



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 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 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 & Benarkin State Schools	TEACHER	Aaron McDonnell & Lorraine Profke
LOCATION	North Brisbane Valley	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	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. Benarkin State School also participated in the same Reptile visit. 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 in the flesh. This made for a good Visual Art/Science collaboration lesson and links to the art practice of Therese Flynn-Clarke with some links to Aboriginal and Torres Strait Island perspectives as well. It was expected that the Science component (reptile visit) was implemented prior to the artist's visit.

LESSON IDEA

A focus on 'Movement' as a concept within Visual art to look at how artists have portrayed movement in 2D and 3D work past and present. Links to Tjanpi weavers of Central Australia and their sculptural representation of reptiles as well as Ghostnet weavers from Erub Island in the Torres Strait Islands. A quick drama game activity makes links to reptiles, movement and levels and space within drama.

Using the school study of reptiles and subsequent visit of a reptile expert focus on students' observations of reptile features and how reptiles move. Students will then create sculptural representations of reptile showing movement and using materials inspired by the Tjanpi weavers.

AUSTRALIAN CURRICULUM LINKS

Science - Science Inquiry Skills

Processing and analysing data and information

F Engage in discussions about observations and represent ideas ([ACIS233](#))

Communicating

F Share observations and ideas ([ACIS012](#))

Yr 1-2 Represent and communicate observations and ideas in a variety of ways ([ACIS029](#))

Yr 3-4 Represent and communicate observations, ideas and findings using formal and informal representations ([ACIS060](#))

Yr 5-6 Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ([ACIS093](#))

Science Understanding

Science - Biological Sciences

Yr 1 Living things have a variety of external features ([ACSSU017](#))

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](#))

Science - Physical Sciences

F The way objects move depends on a variety of factors, including their size and shape ([ACSSU005](#))

Observing how the movement of different living things depends on their size and shape.

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](#))

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

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](#))

Yr 3-4 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](#))

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](#))

Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR113](#))

Yr 5-6 Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions ([ACAVAM114](#))

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. Science links and school reptile incursion prior to artist visit, building field knowledge and making integrations between Science and Visual Art. See Content Descriptors
2. PowerPoint presentation setting up the lesson ideas for art immersion day activities: focus on movement in art and reptiles (photography, sculpture, painting, ATSI perspectives)
(Note: as this is targeted at a wide age range of students the written information to be adapted to suit year level)
3. Build visual field knowledge: Observe images in books, photos and online of reptiles (Australian), recall observations of reptiles from incursion such as features, descriptions, how they moved etc

4. Art/Drama links: Using movement and levels and space students play a game and move like: Goanna or Lace Monitor (mimic, climbing a tree); Frilly Necked Lizard (mimic hands up, squat legs, tongue out, noise like a lizard); Skink (mimic lying on the ground, lazing in the sun); Crocodile (mimic wiggle, wiggle, snap, snap with body at mid level range) etc
5. Students draw plans for wire structure of their individual choice of reptile using visual references in books, considering how to show movement e.g. how you could show a snake moving? Focus on the 'line' you'd need to make with wire.
6. Model for students how to hold the sugar cane mulch onto the wire structure and wrap the wool to build up the shapes needed for body parts such as legs, heads, jaws, shells etc
7. Later, discuss creative problem solving solutions for how to add further details such as toes, eyes, scales and other detail using seedpods, recycled materials, fine wire etc; and solutions for joining and introducing new elements to the sculpture.

RESOURCE REQUIREMENTS

- Bale of sugar cane mulch (coarse better than pre-chopped) - remains can go on school garden
- Lots of different colours and textures in balls of wool, string etc
- Wire- 2 sizes medium flexibility for main framework; finer for detailed work
- Bundle of Florist wire or Rainbow wire (available at School Art Supplies) for finer details
- Images of reptiles from a variety of books, laminated cards etc
- Scissors
- Scrap paper and pencils for rough plans
- Seedpods, shells, bottle tops, recycled materials etc
- Drill and drill bits

Web Link Resources

- Tjanpi Desert Weavers, Central Australia
<http://tjanpi.com.au/>
- Ghostnet art From Darnley island (Erub), Torres Strait
<http://australianmuseum.net.au/ghost-net-art-from-darnley-island>
- Motion in art
http://www.artsology.com/motion_in_art.php
- Elements of Art: Movement and Time
<https://www.sophia.org/tutorials/elements-of-art-movement-and-time>

PHOTOGRAPHS



Beginning the sculpting process: A wire framework was made first, the mulch held onto it and the wool wrapped around it. Linville SS had Family Day Care Students who were part of the day also.



Incorporating some drama: Frilled Neck Lizards and Skinks.



The engaged, creative students of Linville and Benarkin State Schools with their amazing Reptile sculptures.

Photography: Therese Flynn-Clarke



With some wonderful results...