



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	Mt Molloy State School	TEACHER	Gayle MacGregor
LOCATION	Mt Molloy-FNQ, (near Mareeba)	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Exploring Economics and Art

INTRODUCTION

Mt Molloy State School has a Stephanie Alexander School Kitchen Garden which is utilised by the school in every aspect of curriculum as a teaching/learning tool. Class teacher Gayle expressed an interest in using the Visual Arts to create a calendar inspired by 'They Draw and Cook' website using the student's illustrations and recipes. This linked into their monthly stall selling produce and cooked items made, packaged and sold by the students themselves, at a local market. We decided to collaborate on economics and visual art (marketing and merchandising) and utilise the kitchen garden as a source of inspiration and materials.

Before the visit we looked at presentation, design and possible items that could be produced by the students and sold on their stall.

For the Artist visit we Eco-dyed paper and fabric and explored Botanical art.

LESSON IDEA

- Students to gather local plants and materials from the school kitchen garden and school grounds; rusty objects; copper pipes etc
- Students dye fabric and watercolour paper using plants etc. This will be used after the artist visit as a prepared ground for drawings, calendar backgrounds, cards, labels etc
- Collect plant, fruit and vegetable samples from school kitchen garden for students to draw in a botanical art fashion. Explore the use of a variety of drawing mediums and adding watercolour for depth. These becomes a component of the merchandising by incorporating the students own drawings.

AUSTRALIAN CURRICULUM LINKS

Science- Science as a Human Endeavour

Science involves exploring and observing the world using the [senses \(ACSHE013\)](#)

Important contributions to the advancement of science have been made by people from a range of cultures ([ACSHE082](#))

Science - Science Inquiry Skills

Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play ([AC SIS029](#))

Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play ([AC SIS042](#))

Science - Chemical Science

Objects are made of materials that have [observable](#) properties ([ACSSU003](#))

Everyday materials can be physically changed in a variety of ways ([ACSSU018](#))

Different materials can be combined, including by mixing, for a particular purpose ([ACSSU031](#))

A change of state between solid and liquid can be caused by adding or removing heat ([ACSSU046](#))

Natural and [processed materials](#) have a range of physical properties; these properties can influence their use ([ACSSU074](#))

Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting ([ACSSU095](#))

A change of state between solid and liquid can be caused by adding or removing heat ([ACSSU046](#))

History

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. ([ACHHK079](#)) ((Links to Sir Joseph Banks)

Geography

The natural resources provided by the [environment](#), and different views on how they could be used sustainably ([ACHGK024](#))

The [custodial responsibility](#) Aboriginal and Torres Strait Islander Peoples have for [Country/Place](#), and how this influences their past and present views about the use of resources ([ACHGK023](#))

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](#))

Yr 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](#))

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

APPROACH AND SEQUENCE OF LESSON

1. Gather plant fibres, materials etc for dyeing from the school grounds and kitchen garden (native and introduced species to observe later which produce colour). Note: Students discovered a lovely pinkish colour from the seeds of the Ceylon Spinach in their kitchen garden.
2. Students make 'bundles' wound tightly with string which are placed in large pot of brew- gum leaves, rusty objects etc. Bundles of watercolour papers are similarly clamped between tiles. These are boiled up for approximately an hour and left to cool to be unwrapped later in the day.

3. Share PowerPoint on Arts and Economics with samples of possible uses for eco dyed paper and fabric and how artists use their creativity to make viable products to sell commercially.
4. While the brew is simmering, students gather plant and botanical samples from the school kitchen garden or use a photo/image to observe closely and draw the sample as botanical artists have done in the past as a means of documenting species. (Refer to Sir Joseph Banks documentation of plants- History component.)
5. Model botanical drawing from life in a guided drawing lesson. Focus on 'drawing what you see' rather than 'what you know' about the structure of a plant, petals etc. View and discuss examples of botanical art (PowerPoint). Students use variety of pencils, graphite etc to draw with (4B, 6B etc), then fine liners (black).
6. Explore adding watercolour (paint, pencils etc) as a feature to drawings or as a background looking at how to blend colours.
7. Open eco dyed bundles, observe discuss findings/results eg what worked and what didn't work? Why /why not?
8. Potential for printmaking extension to the observational drawing activity

RESOURCE REQUIREMENTS

Eco Dyeing

- Gas stove/stove/fire pit
- Matches
- large pot/saucepan/
- tongs
- plant materials
- old tiles
- bulldog clips- large
- watercolour paper
- fabric; string
- paddle pop sticks
- permanent marker
- water.

Observational Drawings

- Good quality watercolour paper;
- watercolour paint
- watercolour brushes
- stackable discs, tubes,
- pencils
- fine liner black pens
- water pots
- Vellum paper.

Web Link Resources

- Dyeing with red Cabbage
http://splash.abc.net.au/home?WT.tsrc=Email&WT.mc_id=Innovation_Innovation-Splash|Primary_email|20150826#!media/1589896/dyeing-with-red-cabbage-
- 'Top draw' Botanical art
<http://www.parksaustralia.gov.au/botanic-gardens/do/teacher-guided.html>
- They Draw and Cook
<http://www.theydrawandcook.com/>
- Eco Dyeing Images
<http://thereseflynnclarke.com/gallery/eco-dyeing/>

PHOTOGRAPHS

Bundling and clamping paper and fabric to go in the dye pots.



Opening the 'bundles' and 'parcels'.



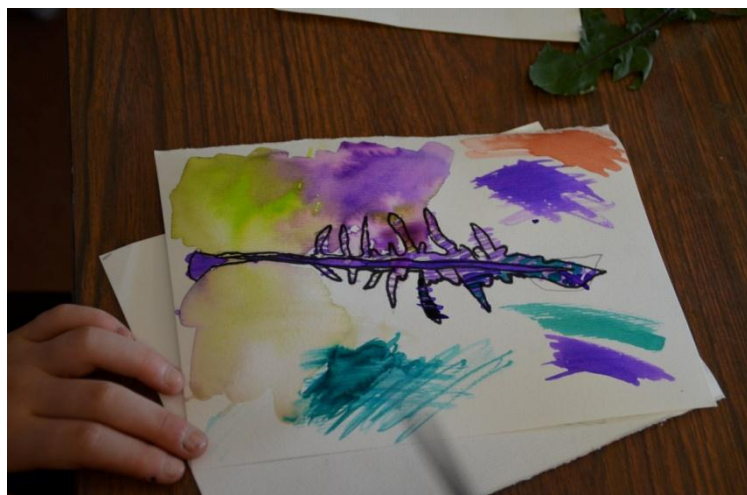
Eco dyed results on fabric and paper.

Botanical Art



Botanical Drawing with plants from the School Kitchen Garden.





And adding watercolours...



Photography: Therese Flynn-Clarke