



**Small Schools Program**

As an extension of Flying Arts' Connecting Arts with School Curriculum (CASC) program, the Small Schools Program (SSP) 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.

<b>SCHOOL:</b>	RAVENSWOOD STATE SCHOOL
<b>TEACHER:</b>	ANDREW STALLMAN, JADE POCOCK, DIANE ALFORD
<b>LOCATION:</b>	RAVENSWOOD STATE SCHOOL
<b>YEAR LEVEL:</b>	PREP – YEAR 6
<b>LESSON LINKS:</b>	Visual Art / Humanities and Social Science (HASS)
<b>ARTIST:</b>	LEE FULLARTON

**INTRODUCTION: 150 VIEWS OF RAVENSWOOD**

In October 2018 the Ravenswood community will celebrate 150 years of settlement and community.

Students will be engaged in a real world project to work as artists, illustrators and writers to produce text and illustrations for a commemorative book.

Imagery will be drawn from reflections and investigations of the townships iconic history, heritage, landscape, objects, people and places both past and present.

Students will create a portfolio of work using a variety of media for presentation and selection for the book.

## LESSON IDEA:

- Students engage in process drama (Lee as the time traveller) to travel back and forward in time and as well as through objects on loan from the Ravenswood Museum to reveal their knowledge about Iconic Ravenswood
- Warm up session. Students participate in beginners workshop including still life drawing of objects from Museum, drawing practices and processes (learning to see - drawing from observation) and exploration of materials and media, how we read images (visual literacy – what should my image communicate)
- Students participate in plein air (in the field) drawing to develop preliminary drawings of iconic Ravenswood for further development in the class studio.
- Students return to studio and respond to works created. Students write reflections about daily experiences and processes and practices. (Students review photographed imagery taken through out the day of them working as artists and their works in progress). Students may document thoughts and ideas in a artists journal
- Students create a body of work using a variety of media and techniques through a series of workshops
- Students present/exhibit their works for consideration and inclusion in the 150 Ravenswood Commemorative book

## AUSTRALIAN CURRICULUM LINKS:

### HASS (Humanities and Social Science)

#### Year 1 & 2

- The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
- 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)
- Pose questions about past and present objects, people, places and events (ACHASSI034)

#### Year 3 & 4

- 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)
- Locate and collect information and data from different sources, including observations (ACHASSI074)

- Pose questions to investigate people, events, places and issues (ACHASSI073)

#### Year 5 & 6

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

### Visual Art

#### Prep - Year 2

- Use and experiment with different materials, techniques, technologies and process 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 visual art techniques and processes when making their artworks (ACAVAM115)
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

## **APPROACH AND SEQUENCE OF LESSON: (D R E A M E R)**

**Discussion | Research | Experiments | Art Making | Exhibit | Respond**

### Introduction

- Studio set up / Project Brief / Working as Artists to create pictures that tell a story/narrative
- Process drama – Knowing your Icon - its history - past and present. Lee as time traveller engages class to reveal knowledge about their town and icon. Investigate knowledge further through Museum objects.

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### **Workshop 1 – Learning how to Draw**

- Drawing (still life). Use a variety of media to create observation drawings of objects. Scaffolded drawing.

### **Workshop 2 – Plein Air Drawing (In the field)**

- Plein Air drawing
- Return to studio and review for further development

### **Workshop 3 - Ravenswood in Collage Part 1**

- Collaboratively create a resource of textured and printed papers for the use of collage artworks

### **Workshop 4 - Drawing Ravenswood**

- Charcoal and ink wash + (joss paper or gold foil)
- Pencil and ink wash
- Oil pastel and ink wash

### **Workshop 5 - Ravenswood in Ink**

- Black ink and wash in tone (stick and bamboo tools)
- Umber ink and wash in tone (how to make something look old)
- Black pen and coloured inks (exploring colour schemes)

### **Workshop 6 - Ravenswood in Pastel and Paint**

- Pastel on black paper
- Pastel on black paper with white acrylic

### **Workshop 7 - Ravenswood in Collage Part 2**

- Using printed papers cut and collage

### **Workshop 8 - Ravenswood in Silhouette**

- Black and white paper collage

### **Workshop 9**

- Exhibit and Review / Select / Respond

## RESOURCE REQUIREMENTS:

Niko Laundry Marker fine tip (Water Proof)
Drawing Ink (Scarlet, Primrose, Gold, Blue, Green, Magenta, Violet, Umber)
Drawing Ink Black
A3 125gsm cartridge paper
A4 drawing cartridge paper
Drawing pencils HB
A3 White Card 190gsm
A3 Black card 200gsm
Black paper
Scissors
Glue sticks
Paint brushes – hog hair
Paint brushes Taklon size 8
Charcoal
Chalk pastels
Oil pastels
Chromacryl Paint (Warm red, warm blue, warm yellow, orange, light green, violet black and white)
Gold paint (reeves) tube
Water containers
Ink trays
Rollers

## ADDITIONAL RESOURCES:

From Artist Kit:

- joss paper and gold foil
- tools and objects for making printed papers
- tools and objects and nature from the surrounds to make printed papers
- bamboo calligraphy pens

## OUTCOME:

- Students learnt a range of new skills and visual art techniques
- Students completed a portfolio of work on the same event or historical feature
- Students reflected on their artwork and their progression of skills
- Each student selected their favourite piece to be published in a commemorative book celebrating the settlement of Ravenswood

## PHOTOGRAPHS:



*Charcoal Drawing with Coloured Ink.*



*Demonstrating Ink Drawings using sticks.*



*Warm or Cool Colour Drawings using Pastel.*



*Display of all Artwork from the three days.*



*Rainbow Pastel drawing.*



*Ravenswood State School Art Gallery Opening.*

**Photography by: Rebecca McLellan and Kada Jodrell**