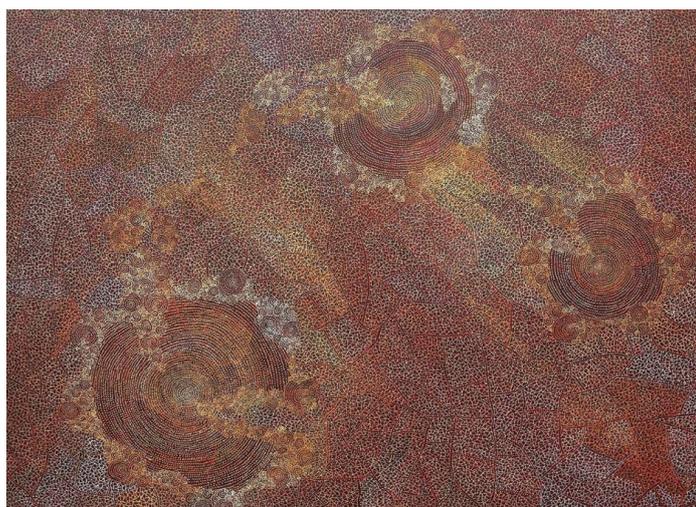


Primary School Visual Art Program

Aboriginal Art Lesson Plans



Jimmy Pike *Japingka Country*



Sarrita King *Ancestors*



Rosemary Petyarre *Medicine Leaf*

What if every primary age child could access quality visual art lessons regardless of where their school is?

What if the first artists these primary school children learnt about were internationally recognised Aboriginal artists?

What if it was easy for teachers to feel confident teaching visual art skill, facilitating original student work, at the same time as referencing Aboriginal art appropriately?

Over three years a project has brought together Ana Nail, a specialist primary art teacher with in-depth curriculum knowledge, Aboriginal artists representatives, cultural advisors and primary school art students. This resulting visual arts program is an exciting approach to exploring visual art as well as creating a meaningful connection with Aboriginal art.

- Comprehensive step by step lesson plans
- Visual arts skills through a hands-on learning process
- Celebrating three respected Australian Aboriginal artists
- Culturally appropriate topics for children
- Culturally approved, developed in consultation with artist representatives
- Meets Australian & WA Curriculum requirements
- Classroom-tested, student work examples included
- Accessible resource for teachers with or without specialist art training

SERIES OVERVIEW



Arts	Visual Arts
Focus artist	Jimmy Pike
Region	Fitzroy Crossing
Overview	<p>Jimmy Pike (c1940–2002) is one of Australia’s most famous artists. Jimmy was one of the first artists of the contemporary Indigenous art movement to use vibrant colour instead of more traditional earth tones. His influence over the contemporary Indigenous art movement has been significant and lasting.</p> <p>Jimmy Pike was born in the Great Sandy Desert south of the Fitzroy River Valley in Western Australia. He was a member of the Walmajarri people. His clan was one of the last Aboriginal groups to leave the desert to settle on the cattle station country in the Kimberley during the 1950s.</p> <p>This Visual Arts program has been inspired by conversations with David Wroth from Japingka Gallery. Wroth worked closely with Jimmy Pike over many years and his respect and appreciation of Jimmy’s extraordinary talent is evident. David first met Jimmy when Wroth was the print-making teacher in Fremantle Prison. Later he and Stephen Culley worked closely with Jimmy to form Desert Designs, taking Jimmy’s designs to the world.</p> <p>The program is aimed at Year 1 students and focuses on three main themes that are central to Jimmy Pike’s work: energy, connection to country or place, and joyful colour. Through a range of activities, including art-making, viewings and discussions, students respond to Jimmy’s artworks.</p>
Time	<p>The ‘Thinking About Jimmy Pike’ Visual Arts program comprises fifteen 50-minute classes. The activities can be taught as separate short projects that each last for one or more lessons, or as a semester-long art program. The lessons are sequential and connect conceptually, and they build skills towards a final art project.</p> <p>Jimmy Pike and the Rainbow Serpent: Line and Me (Lessons 1.1–1.3) Jimmy Pike and Japingka Country: Shape and Feelings (Lessons 2.1 and 2.2) Jimmy Pike and Jila Japingka: Line, Shape, Colour and a Special Place (Lesson 3) Jimmy Pike and Jilji Sandhills: Colour (Lessons 4.1 and 4.2) Jimmy Pike: Line, Shape, Colour and Texture (Lesson 5) Jimmy Pike and Partiri Jiljkarraji (Lessons 6.1–6.5)</p>
WA Curriculum (Year 1 Syllabus)	<p>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.</p> <p>MAKING: Skills – Development of artistic skills through experimentation with line to create artwork. Exploration of techniques and art processes.</p> <p>MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>
Australian Curriculum (Version 8.3) Foundation to Year 2	<p>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).</p> <p>Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).</p> <p>Create and display artworks to communicate ideas to an audience (ACAVAM108).</p> <p>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).</p>

OVERVIEW

'Jimmy Pike and the Rainbow Serpent: Line and Me' consists of three activities and a slideshow viewing (and discussion). The first two lessons are each designed to be conducted over a 50-minute class. The final lesson takes two 50-minute classes to complete. All the activities are sequential and draw on the students' ideas, skills and artworks created along the way.



Lesson 1.1

In Lesson 1.1 students create a name picture. This activity provides an opportunity for students to share a little about themselves, using text (words), images (pictures) and symbols. Students are introduced to the idea of 'art words'—language specific to discussing visual arts—such as 'line', 'colour', 'text' and 'image'.



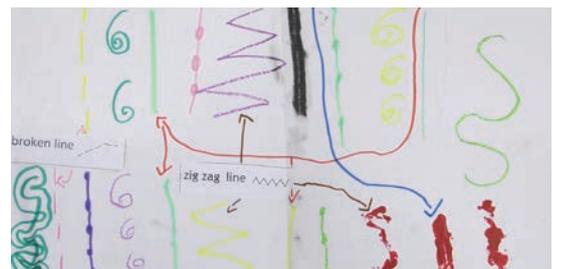
Lesson 1.2

In Lesson 1.2 students have an opportunity to respond to Jimmy Pike's artwork *The Rainbow Serpent* through a slideshow viewing and class discussion, followed by an activity in which they make an artwork representing themselves using scraper paper.



Lesson 1.3

In Lesson 1.3 students learn about Line as an Element of Art and discuss how artists use different types of tools to make artworks. The students make different types of lines using a variety of tools; the lines are then labelled. (Lesson 1.3 requires two 50-minute classes.)



LESSON 1.1



WA Curriculum	MAKING: Skills – Development of artistic skills through experimentation with line to create artwork.
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)
Time	For Lesson 1.1, Year 1 students require one 50-minute class to make their name picture.
Materials	A4 paper, coloured media such as textas or markers
Activity	<p>Discuss with students “Why do people make art?”</p> <p>Discuss their name and how people come to know them through that name.</p> <p>Explain to the students that their first task is to write their name in the middle of a page of A4 paper then to decorate around their name with lines, shapes and pictures that share something about them.</p> <p>Some things the teacher may want to discuss and demonstrate:</p> <ol style="list-style-type: none">1. This activity works best using the paper in a landscape orientation rather than portrait. Depending on students’ prior knowledge, these terms (‘landscape’ and ‘portrait’) may need to be explicitly taught and demonstrated.2. Before students write their name they will need to consider the space required. “If you have a long name, such as Elizabeth, you might have to start closer to the edge of the paper to fit your name in. If you have only three letters in your name, like the name Ben, your name will fit very easily in the middle of the page.”3. Before writing their name, students may want to consider the colour (or colours) they choose to write their name. “Think about the colour you choose to write your name. You could choose a favourite colour or maybe a colour that describes you, such as yellow because you are always happy; or maybe it could be the colours of your favourite football club.”4. Sometimes Aboriginal and Torres Strait Islander students feel uncomfortable with themes that focus on themselves as an individual. Adjust the lesson according to the students’ reactions.

LESSON 1.2

Time For Lesson 1.2, Year 1 students require one 50-minute class to view a slideshow and to make a scraper paper 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 Examples of students' name artworks created in the previous lesson (Lesson 1.1)
Slideshow presentation 'Jimmy Pike and the Rainbow Serpent'
Equipment to show slideshow presentation

Activity Display examples of students' name pictures created in Lesson 1.1 and reflect on the previous activity of creating an artwork.

Ask the students "What were some of the reasons why we made this artwork?"

Follow this discussion with the question "How did you share with me things about you?"

Discuss with students the idea that when people and artists talk about art they sometimes use 'special' words. "Sometimes people describe what they see in the artwork and they might use words such as line, colour and shape to share what they see. Then they might talk about how the artwork makes them feel, what it might mean or what it means to them as they look at the artwork. Sometimes people just look at an artwork because they enjoy the feeling and don't talk about the artwork. Sometimes people are part of an artwork!"

Using the slideshow 'Jimmy Pike and the Rainbow Serpent', respond to the artwork and discuss relevant questions and include checking for understanding teaching points.

LESSON 1.2 (Cont.)

Slide 2

Allow time for students to view the slide in silence.

Ask:

“What’s going on in this picture?”



What is going on in this picture?

Slide 3

Read text.

Discuss ways to find out information about artworks.

Remember to respect Aboriginal people customs when viewing deceased people.



Sometimes, next to artworks in a gallery or in a book or when viewing an artwork on the internet, there is writing that provides information, such as the artist’s name and the title of the artwork.

The artwork we are looking at was created by Jimmy Pike. He named the artwork *Rainbow Serpent*. Jimmy Pike passed away (died) in 2002, so we can’t ask him about his artwork. But we can try and find some information about his artwork. How could we do this?

Slide 4

Read text.

I found some information from an art exhibition featuring Jimmy’s work. It described what Jimmy Pike said about the rainbow snake:

“There is a kalpurtu, a magic snake, at Japingka waterhole.”

Japingka is the main waterhole in Jimmy’s country. His family stayed around there for part of the year.

Slide 5

Read text.

Check for understanding and knowledge of Broome’s cultural history in Western Australia.

I found some more information from a man called David Wroth. He was Jimmy’s art teacher for a little while. Once he was talking with Jimmy’s wife Pat, and they thought the artwork might have something to do with a festival in Broome.

“Pat and I think that this may well have been influenced by the Shinju Matsuri festival in Broome.”

This festival often has people performing a dance with a Chinese dragon.



LESSON 1.2 (Cont.)

Slide 6

Read text.

Discuss cultural traditions about naming or looking at images of deceased Aboriginal people.

David also said:

"I think it actually represents Jimmy Pike's face. You can see his beard, his mouth, large eyes. Jimmy Pike had quite a round face."



Slide 7

Ask:

"Now, can we add to or change our ideas about this artwork?"



Now, can we add to or change our ideas about this artwork?

SCRAPER PAPER PICTURE

WA Curriculum

MAKING: Skills – Development of artistic skills through experimentation with line 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

Scraper card, scraper tools, 'Jimmy Pike is an Artist' worksheet

LESSON 1.2 (Cont.)

Activity

Explain to students that today they are creating an artwork. Their artwork is to be a picture of themselves but it doesn't have to look like a photograph or their reflection in the mirror. Remind them of their discussion about Jimmy Pike's artwork *The Rainbow Serpent*, and how people think that it could be an artwork about himself, even though we know Jimmy wasn't a Chinese dragon; maybe there was something about that wonderful dancing, colourful dragon that he related to or just liked.

Explain that, as artists, they can choose how they represent themselves. They can include words, images or symbols but they have to use a skewer/scraper tool and scraper paper/card to make their artwork.

Display the scraper card. Ask the students to describe the paper (e.g. "black, flat paper").

Demonstrate making a small line on the paper by gently scratching the black surface with a scratch art tool, removing it to reveal the colour underneath (in this case rainbow colours).

Now ask students to expand on their first description of the paper (e.g. "black paper that can be removed/scratched/etched to reveal ...", etc).

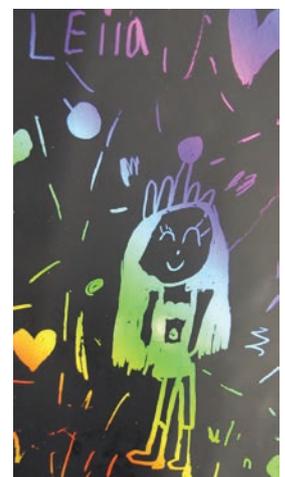
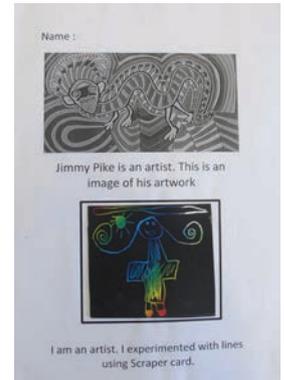
Explain to students the importance of experimenting when trying something new in art. "You don't know unless you have a go."

Explain to students that they will receive two pieces of scratch paper today. The first piece is small and they can experiment on this piece. When they have finished experimenting on the paper, it will be glued onto a worksheet for their art file. When this is completed and in their art file they can then collect the second bigger piece for their artwork.

Students set up their workspace and experiment using the scraper paper.

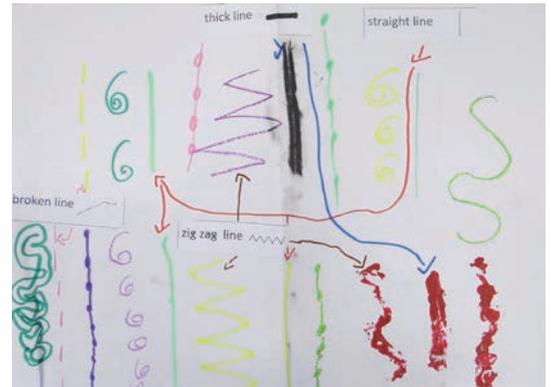
Once a few students have completed their experimental scraper paper, read and explain the worksheet 'Jimmy Pike is an Artist'. Students glue their experiment scraper paper onto the worksheet.

Students then collect a larger piece of scraper paper to create their artwork. This bigger piece of scratch paper is for the students to create an artwork representing themselves using text (words), images (pictures) and symbols. Remind them it can be like Jimmy Pike's artwork where it doesn't have to be like a photograph or their reflection in the mirror.



LESSON 1.3

WA Curriculum	MAKING: Skills – Development of artistic skills through experimentation with line to create artwork.
Australian Curriculum (Version 8.3)	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).
Time	For Lesson 1.3, Year 1 students require two 50-minute classes to make and label their line picture.
Materials	Pens, textas, chalk and oil pastels, wax crayons, markers (thick and thin, coloured, metallic, etc.), cardboard pieces and short twigs to paint with, blobs of paint for twigs and cardboard to be dipped in, containers (for the media and art tools), A3 paper, 'Line type labels' worksheet, scissors, glue, aprons, washing-up equipment.
Activity	<p>In this activity, students make different types of lines using a variety of tools. The lines are then labelled.</p> <p>To start, reflect on Jimmy Pike's <i>The Rainbow Serpent</i> artwork and students' own scratch-art artwork. Focus on the use of line and the different type of lines used in the artworks.</p> <p>Explicitly teach or review Line as an Element of Art.</p> <p>Brainstorm different types of line (straight, thick, thin, curly, wavy, zigzag, broken, etc.). Represent this brainstorm visually (whiteboard, blackboard, big piece of paper).</p> <p>Ask students to stand and together represent the different line types with their bodies. For example, "Using our bodies, let's see if we can make a straight line" (bodies straight, arms by side and legs together). "What about a curly line?" Etc.</p> <p>Seat students. Continue the discussion about Line as an Element of Art by making line drawings and asking whether writing one's name uses lines.</p> <p>Discuss how artists use different types of tools to make artworks.</p> <p>Explain that the students will be using different art tools to create different lines on a piece of A3 paper (landscape orientation). Explain the importance of setting up their workspace.</p> <p>Demonstrate drawing different type of lines with the different media, emphasising the name of each tool. For example, "Oil pastel is thick and greasy. When I draw a line with an oil pastel I can see that it is a thick line. It could also be a wavy or zigzag line but I find it hard to do a thin line with an oil pastel. Maybe the pen is a better tool to create a thin line."</p> <p>Demonstrate the tools with wet media, such as making a broken line with a twig dipped in paint.</p> <p>Discuss reasons why they might chose to use the twig and paint last (wet media, easy to smudge, etc.)</p> <p>Explain to students that, after the artwork is finished and dry, they will need to label their work identifying the different types of lines. Display the worksheet 'Line type labels'. Point out that the labels have words, but also next to the word is a picture of that word, to help their reading. Explain that these are the line types they need to demonstrate. They may create additional lines if they choose and additional handwritten labels can be created but they need to have examples of straight, thick, thin, curly, wavy, broken, zigzag, line drawing, etc.</p> <p>Seat the students in small groups. Students collect media, materials and equipment and set up their workspace. (Each group will need a container with a variety of tools; some of these tools are dry, some are oily, some are wet.)</p> <p>Students create different types of lines using a variety of media.</p> <p>Once artwork is dried, students cut out the labels and glue next to the appropriate line marking, including an arrow matching the two together.</p>



OVERVIEW

'Jimmy Pike and Japingka Country: Shape and Feelings' consists of two activities and a slideshow viewing (and discussion). The lessons can be conducted over two 50-minute classes. Lesson 2.1 involves a short slideshow viewing and a discussion, followed by a painting activity using student-made stamps representing emotions. Lesson 2.2 completes the 'feeling' artwork that students started in Lesson 2.1.



Lesson 2.1

Lesson 2.1 comprises two activities. In the first, the students view a slideshow that gives them an opportunity to respond to Jimmy Pike's artwork *Japingka Country* through class discussions. The discussions consider the artist's portrayal of a place using art elements such as shape, and how his artistic decisions affect the way the viewer sees and responds to the artwork. In the second activity, the students create a stamp shape that represents a chosen emotion.



Lesson 2.2

In Lesson 2.2 students paint lines on their stamped 'feeling picture' that they created in Lesson 2.1 to visually depict an emotion.



LESSON 2.1

Time For Lesson 2.1, Year 1 students require one 50-minute class to view a slideshow, and to make a stamp and start to create their feeling 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 Japingka Country – Shape and Feelings'
Equipment to show slideshow presentation.

Activity Using the slideshow 'Jimmy Pike and Japingka Country – Shape and Feelings', 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:
"How does this artwork make you feel?"



How does this artwork make you feel?

Slide 3 Ask:
"What's going on in this picture?"



What's going on in this picture?

Slide 4 Read text.
Ask:
"Why do you think he has called it *Japingka Country*?"



The artwork was created by Jimmy Pike.

He named the artwork *Japingka Country*.

Why do you think he has called it *Japingka Country*?

LESSON 2.1 (Cont.)

Slide 5

Read text.

Jimmy Pike's family are Walmajarri people of the Great Sandy Desert. Japingka waterhole was the main jila in Jimmy Pike's country. Jila means waterhole, and this source of water was very important.

There was water there all year round. Sometimes people had to dig to find the water but there was always water for the local people and for the animals.

Japingka jila was an important meeting place. Water sources are sacred places to Aboriginal people of the desert.

Slide 6

Ask:

"Would you describe the orange shape in the middle of the artwork as a geometric or an organic shape?"

"Why do think Jimmy has placed this shape in the middle of the artwork?"

"What could he be sharing with us?"



Would you describe the orange shape in the middle of the artwork as a geometric or an organic shape?

Why do you think Jimmy has placed this shape in the middle of the artwork?

What could he be sharing with us?

Slide 7

Read text.

Ask students to share three words that describe the artwork *Japingka Country*.



Thinking back to how the artwork makes you feel, share three words that describe the artwork *Japingka Country*.

Slide 8

Read text.

Ask students to share a feeling they could paint about.

Continue reading text.

Today I would like you to think of a word that describes a feeling.

With your partner, share a feeling you could create an artwork about today.

LESSON 2.1 (Cont.)

STAMP-MAKING ACTIVITY

Next, having viewed the slideshow and discussed Jimmy Pike's *Japingka Country* artwork, students can create a stamp to represent a chosen emotion. (In the next class [Lesson 2.2], they will add lines to their stamp 'feeling' picture to further describe this feeling visually.)

WA Curriculum

MAKING: Skills – Development of artistic skills through experimentation with shape 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

Image of Jimmy Pike's *Japingka Country* artwork, A3 paper, shape stamps or potato halves* and hair bobby pins to carve into potato, foam trays with sponges for stamping, acrylic paint (range of colours), paintbrushes.

Activity

Explain to students that for this activity they will be painting an artwork. Their artwork is a way to respond to the artwork we have viewed and talked about in our class discussion.

Refer to Jimmy Pike's artwork *Japingka Country*, discussing his use of line and shape.

Display a range of different types of shapes, discuss/teach or review organic and geometric shapes.

Discuss/explain that shapes can be realistic when they look exactly like a real-life object, or shapes can be symbolic, like a heart.

Display and discuss types of feelings and the shapes that could express such feelings. Brainstorm (visually) different types of feelings: excited, happy, calm, etc.

Ask students to consider a feeling they would like to share in their artworks.

Ask students to consider which shape can share the feeling they wish to be represented in their artwork, or a shape could give them a new idea of a different type of feeling they would like to share in their artwork.

Refer to Jimmy Pike's orange shape being in the middle of his artwork.

Demonstrate how to print using a stamper. Discuss how to apply paint onto the stamper, how much pressure (an up and down action), then how to print (once again, an up and down motion, avoiding any side-to-side motion as that will cause smudging and may make it difficult to see the printed shape).

If the students are making potato stampers, allow them time to do this first. Hand out the A3 paper with student's name on the back.

Demonstrate using printing/stamping stations as a workspace. Set up each workspace with a single colour.

Instruct students to take their paper to the desk with a printing colour that they feel suits their chosen feeling. Instruct students to stamp/print a shape in the centre of their paper.

When one or two students have finished, stop the class and instruct them on the clean-up routine once they have finished their artwork.

* Stamps can be made using a potato cut into two, and then, using the back of a hair bobby pin, scrape a design out of the potato flesh.



LESSON 2.2

WA Curriculum	<p>MAKING: Skills – Development of artistic skills through experimentation with line to create artwork. Exploration of techniques and art processes.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>
Australian Curriculum (Version 8.3)	<p>Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).</p> <p>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).</p>
Time	For Lesson 2.2, Year 1 students require one 50-minute class to complete their 'feeling picture'.
Materials	Image of Jimmy Pike's <i>Japingka Country</i> artwork, students' stamped 'feelings' artwork (from Lesson 2.1), acrylic paint (range of colours), paintbrushes
Activity	<p>Reflect on the use of line, shape and colour in Jimmy Pike's artwork.</p> <p>Reflect on the previous activity (Lesson 2.1), where students stamped a shape, which depicted their chosen feeling.</p> <p>Explain that, for this activity, students are to continue this artwork by adding painted lines. These lines also need to depict and add to the representation of their chosen feeling. They can choose the type of lines they use and the colours they use. For example, an artist sharing the feeling 'excited' might choose a very curly line springing from their shape to share the feeling of being excited. Or another artist might choose the feeling 'angry' and paint strong thick, zigzag lines. Choice of colour is another way an artist can communicate a feeling, for example an artist might feel orange, yellow and pink are happy colours.</p> <p>Demonstrate setting up of workspace – A3 paper with the student's stamped shape on it, paintbrushes, a range of acrylic paints, water pot to wash brush when changing colours, aprons on, washing up equipment.</p> <p>Instruct students to set up their workspace and then to use a paintbrush to paint different types of lines around their shape expressing their chosen feeling.</p> <p>When one or two students have finished, stop the class and instruct them on the clean-up routine once they have finished their artwork.</p>



"Mad"



"Shy"



"Happy"

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?"



What's going on in this picture?

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



Artist - Jimmy Pike
Title of artwork - *Jila Japingka*

We have viewed another artwork created by Jimmy Pike, which also has the name Japingka in its title.



Artist - Jimmy Pike
Title of artwork - *Japingka Country*

What are some of 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?"

We have talked about Jimmy's artworks, and talked about line, shape and colour.



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

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.



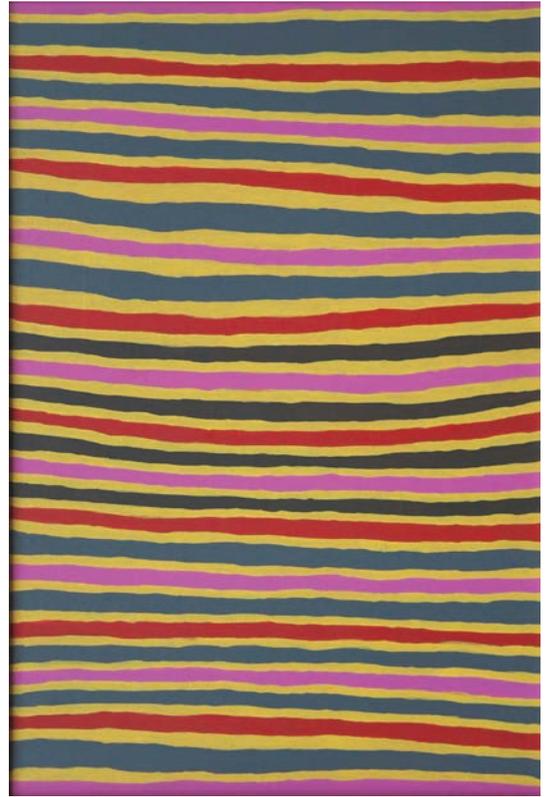
"Swimming at Busselton Jetty"



"In the bush"

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

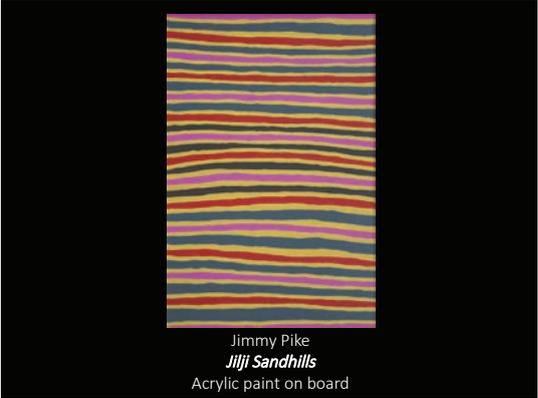
Lesson 4.1 provides an opportunity for students to respond to Jimmy Pike's artwork *Jilji Sandhills* through a slideshow viewing and class discussion. The discussions continue the theme of artists' portrayal of a place using art elements such as colour and form.



Lesson 4.2

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

LESSON 4.1

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).
Time	For Lesson 4.1, Year 1 students require one 50-minute class to view the slideshow and have a class discussion.
Materials	Slideshow presentation 'Jimmy Pike and Jilji Sandhills – Colour' Equipment to show slideshow presentation
Activity	Using the slideshow 'Jimmy Pike and Jilji Sandhills – Colour', 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?"  <p>What's going on in this picture?</p>
Slide 3	Read text.  <p>Jimmy Pike <i>Jilji Sandhills</i> Acrylic paint on board</p>
Slide 4	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.



Slide 6

Read text.



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.



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

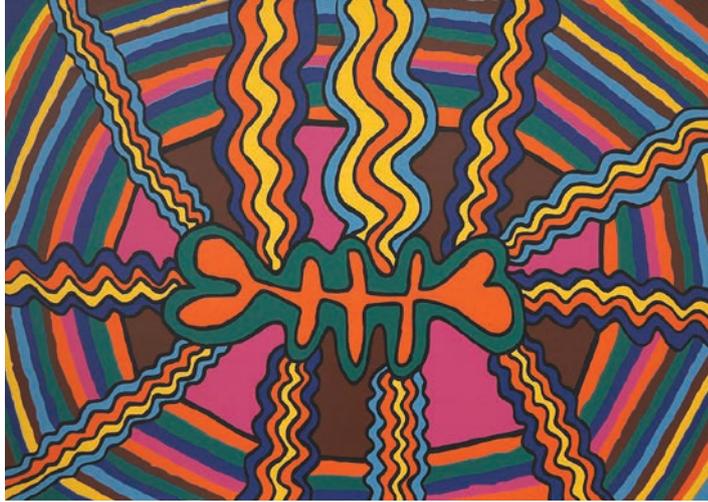
LESSON 4.2

WA Curriculum	<p>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.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>
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).
Time	For Lesson 4.2, Year 1 students require one 50-minute class to make a coloured-sand bracelet.
Materials	<p>Coloured sand</p> <p>Plastic trays (to contain spillage)</p> <p>Plastic tube bracelets with stopper and connector (students' names are written onto the plastic tubing with a permanent marker)</p> <p>Funnels (appropriate size)</p>
Activity	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Discuss artistic decisions required during this activity: choices such as colours that are similar, and colours that are opposite.</p> <p>Students pour coloured sand into the bracelet tube using a funnel and then securely connect the ends.</p>



OVERVIEW

'Jimmy Pike: Line, Shape, Colour and Texture' consists of a making activity that can be conducted over one 50-minute class.



Lesson 5

Lesson 5 provides an opportunity for students to reflect on Jimmy Pike's artworks and on previous class discussions and activities. The students reflect on these experiences, and use their reflections to guide their explorations. Working in pairs, students collaborate with each other, respecting and valuing each person's ideas and skills. Using a different group of materials than in previous activities, students create an 'ephemeral' artwork based on the idea 'Thinking about Jimmy'.



LESSON 5



WA Curriculum

MAKING: Skills – Development of artistic skills through experimentation with shape, colour, line, space and texture 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)

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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).

Time

For Lesson 5, Year 1 students require one 50-minute class to work in pairs to make an 'ephemeral' artwork.

Materials

Images of Jimmy Pike's artworks – including *Rainbow Serpent*, *Japingka Country* and *Jila Japingka*
Sand trays (old desk trays were used here)

Coloured sand (red sand, purchased from a hardware store, was used here)

Brightly coloured paper to line the sand tray

A variety of manmade and found objects (e.g. coloured wool, pipe cleaners, feathers, pebbles, etc.)

(A sand sieve is handy for dismantling the artwork – in particular, to collect the pebbles)

LESSON 5 (Cont.)

Activity

View a range of artworks by Jimmy Pike and encourage students to reflect on their experiences learning about the artist.

Discuss ephemeral art. For example, say: "Sometimes artworks can be temporary, in that they are not kept for a long time. They are happenings and we can record them; for example, chalk drawings on concrete before the rain washes them away. Sometimes we can use our memory to remember an artwork and our experience making it. We can take a photo of the artwork, or we can video ourselves making the artwork and show what the final piece looks like. We can even draw a picture of ourselves making an artwork!"

"Today you are working in pairs and creating an ephemeral artwork. Once you have finished the artwork, we can take a photo to remember it and then we will dismantle it (a bit like making a Lego car and then pulling it apart so that someone else can make a rocket out of the Lego pieces)."

Examine and discuss the possibilities of the materials to be used. Encourage students to slow down, to take time with their artwork. This process can begin with exploring the materials before the students move to the sand trays. Invite students to draw upon all of their senses to explore the materials. For example, say:

"What does the pipe cleaner feel like in your hand? I wonder if it feels different if you change the shape of the pipe cleaner?"

"Is the pebble cold in your hands? How would describe the texture of the pebble: what does it feel like? What does the sand feel like as it moves on the coloured paper? Does it make a sound?"



Students work in pairs. Discuss the social skills involved in working with a partner.

Students move to their workspace, and begin creating their artwork. Observe students during this creative process. Consider possible moments to encourage students to notice different elements in their work. For example, say: "I notice you've created a wavy line with your placement of the bright, blue wool." Also you might ask questions that help students reflect on their artwork. For example: "I wonder about the shapes you have made. I can see a red and white striped love heart shape and I can see a thin brown circle with pebbles following that shape. Can you tell me something more about this shape?"

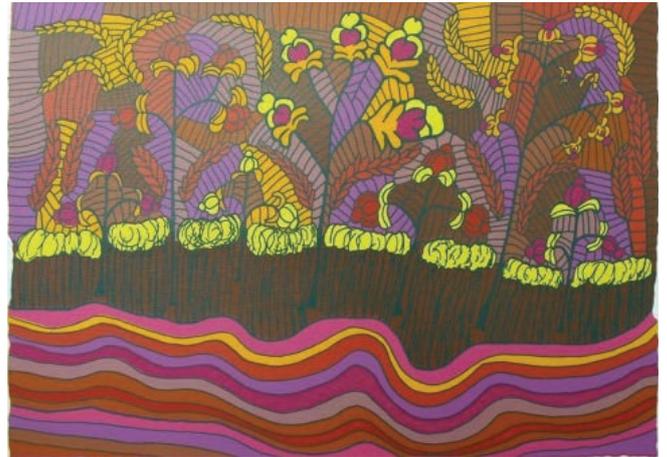
When both students feel the artwork is completed, the piece is documented (in this case a photo was taken). Students dismantle their artwork and place the materials according to the workspace set-up for others to use.



"Jimmy Pike"

OVERVIEW

'Jimmy Pike and Partiri Jiljkarraji' consists of five lessons based around Jimmy Pike's artwork Partiri Jiljkarraji. Each lesson is designed to be conducted over a 50-minute class. Lessons 6.2 and 6.5 start with a slideshow presentation and discussion, followed by a drawing or painting activity. This series of lessons continues the theme of exploring Jimmy Pike's artwork and culminates in the students creating their own original artwork depicting a local wildflower species and honouring the flower using line, shape and pattern.



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- Lesson 6.1** In Lesson 6.1, students cover a white canvas with one solid paint colour, creating a 'toned background'.
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- Lesson 6.2** Lesson 6.2 provides an opportunity for students to respond to Jimmy Pike's artwork Partiri Jiljkarraji through a slideshow viewing and class discussion followed by a drawing activity. Students explore indigenous wildflowers and choose one to represent in their artwork. The wildflower's characteristics, such as shape and colour, are considered as students draw and colour a representation of a wildflower.
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- Lesson 6.3** In Lesson 6.3, students draw their wildflower on their canvas using a lead pencil. This drawing is then outlined using a black permanent marker.
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- Lesson 6.4** In Lesson 6.4, students paint their wildflower's petals and stamens using acrylic paints.
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- Lesson 6.5** In Lesson 6.5, students watch and discuss a slideshow presentation and finish their artwork of a wildflower.
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LESSON 6.1

WA Curriculum	MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.
Australian Curriculum (Version 8.3)	Create and display artworks to communicate ideas to an audience (ACAVAM108).
Time	For Lesson 6.1, Year 1 students require one 50-minute class to paint a canvas with one colour.
Materials	Primed canvas (20 x 25 cm shown here) or thick cartridge paper suitable for acrylic paints Permanent markers (to write name on back of canvas frame) Acrylic paint colours (variety of colours) Paintbrushes Water pots Aprons Cleaning-up equipment
Activity	<p>Discuss different ways to start an artwork. Explain that, rather than starting with a blank white canvas, students will need to choose one colour to paint as their background colour for this artwork.</p> <p>Explain that the solid paint colour is called a 'toned background'. A toned background sets the mood or feeling for the artwork. Provide light, bright colours as students are reflecting on the artwork of Jimmy Pike.</p> <p>Explain to students that they will be painting on a canvas. Describe what a canvas is. "Canvas is plain, woven fabric or material that is very strong. It can be used to make tents, sails and bags. Artists use canvas as a painting surface. These artist canvases have the canvas stretched across a wooden frame."</p> <p>Explain that the canvas is usually 'unprimed'. If the canvas isn't primed, the canvas material would suck up a lot of paint, so it's a good idea to have it sealed and primed. The students' canvases are brought primed.</p> <p>Demonstrate, using a marker, how students can write their name on the back of the canvas. Clarify where they should write their name, making sure it is on the canvas attached to the wooden frame section.</p> <p>Discuss choosing a colour to paint the toned background. Demonstrate painting the canvas, including the sides of the canvas. Consider the amount of paint on the paintbrush, direction of paintbrush strokes, and quality of coverage.</p> <p>Recap the two tasks for this activity:</p> <ol style="list-style-type: none">1. To write their name on the canvas frame2. To paint their canvas with an even coat of one colour. <p>Review how their workspace should be set up.</p> <p>Students start work, complete painting and clean up appropriately.</p>



LESSON 6.2

WA Curriculum

MAKING: Ideas – Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture.

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).

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).

Time

For Lesson 6.2, Year 1 students require one 50-minute class to watch and discuss a slideshow and do a drawing activity.

SLIDESHOW PRESENTATION

Materials

Slideshow presentation 'Jimmy Pike and Partiri Jiljickarraji'
Equipment to show slideshow presentation

Activity

View the slideshow 'Jimmy Pike and Partiri Jiljickarraji' and discuss relevant questions, and include checking for understanding teaching points.

Slide 2

Allow time for students to view the first slide in silence.

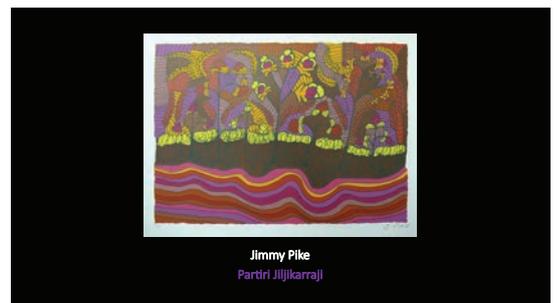
Ask:

"What's going on in this picture?"



Slide 3

Read text.



Slide 4

Ask:

"What types of lines did the artist use to create this artwork?"

"Can you describe the shape of the flowers?"



LESSON 6.2 (Cont.)

Slide 5

Say:
"Describe a pattern you can see in the artwork."



Slide 6

Read text.



DRAWING ACTIVITY

Materials

Stimulus – a collection of images or, if possible, specimens of local indigenous wildflowers
2B lead pencils
Sharpeners
Erasers
Colouring media such as textas/markers
Paper for drawing

Activity

Explain that over the next few lessons, students will create a painting. This painting will be of indigenous wildflowers.

Add to the explanation that they will be thinking about Jimmy Pike and reflecting on the way his artwork shared places and things that were special to him. Discuss how he made these places and things look special by choosing colours, lines and shapes to focus on them, and how often his artwork is bright, beautiful and colourful.

Ask students to choose one type/species of wildflower and draw a representation of it, using pencil first and then adding colour with textas.

Review how their workspace should be set up and the materials and equipment students will need.

Students start work, complete artwork and clean up appropriately.

LESSON 6.3



WA Curriculum

MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.

**Australian Curriculum
(Version 8.3)**

Create and display artworks to communicate ideas to an audience (ACAVAM108).

Time

For Lesson 6.3, Year 1 students require one 50-minute class to draw and outline their wildflower design onto their canvas.

Materials

Students' painted (toned background) canvases (from Lesson 6.1)
Students' wildflower drawings and original visual stimuli (from Lesson 6.2)
2B lead pencils
Sharpeners
Erasers
Permanent black markers

Activity

Review previous lessons; focus the discussion on linking activities as part of a creative process.
Display an example of a flower drawing from previous activity.
Discuss the differences that need to be considered when drawing for an image that will be coloured in with texta/marker compared to one that will be painted with a paintbrush, such as size of texta nib compared to the size of paintbrush tip, control of the tools, etc.
Explain that, because of the differences in tools used, students will need to adjust their wildflower drawing.
Discuss the size of the drawing and the placement of the drawing on the canvas, reminding students to allow enough space to include the lines, shapes and patterns around the drawing.
Review how their workspace should be set up and the materials and equipment students will need.
Referencing their original drawings on paper, students draw their wildflower onto their canvas using a lead pencil. Then they trace its outline with a black texta/marker.

LESSON 6.4



WA Curriculum	MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.
Australian Curriculum (Version 8.3)	Create and display artworks to communicate ideas to an audience (ACAVAM108).
Time	For Lesson 6.4, Year 1 students require one 50-minute class to paint their wildflower's petals and stamens.
Materials	Students' canvases with outlined wildflower drawings (from Lesson 6.3) Acrylic paints Paintbrushes (thick and thin) Water pots Aprons Cleaning-up equipment
Activity	<p>Review previous lessons. Explain that the next part of the process is to paint the wildflower's petals and stamens only, no leaves or stems in this lesson.</p> <p>Ask students to compare the differences they experienced when drawing the wildflower on paper compared to drawing on canvas.</p> <p>Ask students what artistic decisions they expect they will need to make when painting the flowers for this activity. For example, different colour textures compared to the paint colours, the difference in the size of paintbrush tip compared to a texta nib.</p> <p>Demonstrate painting a flower petal. 'Think aloud' your artistic decisions. For example, say: "Have another look at your flower. What colour will you need? What size paintbrush will be suitable for painting that shape and size?"</p> <p>Then demonstrate applying acrylic paint onto the paintbrush. Point out how far to dip the paintbrush into the paint, how much paint to load onto the paintbrush, how to hold a paintbrush.</p> <p>Point out that when positioning the paintbrush on the canvas to paint the petals, the paintbrush doesn't need to touch the line but goes inside the line. As the artist gently applies pressure to the brush, it moves the bristles so that the paint reaches the edge of the shape.</p> <p>Remind students that the task for this activity is to paint their wildflower only. Review how their workspace should be set up.</p> <p>Students start work, complete painting task and clean up appropriately.</p>

LESSON 6.5

WA Curriculum

MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.

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

Australian Curriculum (Version 8.3)

Create and display artworks to communicate ideas to an audience (ACAVAM108).

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 (ACAVAM109).

Time

For Lesson 6.5, Year 1 students require one 50-minute class to view a slideshow and finish their artwork of a wildflower.

SLIDESHOW PRESENTATION

Materials

Slideshow presentation 'Jimmy Pike Flower Painting'
Equipment to show slideshow presentation

Activity

View the slideshow 'Jimmy Pike Flower Painting' and discuss relevant questions, and include checking for understanding teaching points.

Slide 2

Read text.



Jimmy Pike painted artworks about places. Many of his artworks were about his Country. He drew and painted with bright, vivid colours.

Slide 3

Read text.



Places that were special to him were sometimes drawn and painted with lines or patterns circling around.

Slide 4

Read text.



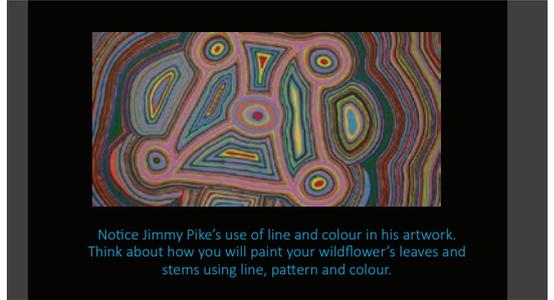
He used colours that were bright and when placed next to each other added to the energy of the artwork.

LESSON 6.5 (Cont.)

Slide 5

Read text.

Discuss how artworks can be created to look bright, energetic and colourful.



Slide 6



WILDFLOWER PAINTING ACTIVITY

Materials

Students' canvases with wildflower paintings (from Lesson 6.4), acrylic paints, paintbrushes (thick and thin), water pots, aprons, cleaning-up equipment

Activity

Review previous lessons.

Explain that the final part of the process is to paint the wildflower's leaves and stems.

Review how their workspace should be set up and the materials and equipment students will need.

Students start work, complete artwork and clean up appropriately.

