

Primary School Visual Art Program		Bush Medicine WORKSHEET FOR LESSON PLAN 6		Name: _____ _____	
1 Using your memory, draw a gumleaf shape.		2 Collect a gumleaf. Observe (look at) the leaf. Draw a contour line drawing of the outside line of the leaf. <i>(Do not lift up your pencil from the page.)</i>			
3 Observe (look at) the leaf. Draw an observational line drawing of the outside line of the leaf. <i>(You can lift the pencil off the page, you can erase any mistakes.)</i>		4 Trace the shape of a "real" gumleaf.			
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ACTIVITY 6

This activity creates leaf stencils in preparation for the bush medicine collage. Students will draw leaf shapes.

Curriculum

Content descriptions

Western Australian
Curriculum

Artistic processes and techniques to explore visual conventions when making artworks – shape, colour, space and texture.

Australian Curriculum
Version 8

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111).

Materials

Pencils, eraser and a sharpener.

Worksheet for Lesson Plan 6.

Leaves.

Lead pencil transfer paper.

Scissors.

Activity

Review the project so far: drawing marri and jarrah leaves, painting with green tones to create paper for our leaf collage and painting a "bush floor". Different techniques, such as blending paint using different tools such as brushes, sponges, pot scourers, were used to create the visual effect of the bush floor. Students discussed the artwork of artists from Utopia who painted artworks about bush medicine leaves. These artworks were of different colours and had a leaf shape repeated in a pattern. Discuss the link between students' art activities and the bush medicine artworks of Utopia.

Discuss "influence" of artists, works on others. Recap the link between the students' developing artworks and the Utopian artworks – both being a representation of leaves. Students' artworks are using painting and collage techniques, while Rosemary Petyarre used painting techniques only.

Explain how, during this lesson, students will create a stencil of a leaf to trace around for the leaf collage. The task is to complete a worksheet where students experiment with different ways to draw the shape of a leaf in order to create a stencil.

Discuss worksheet. First box – from memory draw a leaf shape. Remind students to use the size of the box. If their leaf shapes are too small they will have to cut lots of leaves to fill the bush floor. Second box – students need to get a leaf from the table and do a contour drawing of the outside shape. Third box – is an observed drawing. Fourth box – is to trace around a leaf.

Remind students to draw the outside shape of the leaf – not the veins, etc. The shape will need to be one they can cut out easily and a lot of times!

Explain why the size of the leaf is important when collaging a background space, in this case an A3 size. Once a student has decided on which leaf shape they will use, the student then decides how to transfer their chosen design.

Brainstorm with students different ways they could do this.

For this example a "lead pencil carbon paper" was used to transfer their leaf shape design onto thicker paper.

Demonstrate the transferring process, cutting out the stencil using scissors, and then discuss the importance of writing their name on the back of the stencil.

Students trace, cut and name their individual leaf stencils.

Teacher notes

Check students have written their name on their cut out leaf stencils.

Time

For this documented project, Year 3 students required one 50-minute lesson.
