

A W E S O M E

**2019
EDUCATORS'
RESOURCE KIT**



Proudly supported by

BHP



ABOUT THE THEME "SHINE"

What makes you shine?

This year's theme will be celebrating the things that make us each unique. Everybody has something that makes them special, sets them apart and contributes to our community. Let us acknowledge our strengths as individuals while embracing and celebrating our differences.

Let's celebrate what makes us all shine!

Students experiencing a Creative Challenge Residency will embark on a project that explores this theme.

Students visiting the AWESOME Festival are encouraged to explore the theme at school and consider how this theme relates to their Festival experience.

THE PURPOSE OF THIS EDUCATION KIT



The AWESOME Arts Education Kits are created as a teacher resource to run alongside the Creative Challenge artistic residencies or festival excursion experience. The kits can be used to look closer at the themes explored during the residency or excursion, including follow up activities for the classroom.

Curriculum Assistance

With the new Western Australian Curriculum currently being introduced into schools AWESOME is aware of growing pressures on teachers and staff to understand and implement the new syllabus. AWESOME aims to assist this transition by using clear cross curriculum activities and assessment suggestions.

Arts Integration

The Education Kits focus on integrating the arts with other areas of learning, with a particular emphasis on numeracy and literacy. At AWESOME we believe that the arts are a useful tool to enhance students understanding of other subject areas and help overall understanding and skill building.

Process Driven

AWESOME's approach is process driven, with an emphasis on creativity and skill building. We focus on enhancing students' ability to investigate, problem solve, build personal and social capabilities and increase investment and ownership over their work.

Professional Development

We believe that the residencies and excursions offer a valuable professional development opportunity for teachers to learn from professional artists. Our aim is to empower teachers to continue creating in the classroom well after their AWESOME experience has ended.



This resource has been designed as a unit of understanding. If you work through the activity pages chronologically the activities develop and refine skills and concepts sequentially. However, you can also dip in and out to take a few activities that suit your class.

The educators' resource is designed to link specifically to the WA Arts Curriculum and to demonstrate the cross curricular reach into non-arts curriculum.

Each Activity spread will contain

- Discussion Points
- Artist Spotlight information
- A list of key words to define
- Various activities linked to the theme
- Reflection questions
- Suggested Assessment
- Cross Curriculum Extension for suggested Assessment
- WA Curriculum linking

Due to teacher feedback we have focussed on including as many images and visual cues for activities as we can.



(TYPICALLY PP - YEAR 2)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through language and various art forms.

They develop their understandings through their relationships and interactions with others, indoor and outdoor environments and the use of their senses. Young children learn through a variety of means - including play and experimentation - to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena.

In the early years of schooling, children should be provided with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge. The emphasis on literacy and numeracy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in phase appropriate ways. They should have opportunities to develop their control and understanding of the symbolic representations associated with written language and mathematics. Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Curriculum experiences will typically integrate knowledge, understandings, skills and values and attitudes across learning areas. Learning programs should be appropriate and connected to the child's current thinking, interests and ways of learning. They should encourage children's autonomy, intellectual risk-taking, responsibility, agency and control of learning. Effective teachers use a variety of strategies, including structured and unstructured play and explicit approaches with whole-class, small group and individual encounters. It is important that learning experiences build upon each child's current understandings, skills, values and experiences.

Young children are intimately connected to their families so teachers need to foster strong relationships with families and communities and draw upon these strong relationships to provide culturally appropriate programs. Learning and teaching programs must be responsive to children's continuing growth and development.



(TYPICALLY YEAR 3 - YEAR 6)

As children grow, their sense of themselves and their world expands. They begin to see themselves as members of larger communities. They are interested in, and like to speculate about, other times, places and societies. They begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods. The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. They should be given increased responsibility for managing and organising activities, individually and in groups of varying sizes.

In exploring their physical, social, cultural and technological world, students should be encouraged to pose more focused questions and to carry out investigations in which they form predictions, hypotheses or conjectures, test them and reflect their findings. In late childhood, the investigation of their world should become more refined and include relationships, structures, systems and processes. This will include exploration of behaviours, values, language and social practices as well as physical phenomena and a wider range of technologies and forms of communication and representation. Students will experiment with them to investigate the advantages of different representational forms and technologies for different materials, purposes and situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures. These learning experiences should emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Students develop a sound grasp of written language and numeric conventions and use these in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.



(TYPICALLY YEAR 7 AND 8)

In early adolescence, students often align strongly with their peer groups and may begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives. They also begin to develop an interest in particular fields of knowledge or endeavour for the personal satisfaction these fields provide.

Students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision making within the classroom and school and to work with others. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

Students continue their exploration of the physical, social and technological world and gain familiarity and confidence with the methods, conceptual frameworks and languages of particular disciplines. Their induction to specific areas of learning builds on their earlier work in investigating patterns, processes and phenomena, and exploring forms of representation and technology. They understand that particular ways of working and thinking have developed over time for particular reasons but may still be subject to debate, revision and change.

Learning and teaching programs should assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They should, for example, lead to an increased understanding of the complexity of the natural environment, society and technology; an awareness of the potential and problems of increased knowledge and technology; and an understanding of the relationship between knowledge, technology and values. They should encourage an open and questioning view of them with students exploring other ways of thinking and world views and seeing themselves as active participants in their own continuing development and that of their society and the world.



PRE-FESTIVAL/ RESIDENCY ACTIVITIES

How do I prepare for my
experience at the
festival?

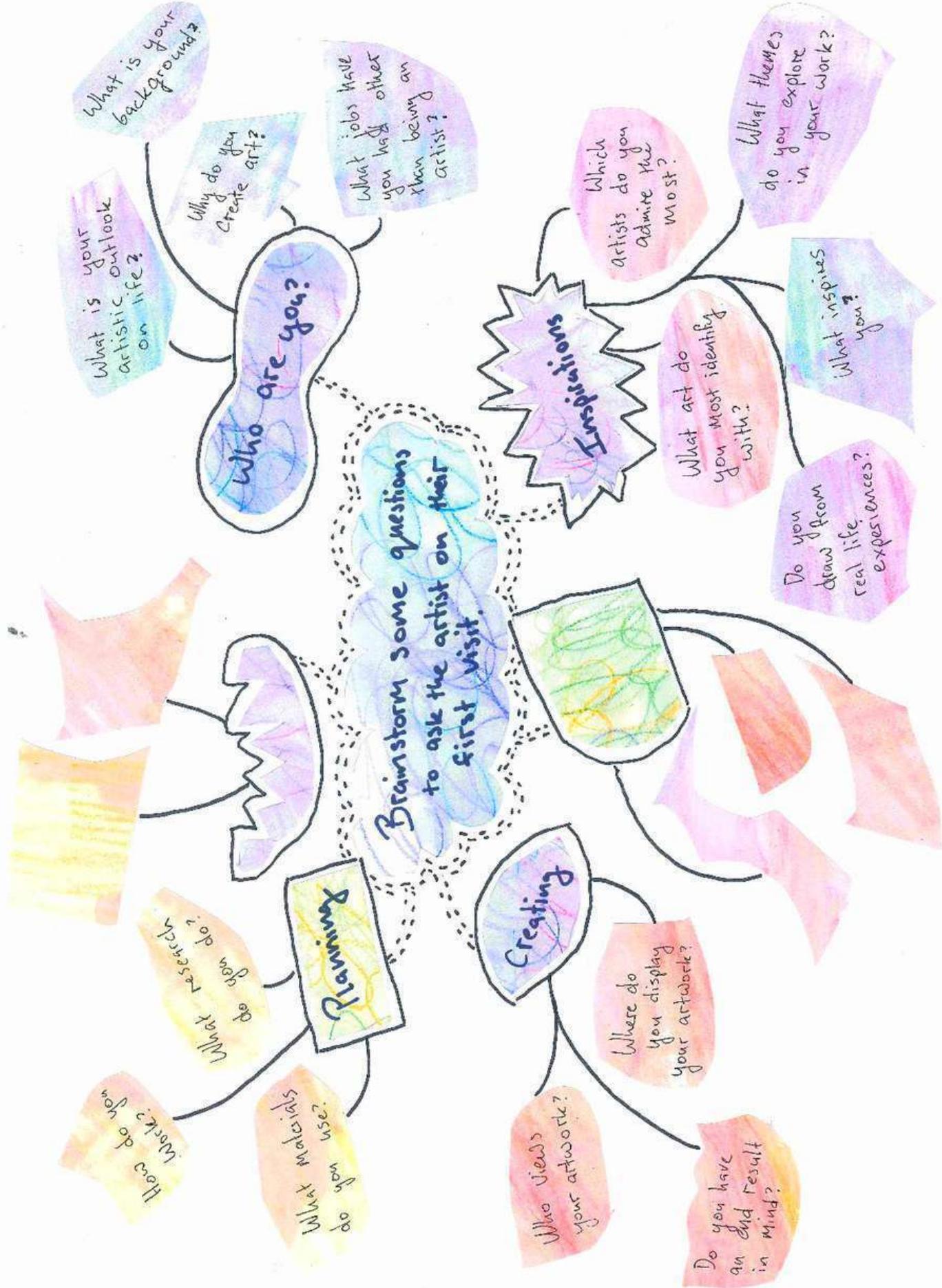
WESOME BRAINSTORMING

MEETING AN ARTIST

During your residency or excursion you will meet some professional artists. Do some research before you meet the artists. Search their website and consider what questions you would like to ask them when you meet.

Add your questions to this brainstorm.

Please Note: We advise teachers to check their website first to ensure that there isn't any adult content



Use the interview with an artwork worksheet to learn about this installation.



TITLE: MORE LOVE HOURS THAN CAN EVER BE REPAID AND THE WAGES OF SIN

Artist: **Mike Kelley**

Year: **1987**

Type: **Collage**

Materials: **Discarded children's toys and blankets sewn together on hanging canvas, Dried corn, and wax candle arrangement on wooden stand**

Location: **Whitney Museum of American Art, New York, USA**

AWESOME INTERVIEW WITH AN ARTWORK

Sometimes we don't understand an artwork, or a performance completely the first time we interact with it. You need to ask yourself and the artwork a few questions along the way to fully appreciate it. Don't be discouraged if it takes a little time.

WHAT IS IT ABOUT?



- What is it called?
- What can you see/what happened in the performance?
- Does the artwork use symbolism? What kind of symbolism does it use? (e.g cultural, religious, visual, linguistic, composition)
- Is there a specific element or elements you don't understand? Write it down and research it to find out what it might mean.
- What themes can you see in the artwork?

HOW IS IT MADE?

Visual Art



- Is it realistic or stylised? Why do you think that choice was made?
- What materials have been used? Do they add to the meaning of the work?
- How is colour, line, shape, space and, texture used?
- How is the artwork displayed? Is it close to other similar items? Does it have a large intricate frame? No frame at all? Is it displayed somewhere unusual?
- What techniques does it use? Does it use a combination of techniques? Why are the techniques significant?
- When was it made?

Performance Art



- Is it realistic or stylised? Why do you think that choice was made?
- What type of performance was it? (Dance, music, theatre, media, puppetry, comedy, a mixture?)
- Were there any narrative/story elements to the performance? What were they?
- How was the performance staged? Did it utilise lighting, set, props, costumes?
- Why do you think they made those decisions?
- Where was the performance presented? Was it in a traditional performance venue? Somewhere a little unusual?
- What types of characters or performers were in the piece?
- When was it made/written?

HOW DO YOU RESPOND TO IT?



- Does it remind you of any personal stories or experiences?
- Can you recreate it? How would you go about recreating it?
- What are your favourite parts of it?
- What are your least favourite parts of it?
- Do you like it? Why/Why not?
- Would you recommend the artwork/experience to someone else? Who would you recommend it to?

DRAWING ACTIVITY: THEATRE SPACES

- What does a theatre look like?
- Have you ever been inside a theatre before?
- Do you think that all stages look the same?
- Draw a picture of what you think a stage looks like in the pink box.



DRAMA ACTIVITY: LEARNING ABOUT THEATRE ETIQUETTE

Theatre is a one of a kind experience! Every performance is unique as the performers react to the audience working with their energy. Read the theatre etiquette as a class and discuss why these rules are important.

Split your class up into 6 small groups to each select a different piece of etiquette from the list. Consider what happens when you don't follow this advice. How do the performers respond? How do the audience members enjoy the performance? Devise a quick scene about what happens in a performance when you don't follow your piece of theatre etiquette.



TIMING

It is polite to arrive at your performance space in a timely manner, especially with large groups. Arriving early will ensure you have enough time for a toilet break, a quick drink and still have plenty of time to get seated and settled before your performance is due to start.



PHOTOGRAPHY

Enjoy the performance in the moment! Please refrain from taking photographs or video footage during the presentation. Photos, especially flash photography, can distract the audience and the performers. If you wish to have a photograph with the artists, please ask your guide after the performance.



TALKING

Performers expect the full attention of their audience. Once the lights have dimmed and/or the performance has started please stop all chatter (even whispering) so that all audience members may pay their full attention to the presentation.



PHONES

Phone alarms, messaging alerts, and electronic devices can also disturb the performance. Please switch these off and refrain from checking any screens that light up in the audience as a courtesy to your neighbours.



SITTING STILL

Performers often need to use the aisles for their performances. Please ensure the audience is seated in the correct area when the performance has begun. AWESOME Arts provides students with toilet breaks at set times to minimise audience members moving around the performance space.



APPLAUSE AND LAUGHTER

This is how you can show your appreciation to the artists! Please feel free to react to the performance appropriately: laugh, clap, and join in (when asked to do so by the performers). They will love to see how much you're enjoying yourself!

PRE-FESTIVAL/ RESIDENCY ACTIVITIES

Early Childhood: P – Year 2

SUGGESTED ASSESSMENT: CASE STUDY

Utilise the Interview with an Artwork Sheet to analyse the Case Study Artwork.

VISUAL ARTS CURRICULUM LINKING

Responding to and interpreting the Arts *Types of Art and where it is displayed, Expression of Feelings and ideas about artworks they view*

CROSS CURRICULUM EXTENSION: HASS

Utilise Humanities and social Sciences Skills to investigate the Case Study Artwork (or another local community artwork) further.

Humanities and Social Sciences: Humanities and Social Sciences Skills *(Questioning and researching, Analysing, Evaluating, Communicating and Reflecting)*

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas** *Exploration of, and experimentation with, the visual elements of shape, colour, line, space, and texture*
- **Responding to and interpreting the Arts** *Types of Art and where it is displayed, Expression of Feelings and ideas about artworks they view*

DRAMA

- **Responding to and interpreting the Arts** *Audience behaviour (Being attentive, responding appropriately) when viewing drama. Different places where drama is performed. Personal responses expressing ideas and feelings to key moments in drama they make.*
- **Developing skills and processes** *Improvisation skills (contributing to the progression of action) to develop dramatic action.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

HASS

- **History** *The past in the present The history of a significant person in the local community and what it reveals about the past.*

PRE-FESTIVAL/ RESIDENCY ACTIVITIES

Middle Childhood: Year 3 – Year 6

SUGGESTED ASSESSMENT: CASE STUDY

Utilise the Interview with an Artwork Sheet to analyse the Case Study Artwork.

VISUAL ARTS CURRICULUM LINKING

Responding to and interpreting the Arts *Considered responses to, and respect for a range of artworks from different social, cultural and historical contexts.*

CROSS CURRICULUM EXTENSION: HASS

Utilise Humanities and social Sciences Skills to investigate the Case Study Artwork (or another local community artwork) further.

Humanities and Social Sciences: Humanities and Social Sciences Skills *(Questioning and researching, Analysing, Evaluating, Communicating and Reflecting)*

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas** *Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative, and abstract.*
- **Responding to and interpreting the Arts** *Considered responses to, and respect for a range of artworks from different social, cultural and historical contexts*

DRAMA

- **Exploring ideas and improving with ways to represent ideas** *Improvisation skills (working with complications) to develop drama*
- **Responding to and interpreting the Arts** *Audience behaviour (Being attentive, responding appropriately) when viewing drama. Different places where drama is performed. Responses that involve identifying and reflecting on the meaning and purpose of their drama and the drama of others, using drama terminology.*
- **Developing skills and processes** *Exploration and experimentation of the 8 elements of drama.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

HASS

- **History** *The past in the present The history of a significant person in the local community and what it reveals about the past.*

PRE-FESTIVAL/RESIDENCY ACTIVITIES

Early Adolescence: Year 7 & 8

SUGGESTED ASSESSMENT: CASE STUDY

Utilise the Interview with an Artwork Sheet to analyse the Case Study Artwork.

VISUAL ARTS CURRICULUM LINKING

Responding Social, cultural and historical contexts *Purpose and meaning associated with artworks from the selected artworks and art styles*

CROSS CURRICULUM EXTENSION: HASS

Utilise Humanities and social Sciences Skills to investigate the Case Study Artwork (or another local community artwork) further.

Humanities and Social Sciences: Skills (*Questioning and researching, Analysing, Evaluating, Communicating and Reflecting*)

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Art Practice** *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks*
- **Responding** Social, cultural and historical contexts *Purpose and meaning associated with artworks from the selected artworks and art styles*

DRAMA

- **Spaces of performance** *Imaginary spaces created by stage components, and properties, the elements of drama and audience*
- **Drama conventions** *Improvisation conventions (establishing scenarios/role/ character)*
- **Drama Forms and styles** *Extended improvisation exploring personal themes based on research and selected drama forms and styles*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

HASS

- **Skills** (*Questioning and researching, Analysing, Evaluating, Communicating and Reflecting*)



AWESOME

SUPERPOWERS

What makes me
distinctly unique?

CLASS DISCUSSION POINTS

- How important is difference in the world?
- How can we celebrate difference?
- What makes me unique?
- What is a superpower?

ARTIST SPOTLIGHT: RACHEL CALLANDER AND NATHAN MADDIGAN



Super Power Kids, Rachel Callander and Nathan Maddigan, 2019

Rachel Callander and Nathan Maddigan created a book of photos that celebrated the superpowers of little children with disabilities. Rachel found the negative language used around her daughter's condition heartbreaking and wanted to celebrate her value and the things that made her unique. Super Power Kids celebrates WA children and how they shine!

- Questions:** What is the difference between the words superpower and disability?
 How does it feel to talk about things that you can't do in comparison to things you can do?
 How have the children been photographed in the images you can see?
 Do they look happy or sad? What emotions can you see?
 Why do you think Rachel would want to photograph them that way?

DEFINE THESE WORDS

- Unique
- Disability
- Ability
- Superpower
- Difference
- Celebrate



ACTIVITY: CHARACTER SELF PORTRAIT



Self portraits aren't just pictures of your face, they can reflect your values, thoughts and personality as well. Brainstorm the 5 favourite qualities that you have and create symbols or glyphs that reflect each of your best personality traits. Try to simplify them down and combine them on a page in a visually interesting way. Eg. The image to the left is a collage self portrait depicting the qualities of hard work, patience, good humour, creativity and empathy.

ACTIVITY: SELFIE HUNT

There's lots more you can do with the selfie than you would ever guess. Here is a menu of creative ideas that go beyond taking a selfie of your face. Try to take as many selfies as you can that capture what makes you truly unique.

Shadow: Capture your shadow on a textured surface like a brick wall or grass.

Reflection: Photograph your face reflected on still water, a computer screen, a car window, or other reflective surfaces.

Infinity: Photograph yourself standing between 2 mirrors so it looks like there are endless copies of you.

Body parts: Photograph only parts of yourself. For example, show your hand holding a baseball or your feet in a stream.

Tiny Bits: Take close-ups of your eyelashes, fingerprints, toenails etc,

Action: Use the self timer on your camera to catch a picture as you run/jump/swim/ fly by.

Meet the feet: Take selfies of your shoes and feet. Photograph your feet on all the surfaces they meet in a day.

Bookie: find a book with a face on its cover; hold it in front of you so it looks like the book's face is on your body.

Glamour: Get fancy! Dress up, do your hair, wear some makeup, if that is your thing

Mirror mirror: Draw stuff on the mirror using dry-erase markers (more hair? An extra eye? Bird on the head?) and then photograph yourself in the drawing.

Dancer: Put on some music, set your camera's self timer to go off every 10/15/20 second and go nuts.

Traces in places: Photograph the traces your body leaves in the world: footprints, the shape left after lying in sand, or squished sofa cushion you just sat on.

Ideas taken from "Selfie Fest" Page 22-23 Go Photo: An Activity Book for Kids, Alice Proujansky, Aperture

REFLECTION

- What is your superpower?
- How can I share my superpower with the world?
- Why should people embrace their superpowers?

DRAMA GAME: WHAT MAKES YOU UNIQUE?

Coming up with what makes you unique can be difficult. Sometimes it is easier to get ideas from your friends.

As a class sit in a circle. Pass a ball around the circle by calling out a classmate's name and good quality about them. e.g. "Rebecca, You are very friendly," "James, You are very confident!"



SUPERPOWERS

Early Childhood: P – Year 2

SUGGESTED ASSESSMENT: SELF PORTRAIT

Create an unusual self-portrait by selecting your favourite 3 pictures from the selfie hunt and putting them on display. Share a guided personal response about the ideas and feelings in the selected images.

MEDIA ARTS CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas. *Exploration of, and experimentation of images, sounds, and text, considering how these communicate ideas and tell stories*

Developing skills and processes. *Exploration and experimentation with the codes (elements) and conventions of media: technical (capturing, selecting and arranging images) to produce media work*

Responding to and interpreting the Arts *Personal responses, expressing ideas and feelings about the media works they view and produce.*

CROSS CURRICULUM EXTENSION: HEALTH AND PHYSICAL EDUCATION

Create a poster promoting your personal superpowers and how they add to your unique personal identity. Share a guided reflection on these strengths.

Health and Physical Education: Personal, social and community health *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing.*

WORKSHEET CURRICULUM LINKING:

MEDIA ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Exploration of, and experimentation of images, sounds, and text, considering how these communicate ideas and tell stories*
- **Developing skills and processes.** *Exploration and experimentation with the codes (elements) and conventions of media: technical (capturing, selecting and arranging images) to produce media work*
- **Responding to and interpreting the Arts** *Personal responses, expressing ideas and feelings about the media works they view and produce.*

DRAMA

- **Exploring ideas and improvising with ways to represent ideas.** *Use of dramatic action to sequence events to communicate an idea or message. Improvisation skills (contributing to the progression of action to develop dramatic action.*
- **Responding to and interpreting the Arts** *Personal responses expressing ideas and feelings to key moments in drama they make.*

ENGLISH

- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Exploration of, and experimentation with the visual elements of shape, colour, line, space and texture. Exploration of, and experimentation with a variety of materials, techniques and technologies when creating artworks*
- **Developing skills and processes.** *Development of artistic skills through experimentation with shape, colour, line, space, texture. Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking.*

PE/HEALTH

- **Personal, social and community health** *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities.*

HASS

- **History** *The past in the present The history of a significant person in the local community and what it reveals about the past.*

SUPERPOWERS

Middle Childhood: Year 3 – Year 6

SUGGESTED ASSESSMENT: SELF PORTRAIT

Create an unusual self-portrait with a narrative by selecting your favourite 3 pictures that tell a story from the selfie hunt and putting them on display. Share a guided personal response about the ideas and feelings in the selected images.

MEDIA ARTS CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas. *Exploration of how narrative structures are represented in images (still or moving) and/or sound (with or without text) and can tell a story or convey a message with a beginning, middle, and end.*

Developing skills and processes. *Exploration and experimentation with the codes (elements) and conventions of media: technical (capturing, selecting and arranging images) to produce media work*

Responding to and interpreting the Arts *Responses that involve identifying and reflecting, on the meaning and purpose of their drama and the drama of others using drama terminology*

CROSS CURRICULUM EXTENSION: HEALTH AND PHYSICAL EDUCATION

Create a poster promoting your personal superpowers and how they add to your unique personal identity. Share a guided reflection on these strengths.

Health and Physical Education: Personal, social and community health *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing. Factors that strengthen personal identities, such as the influence of Family, friends, school.*

WORKSHEET CURRICULUM LINKING:

MEDIA ARTS

Exploring ideas and improvising with ways to represent ideas. *Exploration of how narrative structures are represented in images (still or moving) and/or sound (with or without text) and can tell a story or convey a message with a beginning, middle, and end.*

Developing skills and processes. *Exploration and experimentation with the codes (elements) and conventions of media: technical (capturing, selecting and arranging images) to produce media work*

Responding to and interpreting the Arts *Responses that involve identifying and reflecting, on the meaning and purpose of their drama and the drama of others using drama terminology*

DRAMA

- **Exploring ideas and improvising with ways to represent ideas.** *Improvised and devised drama based on narrative structures in non-realistic drama forms. Improvisation skills (working with complications) to develop drama.*
- **Responding to and interpreting the Arts** *Considered responses to, and respect for, the drama of others as performers and audience members. Responses that involve identifying and reflecting on the meaning and the purpose of their drama and the drama of others using drama terminology.*

ENGLISH

- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Exploration of Artworks from varying times and cultures that represent different styles, such as realistic, narratives, and abstract. Selection of materials based on their properties and qualities to create specific artworks.*
- **Developing skills and processes.** *Development of artistic processes and techniques to explore visual conventions when making artworks.*

PE/HEALTH

- **Personal, social and community health** *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities.*

HASS

- **History** *The past in the present The history of a significant person in the local community and what it reveals about the past.*

SUPERPOWERS

Early Adolescence: Year 7 & 8

SUGGESTED ASSESSMENT: SELF PORTRAIT

Plan and create an unusual self-portrait by selecting your favourite 3 pictures from the selfie hunt and putting them on display. Share a guided personal response about the ideas and feelings in the selected images.

VISUAL ARTS CURRICULUM LINKING

Inquiry *Ideas and design development for art-making (eg brainstorm, mind map, annotation/sketches, media testing)*

Art Practice. *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks.*

Presentation *Presentation convention of attributing artworks (eg printmaking conventions of the edition of each print) Display options of finished artworks*

Interpretation/response *Personal opinions about their artworks and the work of others' supported by examples within artworks.*

CROSS CURRICULUM EXTENSION: HEALTH AND PHYSICAL EDUCATION

Create a poster promoting your personal superpowers and how they add to your unique personal identity. Create a reflection on these strengths and how this self knowledge will help in periods of transition.

Health and Physical Education: Personal, social and community health *Feelings and emotions associated with transitions; and practicing self-talk and help seeking strategies to manage these transitions.*

WORKSHEET CURRICULUM LINKING:

MEDIA ARTS

- **Exploring Inquiry** *Ideas and design development for art-making (eg brainstorm, mind map, annotation/sketches, media testing)*
- **Art Practice.** *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks.*
- **Presentation** *Presentation convention of attributing artworks (eg printmaking conventions of the edition of each print) Display options of finished artworks*
- **Interpretation/response** *Personal opinions about their artworks and the work of others' supported by examples within artworks.*

DRAMA

- **Drama forms and styles** *Extended improvisation exploring personal themes based on research and selected drama forms and styles*
- **Drama Conventions** *Improvisation conventions (establishing scenarios and role/character)*

ENGLISH

- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

PE/HEALTH

- **Personal, social and community health** *Feelings and emotions associated with transitions; and practicing self-talk and help seeking strategies to manage these transitions.*

HASS

- **Skills** *(Questioning and researching, Analysing, Evaluating, Communicating and Reflecting)*



EMPOWER

How can I empower myself and my friends?



CLASS DISCUSSION POINTS

- What does empowerment mean?
- Who needs empowerment?
- Is there a difference between power and empowerment? If so, what is this difference?

ARTIST SPOTLIGHT: FRIDA KAHLO



Roots, Frida Kahlo, 1943

Frida Kahlo is an indigenous Mexican artist famous for her vibrant self portraits. Frida was in a bus accident as a child, leaving her bedridden for much of her life. Not being able to leave the house, or sometimes even sit up, Frida painted the only thing she had access to, her reflection. Frida embraced the traditional folk aspects of her culture at a time when people weren't used to seeing indigenous culture represented in art.

The painting above is called *Roots*, A self portrait depicting Frida laying down and growing roots into the ground. The photos to the right depicts Frida laying in her hospital bed and demonstrate her how she painted her self portraits.

- Questions:** How do you think Frida felt being cooped up in her bed all day?
- Why do you think Frida painted her self portrait when she was bedridden?
- Why do you think Frida Painted herself lying down in the painting above?
- Why do you think Frida painted roots growing out of her body?
- How do you think her paintings empowered her?

DEFINE THESE WORDS

- Power
- Empower
- Self expression
- Confidence
- Status



Frida Kahlo painting "Portrait of Frida's Family" by Juan Guzmán, Colección y Archivo de Fundación Televisa.



DRAMA GAME: STATUS WALK

Posture and the way your body moves is one of the ways you can share information about your status (or who holds the power) in a performance.

Phase one: Walk around the space like you are a very shy person. What is your posture like? Are you standing tall or hunched over? Are you looking out or looking down. Do you cross your arms or keep your gestures open? How do you move through the space? With large exaggerated movements or with small movements?

Phase two: Now try walking through the space as a confident person. How does your posture change? Who do you think was high status and who was low status?



DRAMA GAME: STATUS TABLEAUX

Status usually relates to how you relate to other characters in a scene. Get into pairs and try posing in a tableau (a frozen scene) for the following scenarios to clearly show someone that is high status and someone that is low status.

Try each scenario once and then swap which character is high status (e.g. try a tableau with a high status teacher and a low status student, and then a high status student and a low status teacher). How does your posture change in relation to each other. Are you looking at each other in the eyes? Should one character be taller or shorter than the other in the scene?

Character Scenarios

- A teacher and a student in a classroom.
- A parent and a child at the dinner table
- A monkey and a cleaner at the zoo
- A dragon and a knight in a cave
- An alien and a police officer in the desert
- A photographer and lizard in the jungle
- A doctor and a celebrity in hospital
- A wizard and a coat salesman at the shops



ACTIVITY: EMPOWERMENT AMULET

An amulet is also known as a good luck charm or an object that protects its owner from any trouble. Design your own amulet out of materials and images that make you feel empowered. What colours will you use? What shapes and symbols? How will you wear your amulet? What texture will you make it?

REFLECTION

- Why is empowerment important?
- How can you work to empower yourself and others?
- How does art help you empower yourself?

EMPOWER

Early Childhood: P – Year 2

SUGGESTED ASSESSMENT: STATUS TABLEAUX

Rehearse your two favourite scenarios that show a change of status. Take photos of the frozen tableaux. And reflect on the use of movement to establish role and situation.

DRAMA CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas *Use of dramatic action to sequence events communication an idea, message or story.*

Developing skills and processes. *Exploration and experimentation of elements of drama. Movement (big, small; use of facial expressions; gestures; posture). Role (fictional character) Situation (establishing a fictional setting and relation to it in role) to create drama.*

Responding to and interpreting the Arts *Personal responses using the elements of voice and movement in drama they view and make.*

CROSS CURRICULUM EXTENSION: HUMANITIES AND SOCIAL SCIENCES

Explore famous amulets from history and investigate why they are culturally significant.

Humanities and Social Sciences: History The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the communities identity).

WORKSHEET CURRICULUM LINKING:

DRAMA

- **Exploring ideas and improvising with ways to represent ideas.** Use of dramatic action to sequence events to communicate an idea or message. Improvisation skills (contributing to the progression of action to develop dramatic action).
- **Developing skills and processes** *Exploration and experimentation of Role (Fictional character) Use of Known stories and personal experiences to create drama with simple technologies.*
- **Responding to and interpreting the Arts** *Personal responses expressing ideas and feelings to key moments in drama they make.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

PE/HEALTH

- **Personal, social and community health** *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing.*
- **Communicating and interacting for health and wellbeing** *Behaviour that show empathy and respect for others. Circumstances that can influence the level of emotional response to situations.*

HASS

- **History** *The past in the present The history of a significant person in the local community and what it reveals about the past.*

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Exploration of, and experimentation with the visual elements of shape, colour, line, space and texture. Exploration of, and experimentation with a variety of materials, techniques and technologies when creating artworks*
- **Developing skills and processes.** *Development of artistic skills through experimentation with shape, colour, line, space, texture. Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking.*
- **Sharing the arts through performance, presentation or display.** *Use of a variety of techniques when creating artworks.*
- **Responding to and interpreting the Arts** *Types of Art and where it is displayed, Expression of Feelings and ideas about artworks they view.*

EMPOWER

Middle Childhood: Year 3 – Year 6

SUGGESTED ASSESSMENT: STATUS TABLEAUX

Rehearse your two favourite scenarios that show a change of status. Take photos of the frozen tableaux. And reflect on the use of movement to establish role and situation.

DRAMA CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas *Use of dramatic action to sequence events communication an idea, message or story.*

Developing skills and processes. *Exploration and experimentation of elements of drama. Movement (big, small; use of facial expressions; gestures; posture). Role (fictional character) Situation (establishing a fictional setting and relation to it in role) to create drama.*

Responding to and interpreting the Arts *Personal responses using the elements of voice and movement in drama they view and make.*

CROSS CURRICULUM EXTENSION: HUMANITIES AND SOCIAL SCIENCES

Explore famous amulets from history and investigate why they are culturally significant.

Humanities and Social Sciences: History The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the communities identity).

WORKSHEET CURRICULUM LINKING:

DRAMA

- **Exploring ideas and improvising with ways to represent ideas.** Dramatic structures to sequence how a story is opened, how events are presented (Mood and tension elements) and key details to help the audience understand dramatic meaning. Improvisation skills (working with complications) to develop drama.
- **Developing skills and processes** *Exploration and experimentation of Role ((taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)*
- **Responding to and interpreting the Arts** *Considered responses to and respect for the drama of others as performers and audience members. Responses that involve identifying and reflecting on the meaning and purpose of their drama and the drama of others using drama terminology*

ENGLISH

- **Creating Texts** Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. *Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

PE/HEALTH

- **Personal, social and community health** Be healthy, safe and active *Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing.*
- **Communicating and interacting for health and wellbeing** Behaviour that show empathy and respect for others. Circumstances that can influence the level of emotional response to situations.

HASS

- **History** The past in the present *The history of a significant person in the local community and what it reveals about the past.*

VISUAL ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Selection of material based on their properties and qualities to create specific artworks.*
- **Developing skills and processes.** *Development of artistic skills through experimentation with shape, colour, line, space, texture. Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking.*
- **Sharing the arts through performance, presentation or display.** *Reflection of the elements, materials and techniques used in artworks to communicate specific messages to different audiences.*
- **Responding to and interpreting the Arts** *Responses to their own and others' artworks reflecting on purpose and meaning, using visual arts terminology.*

EMPOWER

Early Adolescence: Year 7 & 8

SUGGESTED ASSESSMENT: STATUS TABLEAUX

Rehearse your two favourite scenarios that show a change of status. Take photos of the frozen tableaux. And reflect on the use of movement to establish role and situation.

DRAMA CURRICULUM LINKING

Voice and Movement *mime techniques (creating objects using shape and weight) in drama.*

Drama forms and styles *Extended improvisation exploring personal themes based on research and selected drama forms and styles*

Drama Conventions *Improvisation conventions (establishing scenarios and role/character)*

Spaces of Performance *Levels and status in making drama. Imaginary spaces created by state components and properties, the elements of drama and audience.*

Drama Reflections *Reflective processes on their own and others' work, the impact on meaning of the elements of drama in performance and general drama terminology and language.*

CROSS CURRICULUM EXTENSION: HUMANITIES AND SOCIAL SCIENCES

Explore famous amulets from history and investigate why they are culturally significant and how they are investigated.

Humanities and Social Sciences: History *Investigating the ancient past How historians and archologies investigate history, including excavation and archival research.*

Skills *(Questioning and researching, Analysing, Evaluating, Communicating and Reflecting)*

WORKSHEET CURRICULUM LINKING:

DRAMA

- **Voice and Movement** *mime techniques (creating objects using shape and weight) in drama.*
- **Drama forms and styles** *Extended improvisation exploring personal themes based on research and selected drama forms and styles*
- **Drama Conventions** *Improvisation conventions (establishing scenarios and role/character)*
- **Spaces of Performance** *Levels and status in making drama. Imaginary spaces created by state components and properties, the elements of drama and audience.*
- **Drama Reflections** *Reflective processes on their own and others' work, the impact on meaning of the elements of drama in performance and general drama terminology and language.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

PE/HEALTH

- **Personal, social and community health** *Feelings and emotions associated with transitions; and practicing self-talk and help seeking strategies to manage these transitions.*

HASS

- **Skills** *(Questioning and researching, Analysing, Evaluating, Communicating and Reflecting)*

VISUAL ARTS

- **Inquiry.** *Ideas and design development for art-making (EG brainstorm, mind map, annotation/sketches, media testing)*
- **Art Practice** *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks*
- **Social, cultural and historical contexts.** *Key features identified in artworks belonging to given artist, movement time or place. Purpose and meaning associated with artworks from the selected artists and art styles.*



WESOME



**COMMUNITY
COLLABORATION**

What makes my
community unique?

CLASS DISCUSSION POINTS

- What is community?
- Can you be part of several different communities?
- Why is community important?
- What makes communities unique?

ART SPOTLIGHT: FIELD OF THE UNWANTED



Field of the unwanted is a collaborative art installation that was created on a vacant lot in Fremantle. The Field is beautifully tended unconventional garden full of weeds, with curved paths and marked off garden beds. The Garden was tended to by the 3 lead artists, Artists with disabilities from DADAA (Disability in the Arts, Disadvantages in the Arts, Australia), and members of the local homeless community support centre. The artwork considers the idea that weeds are plants that grow where they are not wanted. And draws a connection between weeds and different people in the community. You can see a video of what the space looks like here: <https://www.youtube.com/watch?v=LrpYZL7QQck>

- Questions:** Are weeds typically a positive plant to grow in your garden?
- What plants usually grow in a garden that looks this way?
- How might a weed feel growing within a typical garden?
- Why do you think this work was called the field of the unwanted?
- Why do you think that the members of the homeless community and the community of people with disabilities chose to work on this artwork? Does this add meaning to the work?
- What elements make this an artwork and not a typical garden?

DEFINE THESE WORDS

Community

Collaboration

Weeds

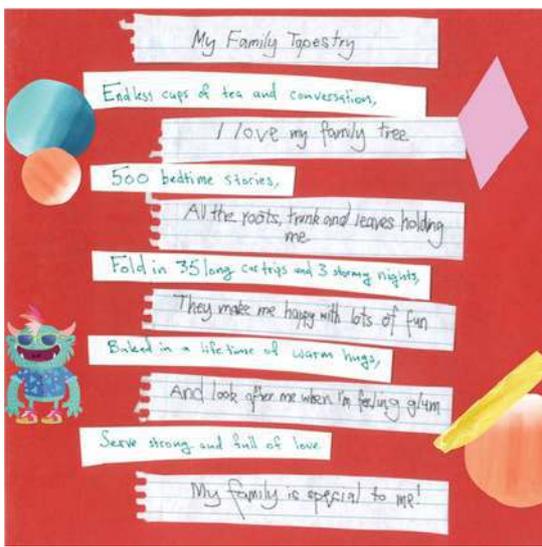
Garden

Share

Cooperate



Field of the Unwanted, Chris Williams, Green Brigade and DADAA, 2018



ACTIVITY: TAPESTRY POEM WRITING

Tapestry poem writing is a style of cutting and pasting several poems together to create a new work of art with a new point of view.

Step 1: Get into groups or pairs and discuss what makes your community special.

Step 2: Each write a 5 line poem with the same title. We used the title, "My Family Tapestry", consider what type of community you are writing about. Remember, not all poems need to rhyme!

Step 3: Cut out each line of your poems.

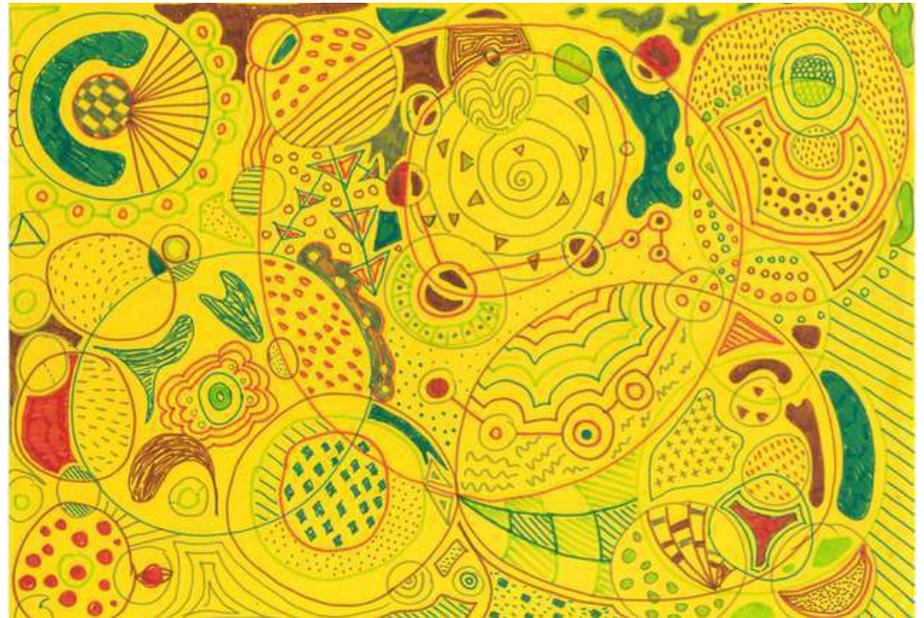
Step 4: Combine the all the lines together alternating between members to create a pleasing poem that spans generations and perspectives into a family work of art!

VOICE ACTIVITY: SOUNDSCAPE

A soundscape is when a group of performers use their voices, body and percussion to create the noises you would hear in a particular place to make you feel a particular mood. Pick an event, location, or mood as a group and each select a different noise or sound associated with the theme. e.g. if you selected a Storm, you would have falling rain, whoosing wind, thunder, lightning, banging gates, and possibly some upset cats, or frightened children. As a class take turns with one conductor at the front of the class directing the flow of the performance. How is each storm different? What is the impact of having different soundscape conductors?

REFLECTION

- What different communities can you collaborate with to create art?
- How does collaboration change the art you are making?
- Why would you want to make collaborative community art?



ACTIVITY: COLLABORATIVE CIRCLES

This is an activity that you can undertake with paint or markers to create a unique abstract artwork with your friends.

Step 1: Get into a group of 5. Give everyone a cup with a different colour of paint and a paintbrush, or each select a different colour marker. Start with a circle in the middle of a large page or unrolled piece of butcher paper.

Step 2: In your group each take turns drawing circles on the page in different sizes, overlapping each other and separate.

Step 3: Once the page is covered in colourful circles move around to add details to the shapes: colouring in, filling with patterns, creating connections at the points that they intersect and the space in between.

Make sure you keep moving locations on the page to integrate everyone's designs and patterns throughout the whole piece. Continue until the whole page is covered in your community artwork.

COMMUNITY COLLABORATION

Early Childhood: P – Year 2

SUGGESTED ASSESSMENT: COLLABORATIVE CIRCLES

Create a whole class collaborative circles artwork on a roll of butchers paper. As a class decide where and how to display the artwork (eg. Along the walls of the classroom, segmented as a desk covering, in an undercover area). Work through a guided reflection on the reasons why you would make a collaborative artwork instead of individual pieces.

VISUAL ARTS CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas. *Exploration of, and experimentation with the visual elements of shape, line, colour, space, and texture.*

Developing skills and processes. *Development of artistic skills through experimentation with: shape (familiar shapes; simple 2d shapes; geometric shapes; tessellating shapes) Colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours). Line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral, lines that show motion). To create artworks.*

Sharing the arts through performance, presentation or display for an audience. *Sharing artworks with others.*

Responding to and interpreting the Arts *Types of art and where it is displayed. Personal responses and feelings about artworks they view and make.*

CROSS CURRICULUM EXTENSION: MATHEMATICS

Decorate the collaborative circles artwork only using patterns of geometric shapes. Write a list and description of all the shapes contained in your artwork

Mathematics Shape *Describe and draw two dimensional shapes, with and without digital technologies*

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Sharing the arts through performance, presentation or display for an audience.** *Sharing artworks with others.*
- **Responding to and interpreting the Arts** *Types of art and where it is displayed. Personal responses and feelings about artworks they view and make.*

MEDIA ARTS

- **Exploring ideas and improvising with ways to represent ideas.** *Exploration and experimentation of images, sounds and text, considering how these communicate ideas and tell stories. Use of familiar signs and symbols, including logos and icons used in different contexts (eg. Technology icons used on a variety of devices).*

DESIGN AND TECHNOLOGY

- **Creating Solutions by Designing** *Develop, communicate and discuss design ideas through describing, drawing, modelling, and/or a sequence of steps.*

SCIENCE

- **Biological Sciences** *Living things can be grouped on the basis of observable features and can be distinguished from non-living things.*
- **Nature and development of Science** *Science involves observing, asking questions about, and describing changes in, objects and events.*

PE/HEALTH

- **Personal, social and community health** *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing.*
- **Communicating and interacting for health and wellbeing** *Behaviour that show empathy and respect for others. Circumstances that can influence the level of emotional response to situations.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

COMMUNITY COLLABORATION

Middle Childhood: Year 3 – Year 6

SUGGESTED ASSESSMENT: COLLABORATIVE CIRCLES

Create a whole class collaborative circles artwork on a roll of butchers paper. As a class decide where and how to display the artwork (eg. Along the walls of the classroom, segmented as a desk covering, in an undercover area). Work through a guided reflection on the reasons why you would make a collaborative artwork instead of individual pieces.

VISUAL ARTS CURRICULUM LINKING

Exploring ideas and improvising with ways to represent ideas. *Selection of materials based on their properties and qualities to create specific artworks.*

Developing skills and processes. *Development of artistic processes and techniques to explore visual conventions when making artworks: shape (familiar shapes; simple 2d shapes; geometric shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed, : abstract;) Colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours). Line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral, lines that show motion; thick; thin; dashed; continuous; broken; shows an edge line to indicate emotion; lines of various weights*

Sharing the arts through performance, presentation or display for an audience. *Presentation and display of artworks to enhance meaning*

Responding to and interpreting the Arts *Responses to their own and others' artworks reflecting on purpose and meaning, using visual arts terminology*

CROSS CURRICULUM EXTENSION: MATHEMATICS

Decorate the collaborative circles artwork only using patterns of geometric shapes. Write a list and description of all the shapes contained in your artwork

Mathematics Shape *Describe and draw two dimensional shapes, with and without digital technologies*
Location and transformation *create symmetrical patterns, pictures and shapes with and without digital technologies*

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Sharing the arts through performance, presentation or display for an audience.** *Presentation and display of artworks to enhance meaning. Reflection of the elements, materials and techniques used in artworks to communicate specific messages to different audiences*
- **Responding to and interpreting the Arts** *Responses to their own and others' artworks reflecting on purpose and meaning using visual arts terminology.*

DRAMA

- **Developing skills and processes.** *Exploration and experimentation of elements of drama: Voice (loud, soft, varying loud and soft; pitch variation; pace; volume) Situation (establishing and sustaining a fictional setting) space((establishing a clear setting).*

DESIGN AND TECHNOLOGY

- **Creating Solutions by Designing** *Develop, communicate and discuss design ideas through describing, drawing, modelling, and/or a sequence of steps.*

SCIENCE

- **Biological Sciences** *Living things can be grouped on the basis of observable features and can be distinguished from non-living things.*
- **Nature and development of Science** *Science involves observing, asking questions about, and describing changes in, objects and events.*

PE/HEALTH

- **Personal, social and community health** *Be healthy, safe and active Personal Strengths and achievements and how they contribute to personal identities. Strategies and behaviours that promote health and wellbeing.*
- **Communicating and interacting for health and wellbeing** *Behaviour that show empathy and respect for others. Circumstances that can influence the level of emotional response to situations.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*

COMMUNITY COLLABORATION

Early Adolescence: Year 7 & 8

SUGGESTED ASSESSMENT: COLLABORATIVE CIRCLES

Create a whole class collaborative circles artwork on a roll of butchers paper. As a class decide where and how to display the artwork (eg. Along the walls of the classroom, segmented as a desk covering, in an undercover area). Work through a guided reflection on the reasons why you would make a collaborative artwork instead of individual pieces.

VISUAL ARTS CURRICULUM LINKING

Inquiry. *Ideas and design development for art-making (EG brainstorm, mind map, annotation/sketches, media testing)*

Art Practice *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks*

Social, cultural and historical contexts. *Key features identified in artworks belonging to given artist, movement time or place. Purpose and meaning associated with artworks from the selected artists and art styles.*

CROSS CURRICULUM EXTENSION: MATHEMATICS

Decorate your collaborative circles artwork using symbols that represent data from within your community and create a key (eg. Blue dots represent the number of volunteers in the community, orange spirals represent the number of community centres available for use, green triangles represent the number of volunteer hours people donate to the community)

Mathematics Data representation *Identify and investigate issues involving numerical data collected from primary and secondary sources. Construct and compare a range of data displays.*

WORKSHEET CURRICULUM LINKING:

VISUAL ARTS

- **Inquiry.** *Ideas and design development for art-making (EG brainstorm, mind map, annotation/sketches, media testing)*
- **Art Practice** *Techniques and processes to support representation of ideas in their art-making. Processes to develop and produce artworks*
- **Social, cultural and historical contexts.** *Key features identified in artworks belonging to given artist, movement time or place. Purpose and meaning associated with artworks from the selected artists and art styles.*

MEDIA ARTS

- **Representation.** *Common stereotypes in Media Work and the meanings they represent. Representation of ideas, issues or people in the media and an introduction to the values they represent.*

SCIENCE

- **Biological Sciences** *classification helps organise the diverse group of organisms. Interactions between organisms, can be described in terms of food chains and food webs; human activity can affect these interactions*
- **Nature and development of Science** *Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures.*

PE/HEALTH

- **Personal, social and community health** *Feelings and emotions associated with transitions; and practicing self-talk and help seeking strategies to manage these transitions.*

ENGLISH

- **Creating Texts** *Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features. Innovate on familiar texts through play.*
- **Interacting with others** *Listening and Speaking interactions: Purposes and contexts through which Students Engage in listening and Speaking interactions*