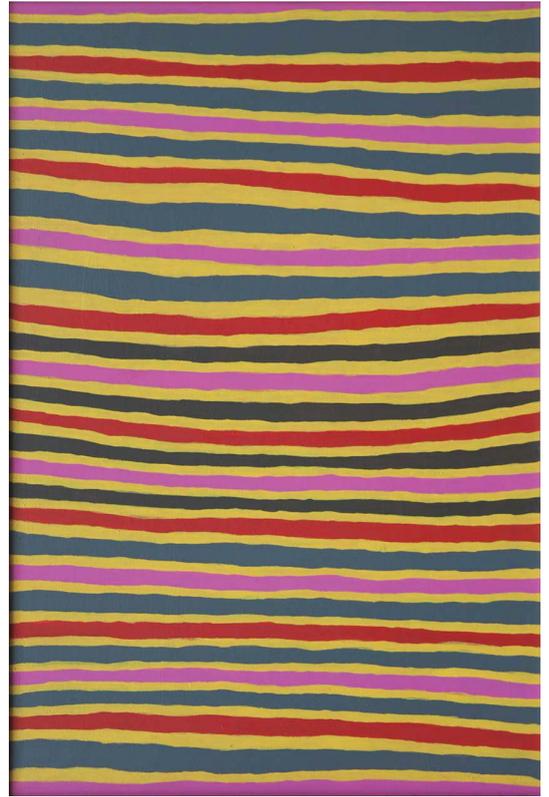


## OVERVIEW

'Jimmy Pike and Jilji Sandhills: Colour' consists of a slideshow viewing and discussion followed by a bracelet-making activity. The lessons can be conducted over two 50-minute classes. Lesson 4.1 involves a short slideshow viewing and a discussion. In Lesson 4.2 students make a bracelet filled with coloured sand.



### Lesson 4.1

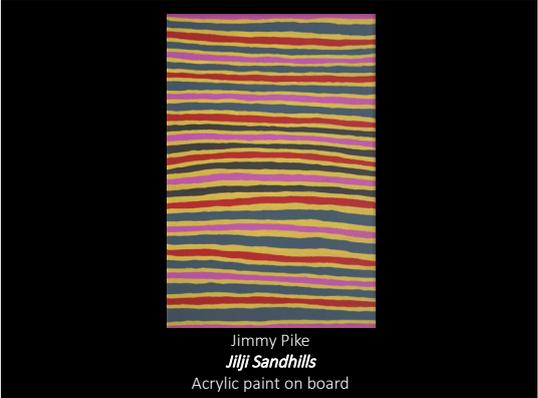
Lesson 4.1 provides an opportunity for students to respond to Jimmy Pike's artwork *Jilji Sandhills* through a slideshow viewing and class discussion. The discussions continue the theme of artists' portrayal of a place using art elements such as colour and form.

### Lesson 4.2

In Lesson 4.2 students create their own coloured-sand bracelet inspired by Jimmy Pike's style.



## LESSON 4.1

<b>WA Curriculum</b>	RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.	
<b>Australian Curriculum (Version 8.3)</b>	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).	
<b>Time</b>	For Lesson 4.1, Year 1 students require one 50-minute class to view the slideshow and have a class discussion.	
<b>Materials</b>	Slideshow presentation 'Jimmy Pike and Jilji Sandhills – Colour' Equipment to show slideshow presentation	
<b>Activity</b>	Using the slideshow 'Jimmy Pike and Jilji Sandhills – Colour', respond to the artwork and discuss relevant questions and include checking for understanding teaching points.	
<b>Slide 2</b>	Allow time for students to view the first slide in silence. Ask: "What's going on in this picture?"	 <p>What's going on in this picture?</p>
<b>Slide 3</b>	Read text.	 <p>Jimmy Pike <i>Jilji Sandhills</i> Acrylic paint on board</p>
<b>Slide 4</b>	Say: "List the colours you can see in this artwork." "Using art words, describe the painting."	 <p>List the colours you can see in this artwork. Using art words, describe the painting.</p>

LESSON 4.1 (Cont.)

Slide 5

Read text.  
Ask students to describe Jimmy Pike's style.

We have viewed some of Jimmy Pike's artworks, and we can see he has a **unique style**. Describe what you think his **style** is.



The slide displays four distinct pieces of art by Jimmy Pike. The top-left piece is a complex, multi-colored abstract pattern with swirling lines. The top-right piece shows a landscape with figures and a colorful sky. The bottom-left piece is a maze-like pattern with yellow and black lines. The bottom-right piece is a colorful abstract design with wavy lines and a central figure.

Slide 6

Read text.



The slide shows two examples of Jimmy Pike's artwork being used on fashion items. On the left is a tie with a colorful, abstract pattern. On the right is a t-shirt with a similar pattern, featuring a tag that says "desert designs" and "Jimmy Pike".

Lots of people liked Jimmy Pike's **style** and artwork. They bought his artworks and he also gave permission for his artwork to appear on fashion items like t-shirts, scarves and men's ties.

Slide 7

Read text.  
Discuss copyright with students.

Jimmy gave permission for his work to be used in certain ways. He held **copyright ownership** of his artwork.

What do you think **copyright** means?

Are there any other reasons why we shouldn't copy other artists' artworks?

Slide 8

Read text.



The slide shows a sand bracelet with a colorful, abstract pattern, inspired by Jimmy Pike's style. The bracelet is made of sand and has a vibrant, multi-colored design.

Next class we will create a sand bracelet inspired by Jimmy Pike's brightly coloured artworks and **graphic style**.

## LESSON 4.2

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<b>WA Curriculum</b>	MAKING: Ideas – Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture. Exploration of different materials, media and/or technologies, when creating artwork. RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.
<b>Australian Curriculum (Version 8.3)</b>	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).
<b>Time</b>	For Lesson 4.2, Year 1 students require one 50-minute class to make a coloured-sand bracelet.
<b>Materials</b>	Coloured sand Plastic trays (to contain spillage) Plastic tube bracelets with stopper and connector (students' names are written onto the plastic tubing with a permanent marker) Funnels (appropriate size)

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### Activity

Having viewed the slideshow and discussed Jimmy Pike's style and how it has been used to create fashion items (in Lesson 4.1), students create their own coloured-sand bracelet inspired by Jimmy Pike's style.

Explain to students that, like earlier activities in this Jimmy Pike art program, this activity also creates lines of bright colour but, rather than using art tools such as pencils or paint to make the lines, in this class they will use coloured sand.

Display the sand bracelet parts: a piece of plastic tubing, a stopper to prevent the sand from pouring out, and a closer. Explain the function of each part.

Demonstrate pouring sand into the tube using a funnel. Place a tray underneath to catch any spillage. Make sure to demonstrate how to insert the funnel into the tube.

Discuss how the amount of sand poured affects the thickness of the line or 'stripe' of sand. The tube is small so it quickly fills up. Once the sand is in, it creates a layer or a band of coloured sand.

Discuss artistic decisions required during this activity: choices such as colours that are similar, and colours that are opposite.

Students pour coloured sand into the bracelet tube using a funnel and then securely connect the ends.

