

OVERVIEW

'Jimmy Pike and Jila Japingka: Line, Shape, Colour and a Special Place' consists of a slideshow viewing (and discussion) followed by a making activity. The lesson can be completed in a 50-minute class.



Lesson 3

In Lesson 3, students have an opportunity to respond to Jimmy Pike's artwork *Jila Japingka* through a slideshow viewing and class discussion followed by an activity. The discussions continue the theme of artists' portrayal of a place using art elements such as shape and line, and they lead to a making activity where students depict their special place using wax crayons on sandpaper.



LESSON 3

Time For Lesson 3, Year 1 students require one 50-minute class to view and discuss a slideshow presentation and make a sandpaper wax crayon picture.

SLIDESHOW PRESENTATION

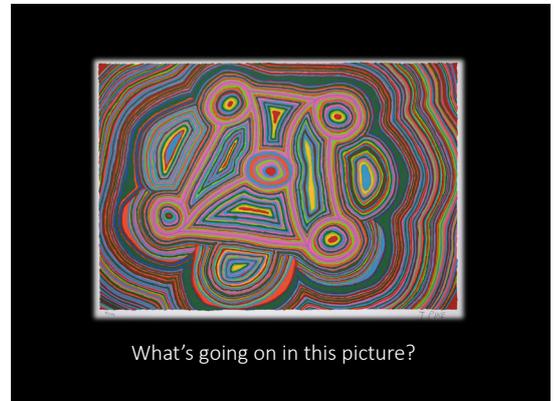
WA Curriculum RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.

Australian Curriculum (Version 8.3) Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109).

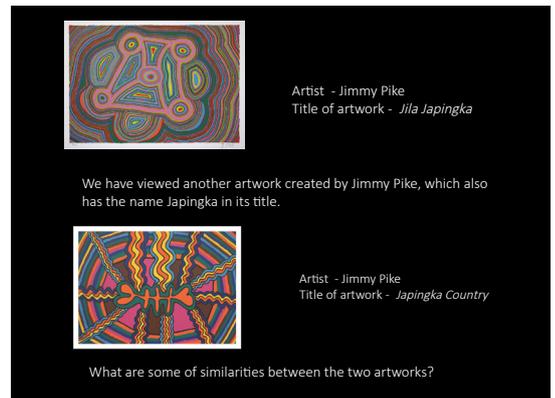
Materials Slideshow presentation 'Jimmy Pike and Jila Japingka – Line, Shape, Colour and a Special Place'
Equipment to show slideshow presentation

Activity Using the slideshow presentation 'Jimmy Pike and Jila Japingka – Line, Shape, Colour and a Special Place', respond to the artwork and discuss relevant questions and include checking for understanding teaching points.

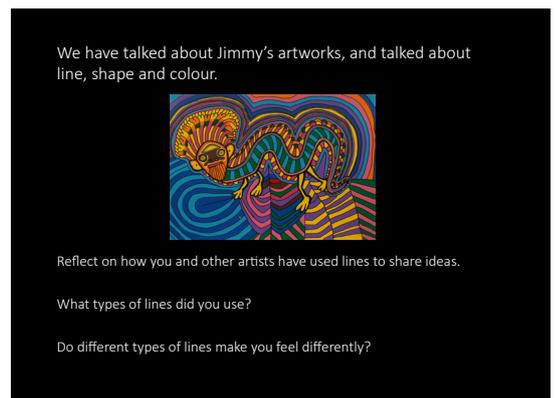
Slide 2 Allow time for students to view the first slide in silence.
Ask:
"What's going on in this picture?"



Slide 3 Read text.
Ask:
"What are some of the similarities between the two artworks?"



Slide 4 Read text.
Allow time for students to reflect on how they and other artists have used lines to share ideas.
Ask:
"What types of lines did you use?"
"Do different types of lines make you feel differently?"



LESSON 3 (Cont.)

Slide 5

Read text.

Allow time for students to reflect on how they and other artists have used shapes to share ideas.

Ask:

“What types of shapes did you use?”

“Do different shapes make you feel differently?”



Reflect on how you and other artists have used shapes to share ideas.

What types of shapes did you use?

Do different shapes make you feel differently?

Slide 6

Read text.

Allow time for students to think about Japingka and how Jimmy Pike shared this special place.

We can also talk about how art makes us feel and we can wonder what and if the artist wanted to share something with us when we look at a painting.



Think about how Japingka was something that was special in Jimmy's life.

Consider how Jimmy shared this special place, not by sharing photographs, video, a website or using words.

Jimmy used shapes, lines and colours to share Japingka with people who looked at his art.

Slide 7

Read text.

Allow time for students to think about a special place.

Think about a place that is special to you.

Consider how you can share this place without using photographs, video, a website or words.

Slide 8

Read text.

Display an example of sandpaper. Describe the texture of sandpaper and how the 'tooth' of the paper 'grabs' the wax crayon as one draws.

Using sandpaper and wax crayons, share a special place of yours.

Consider using different types of lines, shapes and colours to share this special place.

LESSON 3 (Cont.)

WAX CRAYON ON SANDPAPER ACTIVITY

WA Curriculum

MAKING: Skills – Development of artistic skills through experimentation with line, shape and colour to create artwork. Exploration of techniques and art processes.

RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.

Australian Curriculum (Version 8.3)

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109).

Materials

Different coloured sandpaper, wax crayons

Activity

Remind students that the activity is to draw and colour a 'picture' or 'representation' of a place that is special to them.

Explain that how they represent this place is up to them as an artist. They can draw this place pictorially, as if they were to take a photo, or they can draw it like Jimmy Pike drew Jila Japingka. Both ways use line, shapes and colour to share a special place.

Demonstrate setting up workspace – a sheet of sandpaper with their name drawn on it with wax crayon, and wax crayons.

Students set up their workspace and create their artwork using wax crayons and sandpaper.

Once students have completed their artwork, students (or teacher) record the name of the special place depicted in their work.



"Swimming at Busselton Jetty"



"In the bush"