



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 Sylvia State School	TEACHER	Mark Thompson (Principal)
LOCATION	Via Gatton SE Qld	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Ephemeral Sculptural Fence Art

INTRODUCTION

Mt Sylvia State School located in a rural, farming area near Gatton, wished to focus on a collaboration linked with their positive behaviour programme; sculptural /installation work; using recycled materials; local region (valley) history/geography; community involvement and participation; art elements; skill development; and students successfully working together as a group. The school also wished to cater for engagement of all students (including some active boys).

LESSON IDEA

It was decided to create some sculptural ephemeral fence art with a:

- Focus on art elements: colour and repetition
- Links to sustainability with possible recycled materials and how to work with them and attach materials (creative problem solving)
- The subject matter would link to the geography and history of the local area based on the school's rural and farming location with historical links to the community, e.g. animals and plants in our local environment; our area, farming, vegetables, farm animals, tractors, trucks, plants; our school community i.e. us!
- The work could be created off the fence individually or in small groups and woven in and visually and metaphorically 'connecting' to the fences in some form (collaboration) or woven directly onto the fence.

AUSTRLIAN CURRICULUM LINKS

Humanities and Social Science

F How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, [oral histories](#), [digital media](#) and museums ([ACHASSK013](#))

The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015](#))

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ([ACHASSI010](#))

Yr 1 Activities in the local [place](#) and reasons for their location ([ACHASSK033](#))

Yr 2 Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI039](#))

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ([ACHASSI043](#))

Yr 3 The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ([ACHASSK069](#))

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the [development](#) and character of the local community ([ACHASSK063](#))

Yr 4 The use and management of natural [resources](#) and waste, and the different views on how to do this sustainably ([ACHASSK090](#))

Yr 5 Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines([ACHASSI097](#))

The environmental and human influences on the location and characteristics of a [place](#) and the management of spaces within them ([ACHASSK113](#))

Yr 6 The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places ([ACHASSK142](#))

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](#))

Yr 3-4 Use [materials](#), techniques and processes to explore [visual conventions](#) when making artworks ([ACAVAM111](#))

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

APPROACH AND SEQUENCE OF LESSON

Discussion and modelling with students:

- Ephemeral art- what is it?
- Materials- what to use? Why?
- Recycled materials- environmental, sustainability science links
- Colours- How used? Why?
- Repetition-Why?
- Consider the viewer/presentation
- Subject Matter e.g. animals and plants in our environment; our local area- farming, vegetables, farm animals, tractors, trucks, plants; our school community- us;
- Varied sculptures linked/connected in some way- collaboration.
- Skills- Weaving; attaching/joining materials etc Ways of working- creative sculptural possibilities- the 'how to'... joining techniques, possible solutions/ideas
- Materials – ways to use what we have, model for students eg How to cut up a soft drink bottles or aluminium cans, how to weave plastic strips into the fence etc

RESOURCE REQUIREMENTS

Resources/Materials (to be collected)

- Non Biodegradable plastic bags
- Plastic drink bottles- all sizes and colours
- Aluminium cans
- Baling twine- all colours and thicknesses
- Onion bags
- Feed bags
- Anything that can be cut into strips and woven (prior 'strip cutting'- a variety if widths, would be appreciated) and that can withstand weather.
- Bottle tops, lids- all sizes (with pre- drilled holes would be appreciated).
- Plastic drinking straws
- Robust colourful fabrics (although more inclined to deteriorate in weather)
- Old CD's
- Old video tape
- Buttons
- Yoghurt, margarine containers- larger which can be cut
- Yoghurt cups
- Plastic laminate samples
- Old bicycle wheel frames (would be good if we did the truck/car)
- Sticks (for creating frames to weave around) eg God's Eyes
- Old wire- flexible

Resources/Materials which can be purchased/donated/ or may be already in school

- Sharp scissors
- Waxed linen thread or strong 'stitching' thread
- Drill and Drill bits
- Hammer and large nails (also for putting holes in bottle tops etc)
- Wire cutters/pliers
- Wire- thick and thin- flexible preferable. (Rainbow wire and Florists wire – School Art Supplies)
- PVA Glue
- glass tiles, flat glass beads
- plastic coated wire (like twist ties)
- zip ties
- cane

PHOTOGRAPHS



So many materials...beginning the creative process.



Working on ephemeral sculptural fence art. How will it be attached for longevity? How will it sit with other weaving work?



Some student creations responding to their locality with content and materials.



A new tractor 'brand' created by these students.



The Community at Mt Sylvia State School.

Photography: Therese Flynn-Clarke