



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.

SCHOOL: Feluga State School + El Arish State School

LOCATION: Far North Queensland

YEAR LEVEL: Years 3-6

LESSON LINKS: Visual Arts / Maths / History

ARTIST: Michael Daly (artyfaction)

INTRODUCTION:

The aim of the workshop is to passively teach a section of the maths curriculum by incorporating it with active art instruction.

LESSON IDEA:

Students learn a selection of multiplication tables and earn rewards by completing tasks. Tasks include writing the selected table to familiarise students with products of the multiplying factors. The ability to combine art with the maths lesson increases contact time with the arts without reducing contact time for key curriculum mathematic components.

AUSTRALIAN CURRICULUM LINKS:

Mathematics	ACMNA056, ACMNA057, ACMNA074, ACMNA075, ACMNA098, ACMNA123
Arts	ACAVAM111, ACAVAM112, ACAVAR113, ACAVAR114, ACAVAR115, ACAVAR116, ACAVAR117
History	ACHASSI052, ACHASSK062, ACHASSK069, ACHASSK070, ACHASSI073, ACHASSI077, ACHASSI080, ACHASSK083, ACHASSK084, ACHASSK086, ACHASSK088, ACHASSK089, ACHASSK092, ACHASSK093, ACHASSI094, ACHASSI099, ACHASSI080, ACHASSK093, ACHASSK137.

APPROACH AND SEQUENCE OF LESSON:

The lessons involve a short 5 to 10 minute instruction on an art component, ie. Colour, shading, line drawings, perspective, staging, composition, perspective scaling, etc.

The students are shown the art lesson.

Each student receives a sheet with an area to complete the art exercise. The sheet also has the relevant multiplication table printed on it.

The students are allocated one of the equations and an audio of the multiplication table plays in the background, as the students attempt the art component they are asked to say their product in time with the rhythm and loudly enough to be heard.

The lessons are spaced over two semesters and include 2 or 3 multiplication tables. The students are instructed in drawing techniques and work collaboratively with the artist to create a final artwork. The artwork has local historical references including Aboriginal and or Torres Strait Island viewpoints and the artist explains the content.

RESOURCE REQUIREMENTS:

Worksheets provided by the artist

Drawing and medium resources

Audio visual equipment

Sticky tape

Large final artwork substrate

ADDITIONAL RESOURCES:

Audio recording of multiplication tables

Large format print on foam core backing

Storage boxes

Excel data spreadsheet to collect data gathered

OUTCOME:

Students should be able to show improvement in drawing techniques, improvement in multiplication tables above the standard improvement over the year and improved knowledge of local history.