

Jimmy Pike and the Rainbow Serpent: Line and Me

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'.



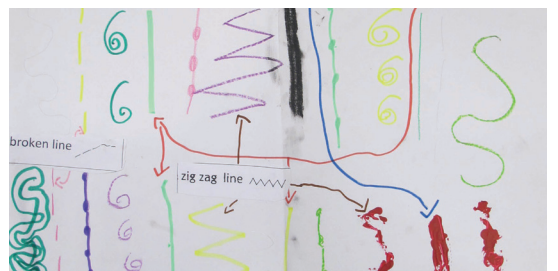
Lesson 1.2

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?"



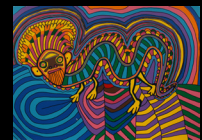
What is going on in this picture?

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.)

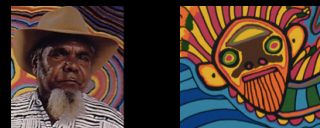
Slide 6

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/scrapper 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).

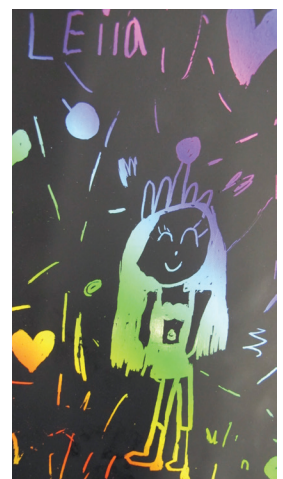
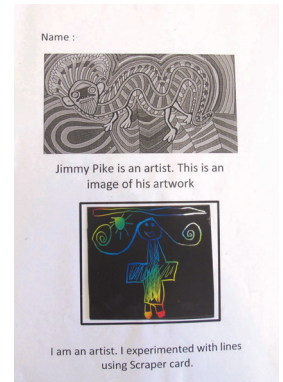
Explain to students the importance of experimenting when trying something new in art. "You don't know unless you have a go."

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>

