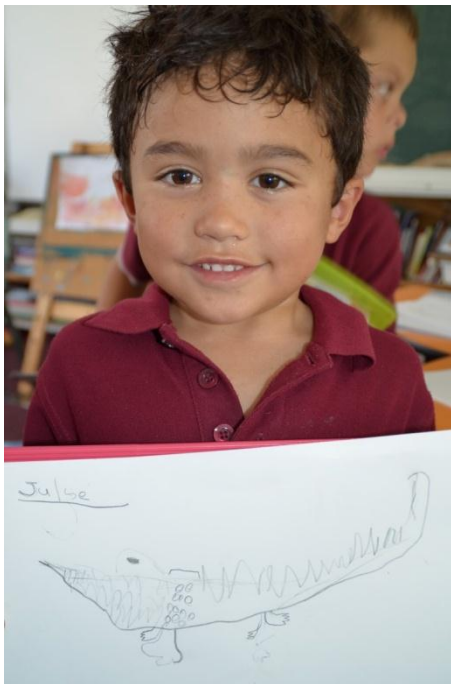
## APPROACH AND SEQUENCE OF LESSON

- Warm up line activities
- Artist completes a 'guided drawing lesson' with all students focussing on perspective, features of reptiles, attention to detail, drawing 'what you see, not what you know' ie foreshortening etc in limbs of reptiles and different views, different lines, creating texture and tone etc
- Students select a different reptile to draw themselves applying new found observational and drawing knowledge.
- Model adding watercolour paint or watercolour disc colour to reptile drawings.
- Students add watercolour to their drawings.

### Resource requirements

- Cartridge or Watercolour paper
- Variety of drawing pencils eg 2B 4B 6B
- Watercolour paints or watercolour discs (Available from School Art Supplies)
- Soft brushes suitable for watercolours eg Taklon or Mixed Bristle brushes.
- Water containers

## PHOTOGRAPHS



Guided Reptile drawing lesson, with a focus on line and creating texture.

Photography: Therese Flynn-Clarke

