

**-OBJECTIVE**

Explore events as a source for creating artworks.

**OUTCOMES**

To demonstrate achievement students can:

- explain how various printmaking techniques have been used in artworks to express feelings and ideas
- discuss the movement and moods suggested by different lines
- explore, develop and resolve the technique of block printing.

**TEACHING NOTES**

This topic may be treated in response to an actual flood occurring, or as part of environmental studies of natural events. In either case, mass media reports are readily available to be utilised as a stimulus for discussion and artworks. Literature such as Jeannie Baker's *The Story of Rosie*

*Dock* or Colin Thiele's *Flask Flood* may also provide excellent stimulus for language and creative activities. Music and movement experiences, expressing the motion of water, can stimulate thought and create a stimulating mood for art experiences.

**LANGUAGE**

flood	movement	mood
natural	action	capture
event	swirling	print
disaster	turbulent	sucking
motion		

**RESOURCES**

lino or thick cardboard tiles	fabric scraps
PVA glue in squeeze bottles	coloured paper
paint	Stimulus material:
rollers	Brett Whiteley, <i>Divided Unity</i> .
art paper	

**SUGGESTED TEACHING AND LEARNING ACTIVITIES**

Students will:

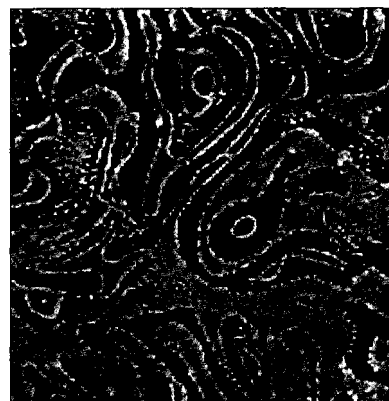
- discuss mental images conjured up when thinking about a flood situation i.e. the scene, the reactions of animals, people, the motion of the water, the sounds, the aftermath

- look at Brett Whiteley's silk screen print *Divided Unity*.  
*What do the swirling lines suggest? How has movement been depicted in the artwork? How does the artwork make you feel? What mood has been created?*

- squeeze PVA glue onto lino or a thick cardboard tile (attempting to capture Whiteley's style of line), to portray a sense of swirling, rising water. Rather than a sea scene, encourage students to think of other forms of water action such as water gurgling down a drain, from a tap or a cascading waterfall. Allow glue to dry

- use a roller to apply paint to the design on the tile. Encourage students to select colours to create their own mood e.g., tonal variations across the tile, graduating from light to dark

- print designs onto backgrounds of their choice: fabric, plain or coloured paper. Completed artworks may be a single print or a collage of several different prints of different colours. *Give the artwork a title. Describe its qualities and write about the scene depicted.*



**ASSESSMENT**

- Were the students able to:
- generate ideas from the artworks of others?
  - manipulate and organise media to express an idea?
  - describe and discuss their own artwork and the artworks of others?
  - talk about the feeling and mood suggested by different lines?

**EVALUATION**

- Did completed artworks reflect increased understanding of use of line to express ideas and action?  
Were resources readily available?

**LINKS WITH OTHER:**

**Visual arts activities**

Visual Arts K-6 Syllabus: p. 90 'Experimental printing': using line, colour and texture'

**Key learning areas**

Mathematics K-6 Syllabus: Space 2D - colours, lines, patterns  
Science and Technology K-6 Syllabus p. 126 'What's the Weather?'

**FORM: PAINTING**

**STAGE: 2**

**ACTIVITY 2**

**OBJECTIVE**

Explore events as a source for creating artworks.

**OUTCOMES**

To demonstrate achievement students can:

- explain that artworks represent realistic and imagined experiences and ideas
- make artworks that explore different viewpoints and perspectives
- appraise their own artworks and the works of others.

**TEACHING NOTES**

Media reports, videos or other literature may be used as a stimulus, in addition to *The Story of Rosie Dock*.  
Artworks may also be created by using a collection of scrap materials - forming a collage. Look at Colin Lanceley's *Songs of a Summer Night* (Visual Arts Syllabus K-6 1989: p122)

**LANGUAGE**

aerial view  
perspective  
collage  
bird's-eye view

**RESOURCES**

art paper  
paint  
inks  
cardboard wedges  
assortment of scrap materials  
aerial photographs / diagrams

**Stimulus material:**  
Jeannie Baker *The Story of Rosie Dock*  
John Olsen *How the Rivers Run Round and About the Harbour*  
Michael Nelson Tjakamarra *Possum Dreaming*

**SUGGESTED TEACHING AND LEARNING ACTIVITIES**

Students will:

- discuss the story content and Jeannie Baker's utilisation of collage in *The Story of Rosie Dock*
- discuss what it would look and feel like if the classroom began to flood. *What would happen to furniture? What would float or sink?*
- imagine what the school or classroom would look like under flood from a 'bird's-eye' view. Look at aerial photographs, illustrations of cities, buildings etc. Discuss how structures look from 'above'. *What spaces are the building tops, gardens, parks and streets. What patterns and spaces are created?*
- analyse the use of lines, shapes, colours and patterns in the works of Michael Nelson Tjakamarra *Possum Dreaming*, and John Olsen's *How the Rivers Run Round and About the Harbour*. *What aspects of the environment do these art elements represent? Where have the artists positioned themselves in relation to the depicted scene?*
- use a variety of media (inks, paint, cardboard wedges, etc.) to create an aerial view of the classroom or school under flood
- consider the reasons that these artists chose to depict, record or narrate the events
- display and discuss the completed works. Write a 'News Flash' or report about the incident.



**ASSESSMENT**

Were the students able to:

- discuss the motivation of artists to record natural events and disasters?
- compose an artwork from an imagined viewpoint?
- capture the quality and fluidity and movement and explain to each other how this was achieved?

**EVALUATION**

Did you encourage experimentation with media then guide students to a resolution?  
Were students able to perceive familiar objects in a different scenario or from a different perspective?

**LINKS WITH OTHER:**

**Visual arts activities**

Visual Arts K-6 Syllabus: p. 122 'Collections: found objects'

**Key learning areas**

Science and Technology K-6 Syllabus p. 124 'Sailing, Sinking, Soaring: p. 126 'What's the Weather?'  
Mathematics K-6 Syllabus: Floating / sinking  
Creative Arts: Music, dance and drama

# EVENTS: Floods

**FORM: 3D (Puppets)**

**STAGE: 2**

**ACTIVITY 3**

## OBJECTIVE

Explore events as a source for creating artworks.

## OUTCOMES

To demonstrate achievement students can:

- combine experience with imagination to represent ideas
- employ different materials and techniques when making 3D artworks
- appraise their own artworks and the works of others.

## TEACHING NOTES

Prior to these activities, students will have experienced other activities relating to floods. Allow students access to a variety of materials and techniques for making puppets e.g. papier mâché, clay, wire, cardboard, fibre, plastic containers, socks, assorted scrap materials etc.

Background knowledge of the variety of puppet 'possibilities' is also necessary i.e. shadow puppets, sock puppets, papier mâché, clay, wire, cardboard etc...

An additional activity may be the writing and illustration of stories as books... each member of the group contributing a page and illustration.

## LANGUAGE

natural event	puppet	sock puppet	present
floods	papier mâché	construct	imagine
disaster	shadow puppet		

## RESOURCES

papier mâché	Stimulus material: Pamela Loft <i>How the Birds Got Their Colours, When the Snake Bites the Sun</i> D. Roughsey and I? Tresize <i>The Rainbow Serpent</i>
clay	
wire	
cardboard	
fabric	
glue	
scissors	

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

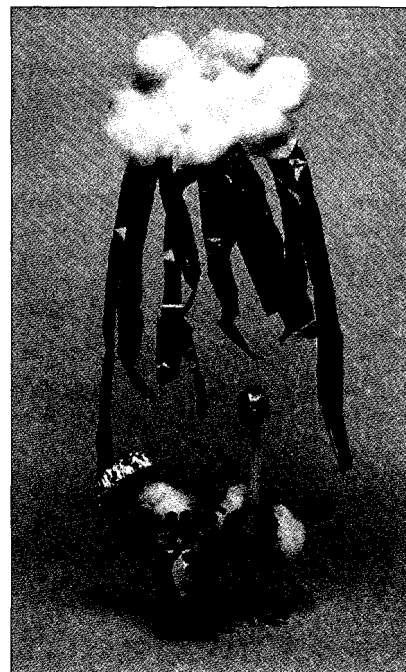
Students will:

- read stories such as *How the Birds Got their Colours* and *When the Snake Bites the Sun* by Pamela Loft and *The Rainbow Serpent* by Dick Roughsey and Percy Tresize. Discuss story content, style and illustrations

- work in small groups to create their own story with 'Floods' as the central theme

- present puppet plays to class members or other audience

- display and discuss completed puppets. *What materials did you use? Explain your reasons for choosing those and not others. How did you solve the problem of assembling the different materials?*



## ASSESSMENT

Were the students able to:

- demonstrate confidence in their approach to activities?
- manipulate and organise a variety of media to make puppets?
- present ideas and artworks to others?

## EVALUATION

- Was time allocation realistic? i.e. Did students have enough time to plan, create and present artworks?
- Were adequate resources made available for all students from a variety of media?
- Were students able to describe and discuss their puppets to others, justifying their reasons for choosing particular materials and techniques?

## LINKS WITH OTHER:

### Key learning areas

Science and Technology K-6 Syllabus: p. 76 'Kids Care'; p. 106 'Material World'.

Mathematics K-6 Syllabus: Space 2D & 3D