The Arts - Visual Arts Year 4

Focus: Visual arts - line, shape, colour and texture can be used to express ideas

Program Overview: Information for Teachers

This one-day environmental art program designed and run by Amaroo Environmental Education Centre is able to assist teachers to implement various Ways of Working and Knowledge and Understandings listed in the Essential Learnings - The Arts - Visual Arts Year 4 as well as address the Australian Curriculum’s Cross-Curriculum Priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Eco Art is conducted at Peace Haven Botanical Park, Highfields and can cater for up to two class groups at a time. Content covered from the Essential Learnings is listed on page 4 of this overview. Pages 2 and 3 show the link between this content and activities undertaken by Amaroo teachers. Suggestions are made for elements/activities that could usefully be covered by the teacher in the school before and/or after the excursion.

Synopsis of Program/Unit Outline:

- An Amaroo staff person will visit the school approximately 2 weeks before the actual excursion date to show examples of environmental art so that the students understand how the visual elements can be created and arranged to express ideas. Following this visit, the class teacher needs to ensure the students have done the necessary preparation for their excursion. (See page 4)

- At Peace Haven Park, students collect natural materials to construct their own Eco Art masterpiece

- Students engage in a traditional Indigenous activity of string making and examine some Indigenous artefacts which have been painted.

- Students use cameras to photograph different visual elements - texture, shape, line and colour

Location:

The Program is conducted at Peace Haven Botanical Park, Kuhl’s Road Highfields. The park has toilet facilities, one drinking fountain, a gazebo style building and ample room for a bus to enter and turn around for exiting.
**Pedagogical Key: Based on Amaroo EECs Pedagogical Framework**

The Amaroo EEC teachers deliver this program utilising a variety of Pedagogical Strategies which are based on the four dimensions of Productive Pedagogies plus the 5th Pedagogy, Pedagogy and Place - Learning Beyond the Classroom. Each pedagogy is abbreviated in [] according to this key

**Pedagogy and Place – Learning Beyond the Classroom**

<table>
<thead>
<tr>
<th>Being in the Natural Environment [BNE]</th>
<th>Life Learning in Real Places [LLRP]</th>
<th>Learning by Doing [LbD]</th>
</tr>
</thead>
</table>

**Fullsensory, Mind Body Engagement [Sense]**

<table>
<thead>
<tr>
<th>Intellectual Quality</th>
<th>Substantive Conversation [SC]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Difference</td>
<td>Cultural Knowledge [CK]</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Knowledge Integration [KI]</td>
</tr>
<tr>
<td>Supported Classroom Environment</td>
<td>Academic Engagement [AE]</td>
</tr>
</tbody>
</table>

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**N.B. Relevant Curriculum Activity Risk Assessments are available upon request and on the Amaroo website.**

The lessons in the teaching sequence have been colour coded as follows:

Lessons in these boxes should be taught/facilitated by the class teacher in the school setting

Lessons in these boxes will be taught by the Amaroo teacher as part of your program.

It is suggested that pre/post work may be conducted on these objectives

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**Teaching Sequence**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum Content and Link</th>
<th>Eco Art Lessons - outline</th>
</tr>
</thead>
</table>
| **Before the excursion (Pre-engagement or ‘The Hook’)** [AE; N] | Students:  
- Understand that visual arts provide opportunities for people to entertain and enjoy themselves. (The Arts Visual Arts Essential Learnings Yr 4) | Amaroo teacher shares art work with students and explains procedures and requirements for the excursion. Students complete preparation at school for the excursion day under the guidance of the class teacher |
| **Observable differences between plants** [LbD; LLRP; BNE; SR; PbC; Sense; BK] | Students:  
- Identify contrasts in the environment particularly plants and their structure (The Arts Visual Arts Essential Learnings Yr 4)  
- Students investigate the different flora and fauna of Peace Haven Park noting colour, shape and form and texture of leaves, bark, flowers and whole plants. Using their ‘find’ bag they collect (while respecting the environment) bits and pieces for their collage  
- Students complete leaf rubbings if time | |
| **Indigenous Art** [CK; SC] | Students:  
- Gain knowledge, understanding and appreciation of Indigenous culture (Cross Curriculum Priority)  
- Students discuss Indigenous uses of local plant materials eg: tools, art and craft  
- Students are shown an example of Indigenous weaving using Lomandra - a native grass. | |
| **Arranging Visual Elements** [LLRP; KI] | Students:  
- Use visual elements to create and express ideas (The Arts Visual Arts Essential Learnings Yr 4)  
- Students use the natural elements they have collected to construct their collage. | |
## Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
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</table>
| Indigenous String Making      | Students:  
  - Gain knowledge, understanding and appreciation of Indigenous culture (Cross Curriculum Priority)                                                                                                             | Students discuss Indigenous uses of local plant materials e.g. tools, art and craft         |
|                               |                                                                                                                                                    | Students are shown an example of string making                                             |
|                               |                                                                                                                                                    | Students construct their own string art                                                    |
| Textures and shapes of plants | Students:  
  - Create imaginative responses that demonstrate required features (ICT Essential Learnings Y: 4 & 5)                                                                                         | In groups each student uses a camera to photograph their chosen descriptive word - as per the work sheet supplied which they identify in the environment. These will be downloaded and burnt onto a disk at Amaroo and then sent to the school so that the students can continue working their photographs at school |
|                               |                                                                                                                                                    |                                                                                           |

### Suggested Assessment Task:

- Singly or in groups, students prepare a report (written/multimedia) on the excursion.
- Present art works to formal and informal audiences.
- In their group, organise and present a display of the various plant photographs depicting the descriptive words they chose.

Please note: Information relating to Adopting and Adapting C2C materials can be found in C2C Fact Sheet Version 6: February 2013 at [https://karmnoprace.eq.edu.au/ex/files/pdf/61/8001_5dfe4-a7db-b7ae-004ed3b5d2b1/6oza/2c-factshere3.pdf](https://karmnoprace.eq.edu.au/ex/files/pdf/61/8001_5dfe4-a7db-b7ae-004ed3b5d2b1/6oza/2c-factshere3.pdf)
Curriculum Links: Essential Learnings

Year 4 The Arts - Visual Arts: Concepts
- Students understand how the visual elements (line shape colour texture) can be created and arranged to express ideas.
- Students understand how visual art tools, techniques and materials can be used in drawing, painting, sculpture and mixed media works in two and three dimensions.
- Students respond to how artists in other times and places have used elements, tools, materials and techniques (Indigenous art using ochre and string making and weaving).
- By participating as creators and viewers, students understand that visual arts enhances the lives of individuals and communities.

Cross Curriculum Priority Link: Sustainability addresses the ongoing capacity of Earth to maintain life.

Systems OL2 All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.

Cross Curriculum Priority Link: Aboriginal and Torres Strait Islander histories and cultures

Country/Place OL3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Culture OL5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Additional Notes for Teachers:
- The class teacher will assist the students to prepare for their excursion by ensuring that the students organize a picture of the creature they want to collage. The class teacher will also need to have camera groups organized and the students need to have selected the texture/shape word they will be photographing within their groups. A more detailed explanation is found on the Amaroos timetable.
- The students need to bring a named plastic bag in which to place the leaves, twigs seeds etc they collect for their collage.
- Upon completion of their collage, Amaroos will supply each student with a manila folder. This is to safely transport their collage back to school. The students keep this folder.