

## Project description

Students create an artwork based on the theme "My Family". This program has been inspired by conversations with artist Sarrita King. Stylistically, Sarrita uses traditional Aboriginal techniques and iconography. She also incorporates techniques learnt from her father, as well as techniques she has developed through her own practice. Through a range of activities students explore painting through colour mixing, colour theory and the emotional quality of colour. These experiences are augmented by connecting these artistic skills with Sarrita's artwork. Students create an artwork exploring their own response about their family, and ways to share ideas and responses about their family through an artwork.



**Arts** Visual arts

**Theme** My Family

**Focus artist** Sarrita King

**Region** Darwin

## Curriculum

Western Australian  
Curriculum Content  
Descriptions

### Year 4 syllabus

**Making ideas** – Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract.

**Making skills** – Use of techniques and processes and exploration of art forms.

Development of artistic processes and techniques to explore visual conventions through: shape, colour, line, space, texture and value to create an artwork.

Presentation of a message to an audience and reflection of the visual art elements and materials used in artwork.

**Responses** – Responses to their own and others' artworks reflecting on meaning using visual terminology.

Australian Curriculum  
Version 8.3 Content  
Descriptions

### Year 3 and 4 content descriptions

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110).

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

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112).

Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).

## Time Requirements

These 13 Lesson Plans were delivered over 16 separate 50-minute sessions.



## ACTIVITY 1

### Favourite colour

This activity provides an opportunity for students to explore colours by mixing acrylic paint to find their favourite colour.

### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through colour to create artwork.

Use of techniques, art processes and exploration of art forms such as mono-printing, sculpture and ceramics.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

### Materials

A variety of acrylic paint colours (in this example students could choose from warm red, cool red, warm blue, cool blue, yellow, ochre, raw umber, white and black).

A3 paper, paintbrushes, a surface or containers to mix paint in, water pots, aprons, cleaning up equipment.

### Activity

Depending on students' prior knowledge, teach and/or review basic colour theory, such as the primary colours and their relationship to the secondary colours.

Explain to students the purpose of the activity is to create their favourite colour.

Discuss the importance of exploring different colours through mixing the paints. For example, blue may be their favourite colour but do they like a dark blue with just a touch of warm red in it, or a cobalt blue mixed with white? Students may prefer an unmixed colour of paint, which is acceptable as long as they have explored other mixed colours first.

Remind students how to set up their workspace.

Review the paint colours offered for students to use. Discuss these colours using colour theory language such as primary colours (red, yellow, blue), neutral paint such as white and black, etc. Discuss the difference between warm and cool colours such as warm red and cool red.

Remind students of ways to mix paint using a paintbrush and a "palette" to mix on.

Students set up their workspace and explore mixing colours to create their favourite colour.

Before cleaning and packing up, students share with one another which colour was their favourite, and why.

When artwork is dry, students indicate their favourite colour and write/annotate on their artwork the reason why.

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**Teacher notes**

In the visual arts, colour theory is often discussed using structures. One of these structures is the colour wheel. A colour wheel is a diagram often referred to in order to teach about colour theory. Typically, the colour wheel diagram is organised using three categories: primary colour, secondary colour and tertiary colour.

It is important for the student to reflect on why the colour chosen is their favourite. It requires the student to consider and reflect on their choice, and make connections to their emotional reaction or link his/her choices to personal experiences.

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**Time**

For this documented project, Year 4 students required one 50-minute lesson.

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## ACTIVITY 2 Family Colour

This activity provides an opportunity for students to further explore colours to find a colour that they feel represents their family.



### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8 Content  
Descriptions

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

### Materials

A variety of acrylic paint colours, in this example students could choose from warm red, cool red, warm blue, cool blue, yellow, ochre, raw umber, white and black.

A3 paper, paintbrushes, a surface or containers to mix paint in, water pots, aprons, cleaning up equipment.

### Activity

Review previous activity, discussing basic colour theory, such as the primary colours and their relationship to the secondary colours.

Explain to students that the purpose of the activity is to create a colour they feel represents their family. Discuss how artists use colour to communicate experiences, feelings, ideas and observations in their artworks, and that colour can influence the way we think about things and can send us messages.

Explain, as in Activity 1, that students are to create a colour that represents their family to them.

This colour will be used for the beginning of their artwork.

People have many ways of defining a family; discuss the different definitions of family.

Remind students how to set up their workspace.

Review the paint colours offered for students to use. Discuss these colours using colour theory language such as primary colours (red, yellow, blue), neutral paint such as white and black, etc.

Review the emotional significance of colours, and link to the earlier discussion that the colour chosen is to represent the student's family, or perhaps they could consider a colour that evokes a memory of a family event or moment.

Remind students of ways to mix paint using a paintbrush and a palette to mix on.

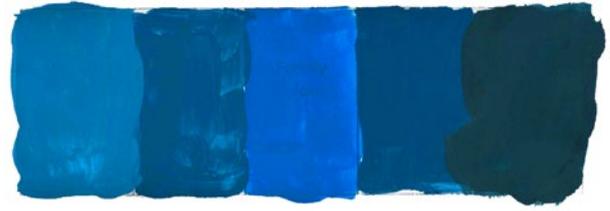
Students set up their workspace and explore mixing colours to create their "family colour".

Before cleaning and packing up, students share with one another which colour was their family colour, and why that specific colour signifies their family to them.

When artwork is dry, students indicate their family colour and write/annotate on their artwork the reason why.

### Time

For this documented project, Year 4 students required one 50-minute lesson.



### ACTIVITY 3 Colour Value

**This activity provides an opportunity for students to review/learn about the visual arts element of colour value. Using their chosen family colour, students extend their colour knowledge by mixing tints and shades and practising their paintbrush control.**

#### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through colour and value to create artwork.  
Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8 Content  
Descriptions

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

#### Materials

A range of acrylic paint colours used to create their family colour.  
Worksheet for Lesson Plan 3, A3 printed.  
Paintbrushes, a surface or containers to mix paint in, water pots, aprons, cleaning up equipment.

#### Activity

Depending on students' prior knowledge, teach and/or review basic value/tone theory, such as tints and shades.

Explain worksheet.

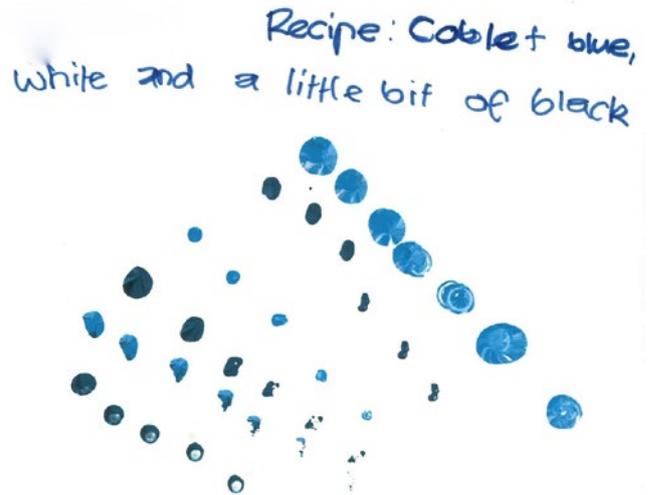
- 1 Asks students to paint the circle shape, with a paint colour that they feel represents their own family. Students may use the colour explored from the previous activity. Some may, after reflection, change the colour chosen. If a student decides to change their family colour, it's a great opportunity to discuss the reasons behind their decision.  
Demonstrate painting the circle, discuss paintbrush techniques such as the amount of paint on the brush, outlining the shape and staying within the circle's shape and filling in the area.  
Read and discuss the definitions of value, tint and shade.
- 2 Demonstrate, using the same paint colour as used in the circle (their family colour) painting the middle rectangle in the row diagram. Once again, discuss paintbrush control and techniques.
- 3 Demonstrate, mixing white paint with the family colour to create different tone, the creation of "tints". The more white used the lighter the colour. Remind students to separate some of their family colour to mix with the white rather than mixing white paint directly into their family colour. The latter would change their family colour, making the creation of shades difficult.
- 4 Similar to mixing the tints, demonstrate mixing shades by mixing black with the family colour.  
Students set up their workspace, write their name on the worksheet and complete the worksheet's activity.  
Clean up when activity is completed.

#### Time

For this documented project, Year 4 students required one 50-minute lesson.

**ACTIVITY 4**  
Colour Recipe

This activity creates a quantity of students' family colour paint, which will be used to paint a foam ball and to mix a range of tints and shades of their family colour. It also provides an opportunity for students to practice colour mixing and applying their colour knowledge.



**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through colour to create artwork.

Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8 Content  
Descriptions

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

**Materials**

- A range of acrylic paint colours used to create their family colour.
- Plastic cups to contain the large amounts of the family colour.
- Plastic teaspoons to mix paint.
- Airtight containers to store cups of family colour.
- Masking tape, textas, etc., to write name tags.

**Activity**

Review previous lessons. Focus discussion on the personalisation of choosing colours, how students used their colour knowledge to create these colours and then how they extended these colours by creating a range of tones/values by mixing black and white with their family colour to create tints and shades.

Discuss the use of the term "monochromatic". Monochromatic colours are all the colours (tints, tones, and shades) of a single hue. Monochromatic colours go well together, producing a calm, soothing feeling.

First task of this activity is to create a large quantity of their family colour with which they can create tints and shades using black and white.

First, ensure students put their name on their cup. For this example, students wrote their name onto masking tape and stuck the tape onto the plastic cup.

Then, seat students using similar colours together. For example, blue group, red group, green group, etc.

Remind students about how they mixed their family colours in previous lessons. For example, one student used mainly cool blue with some green, yellow and white.

Explain that the main colour should be poured first into the cup; for example, the blue, then add the green, etc. Discuss why. Similarly, explain that it is easier to add small amounts and mix the paint colour. Discuss why this is. A good analogy students relate to is when you buy a bucket of hot chips, and shake salt onto them. If you gradually sprinkle on the salt, it works out fine, as you can keep adding more salt until the chips taste right, but if you are too enthusiastic and pour the salt on too generously it's impossible to remove the salt from the chips and you are stuck with too salty chips!

Using plastic cups and plastic teaspoons students mix up a batch of their family colour.

**Time**

For this documented project, Year 4 students required one 50-minute lesson.



**ACTIVITY 5**  
**Painting techniques**

**This activity provides an opportunity for students to practise their painting techniques by mixing acrylic paint to create a specified colour, and then apply this colour using a range of tools.**

**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through shape to create artwork.  
Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8 Content  
Descriptions

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

**Materials**

Airtight containers with plastic cups of family colour.  
A range of tools to create dot shapes, such as cotton buds, bamboo skewers, etc.  
Egg carton lid for dotting tools to rest on.  
Washing up equipment.  
Aprons.

**Activity**

Review previous lessons. Focus discussion on the personalisation of choosing colours, how students used their colour knowledge, mixed tints and shades and created a cup of their family colour.  
Using their family colour, students experiment with ways to apply paint with different tools which they apply using an up and down motion.  
Demonstrate the effects of using different angles and pressure when creating dots, utilising a variety of art tools. For example, a slanted motion when printing with a cotton bud will create a teardrop rather than a circular dot.  
Clean and pack up when activity is completed. Remember to include instructions about the storing of the family colours. For example, for this activity the teacher recycled lidded ice-cream containers from the local cinema, to store the family colour cups in. The lids on the recycled containers, which contained the students' family colours, also had the students' names on the lid and the categorised main colour, e.g., blue group, etc.

**Time**

For this documented project, Year 4 students required one 50-minute lesson.



**ACTIVITY 6**  
**Foam ball base**  
**coat (2 sessions)**

This activity paints a foam ball which will be used later as the base for the student's artwork. This base also provides a layer of meaning, in that it shares with the viewer a colour, which represents the student artist's family in some way.

**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through colour to create artwork.  
Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

**Materials**

Foam balls with hanging clasps inserted.  
Name tags, such as thick paper rectangles with a hole created by a paper punch.  
Wire or string, to attach paper tags to foam balls (short pipe-cleaners were used for this example).  
Previously mixed pot of family colour paint.  
Paintbrushes.  
Aprons.  
Drying area for the foam balls.



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**Activity**

Review previous lessons. Focus discussion on the process and students' decisions in choosing, and maybe mixing, a colour, which represented their family.

Explain that there are two important tasks for this activity:

1. To securely label their foam ball with their name.
2. To paint their foam ball with an even coat of their family colour.

Demonstrate writing a name on the paper tags to create a name tag. Then, using string/wire/pipe-cleaner, attach to the foam ball's hanging clasp.

Demonstrate painting the foam ball. Consider the amount of paint on the paintbrush, direction of paintbrush strokes, and quality of coverage.

Question students about the practicality of painting the entire surface space of the foam ball. Will it pose any problems with drying and storage? Discuss and agree upon solutions, according to your students' needs. The photographed examples were created during a cold winter with a total of 90 students involved in the program. So students decided to paint two-thirds of their foam ball and allow it to dry unpainted side down in old school trays. Hence, it took two 50-minute lessons to complete Activity 6.

Remind students of their two tasks. Review how their workspace should be set up. Students start work.

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**Teacher notes**

Consider the size of the foam ball purchased for students to use; consider if the surface area is large enough for students' design, and also how you will store the wet and dry painted foam balls.

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**Time**

For this documented project, Year 4 students required two 50-minute lessons.

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*Sarrita King Ancestors*  
Acrylic paint on linen 200 x 150 cms

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## ACTIVITY 7

### **Ancestors artwork response (2 sessions)**

**This activity provides an opportunity for students to consider and respond to an artist's artwork, to build their knowledge but also consider an artist's viewpoint and how they communicate this through visual conventions.**

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## Curriculum

Western Australian  
Curriculum Content  
Descriptions

Appreciation and respect for a range of artworks from different social, cultural and historical contexts.  
Responses to their own and others' artwork, reflecting on meaning using visual art terminology.

Australian Curriculum  
Version 8.3 Content  
Descriptions

Identify intended purposes and meanings of artworks, using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).

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## Materials

Worksheet for Lesson Plan 7: Ancestors.

Coloured images of Sarrita King's *Ancestors* for students to view in pairs.

Writing equipment such as pencils, erasers, sharpeners, textas.

Technology to share Sarrita King's video discussing *Ancestors*, <https://vimeo.com/175924467>

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Primary School  
Visual Art  
Programme

**My Family**  
WORKSHEET FOR LESSON PLAN 7

Name: \_\_\_\_\_

\_\_\_\_\_



Sarrita King, *Ancestors*  
Acrylic paint on linen, 2002, 150 cms

**3 | Who is the artist who created this artwork?**

\_\_\_\_\_

**4 | What is the name of the painting?**

\_\_\_\_\_

**5 | List the colours you can see in the artwork.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6 | Describe what else you can see?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7 | The artist talks about two "layers" in her artwork, the land layer and the ancestry layer.**

**(a) Using sentences, share your understanding of the land layer.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(b) Using sentences, share your understanding of the ancestry layer.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**8 | After viewing and discussing this artwork, write down a question you have about this artwork.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 | What are your first thoughts or reactions, when looking at this artwork?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2 | What does it remind you of, or make you think about?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Where to view: *Ancestors* is in the Gallery. In this video Sarrita King discusses her *Ancestors* artwork – <https://www.youtube.com/watch?v=1Z5624-0E7>

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**Activity**

Display image of Sarrita King's *Ancestors*. For this example the artwork's image was viewed on the classroom's digital whiteboard.

Before students view the image, invite them to be conscious of their first thoughts/reactions/feelings when viewing the image displayed.

Students view the image silently for a few minutes.

Still in silence, hand out laminated copies of the image and organise students into pairs.

Ask students to share with their partner their first thoughts or reactions when looking at the displayed image. Students take turns sharing their initial reaction to the image.

Ask students to think about what the image reminds them of. Then, after a few minutes, ask students to share this with their partner.

As a class, students share their responses.

Introduce Sarrita King as the artist who created the image displayed. Share some information about Sarrita King – <https://japingkaaboriginalart.com/artists/#sarrita>. For example, "Sarrita King was born in Adelaide in 1988, the younger sister of fellow artist Tarrise King, and daughter of the highly regarded late artist, William King Jungala (1966–2007). Sarrita King inherits her Australian Aboriginality from her father, a Gurindji man from the Northern Territory. Sarrita grew up in Darwin in the Northern Territory, where her connections to her Aboriginality and her land were nurtured. Stylistically, Sarrita uses traditional Aboriginal techniques and iconography, but she incorporates along with them unorthodox techniques inherited from her father, as well as techniques she has developed through her own practice. Sarrita now lives and paints in Darwin. She has been included in over twenty exhibitions, is represented in galleries in all Australian states, and in many high profile Australian and international art collections."

*Continued over*

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Display Worksheet for Activity 7: *Ancestors*.

Read/explain Questions 1 and 2. Remind students they have already shared their responses to these questions with their partner. Question 1 asks their first thoughts and reactions, while Question 2 asks what the image reminded them of, or made them think about. Students record their responses through answering Question 1 and 2.

The following are some examples of Year 4 student responses to these questions.

**Question 1** "What is that? It looks cool."

"It looks like a farm, lots of roads and mazes."

"Whoa, I am amazed, wouldn't this take a long time?"

It's like Aboriginals rock art back in those years."

"The artwork is a sort of aboriginal map of waterholes and roads."

"Art can look weird."

**Question 2** "The desert with rivers and people threw a rock into a whirlpool."

"Caves, museums, tornadoes, shells and Aboriginals."

"It reminds me of Quinninup Falls because in a part of the track there is a red brown dirt in the pattern of this."

"A maze you never get through."

"It reminded me of tree trunks and fossils. It reminded me of a maze."

"It reminds me of a lot of roads in the middle of nowhere and it looks like a lot of shattered glass and the swirls look like a finger print that has been maximised."

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View video, *Ancestors in the Gallery*. In this video Sarrita King discusses her Ancestor artwork – <https://vimeo.com/175924467>

Ask students to answer Questions 3 and 4. Remind students that the information about the artwork is under the image on the worksheet. In an art gallery it may be on a label next to the artwork on a wall. In a book it is usually on the same page as the artwork. Students complete Questions 3 and 4.

Read out Question 5 to the class. Refer to students' colour mixing lessons and discuss ways to describe colours. For example, using standard names for paint colours such as ochre and blue, and using descriptive words such as dark/light or warm/cool, etc. Students complete Question 5.

Read and explain Question 6 to the class. Students complete Question 6.

Re-watch video *Ancestors in the Gallery*. Assist students' viewing by pausing and discussing Sarrita's commentary. This will be dependent on students' prior knowledge and experience. For this shared example, the video was paused at the following times:

- 0:15 – explanation of foreground and background
- 0:20 – explanation of the term "ancestry"
- 0:30 – explanation of wet season/dry season
- 1:06 – Think, Pair, Share
- 1:31 – explanation of ancestry layer.

*Continued over*

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Read and discuss Questions 7 and 8. Students complete Questions 7 and 8.

The following are some examples of Year 4 student responses to these questions.

**Question 7** "That these layers... she is using two layers, they are... ancestor layer is moving through and out the lines as if she was trying to describe her family and that we are all different. As for the land layer is describing that all ancestors went straight through the waterhole (land layer) which is not a land with trees and water its hot like a desert in fact it was the dry season there is also a wet season but they did empty the waterhole then you could see them running away from the waterhole and from the animal tracks. Its about her ancestors walking on this land very well before all of us."

"She said that her land layer was about ancestors walking around near those colours and she said it was dry season that it was a waterhole drying up and the animal tracks running away. And the ancestry layer was reflecting that her ancestors were walking on the land before us."

**Question 8** "Why are there so many twists and turns? Why do these look like giant finger prints? I wonder why they only use a certain amount of colours? Does layers really help you sort out your painting?"

"What else could this artwork remind Sarrita King about?"

"How long did it take to paint it and did she try and get the land painted with a bird's eye of view?"

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**Teacher notes**

For written tasks, support students with weaker literacy by scribing their oral response.

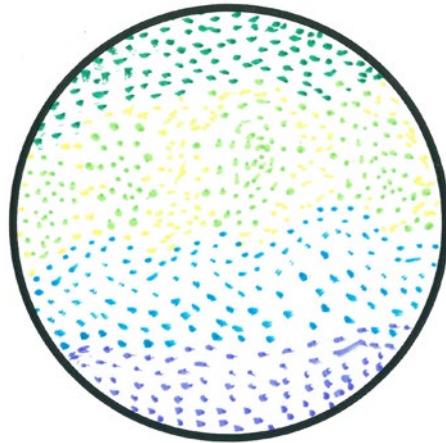
As an alternative, rather than a written analysis worksheet for students, teachers could ask students to respond to three prompts: I see... I wonder... I think... or use Visual Thinking Strategies questions such as "What's going on in this picture?" "What do you see that makes you say that?" "What more can you find?"

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**Time**

For this documented project, Year 4 students required two 50-minute lessons.

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I chose blue because my family loves fishing and swimming.

I am adding the seaweed layer and the wave layer because we get lots of seaweed

## ACTIVITY 8

### Dot artwork design

Students design a second layer of meaning onto their painted foam ball, using painted dots and colours to represent some more information they wish to share about their family.

### Curriculum

Western Australian Curriculum Content Descriptions

Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract.

Development of artistic processes and techniques to explore visual conventions through shape and colour to create artwork.

Australian Curriculum Version 8.3 Content Descriptions

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

### Materials

Worksheet for Activity 8: Foam Ball Dot Design.

Design development equipment such as lead pencils, erasers, sharpeners.

### Activity

Review previous lessons. Focus discussion on linking activities as part of a creative process. The purpose of the activities has been to scaffold skills and concepts towards the creation of a 3D artwork that shares student's ideas about their own family.

Link discussion to Sarrita King's artwork as the inspiration for this visual arts program.

Recap some of the main features of Sarrita's painting – theme of family, techniques used, use of layers both visually and to express/convey meaning in artwork.

Ask students: "Why do you think artists look at other artists' artworks?"

#### Suggested example:

Imagine you are in a class where everyone has plain school bags. You cover your bag with drawings of your family, home and pets - everything you love. Your friends are impressed by how the bag looks. They love it. They want you to show them how to do that. You explain which pens create each effect. One friend, Kim gets excited and uses the pens to decorate her bag with drawings of things that make her happy. She shows you - similar technique - but the art is different because it is all about Kim's world. Your other friend Nat sits down every lunch hour and copies the pictures on your bag so that his bag is exactly the same as yours. Rather than being influenced by your art Nat's work is a copy or imitation. How would you feel about that? What is the difference between one friend's art and the other's?

Ask students to consider some ways artists can be influenced by others?

What is the difference between "influence" and "copying"?

Primary School  
Visual Art  
Programme

**My Family**  
WORKSHEET FOR LESSON PLAN 8

Name: \_\_\_\_\_  
\_\_\_\_\_

1) Your first layer is the colour painted on your foam ball. We referred to this colour, as your "family" colour. Why did you choose this colour?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Your second layer uses dots to add to your "family" layer. Describe the arrangement of dots on your foam ball. Through this dot arrangement, what are you adding to the message you are sharing about your family?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Suggested explanation**

The artist Sarrita King wants people to celebrate the things she loves. Her culture, her country and her ancestors. She is happy to share stories about the techniques she uses to create certain effects in her art. Sarrita wants art students to learn about these techniques. Artists often learn art techniques from each other. Sarrita learnt from watching her Dad who was also an artist. Sarrita is an Aboriginal artist and this artwork belongs to her because it is about what is important to her. Aboriginal art belongs to Aboriginal people because it is about their culture and what is precious to them. As students of art we have permission to learn about painting techniques that Aboriginal artists use. We don't have permission to call our art Aboriginal art unless we are Aboriginal. We can be influenced and inspired to create our own art that is all about what matters to us. In this art activity we are using dots rather than lines to represent our ideas about our own family. By doing so, we can experience a painting technique Sarrita uses. This will help us understand the artistic decisions she makes and how colour plays an important role in creating the images we see in her artwork.

**Explain worksheet:**

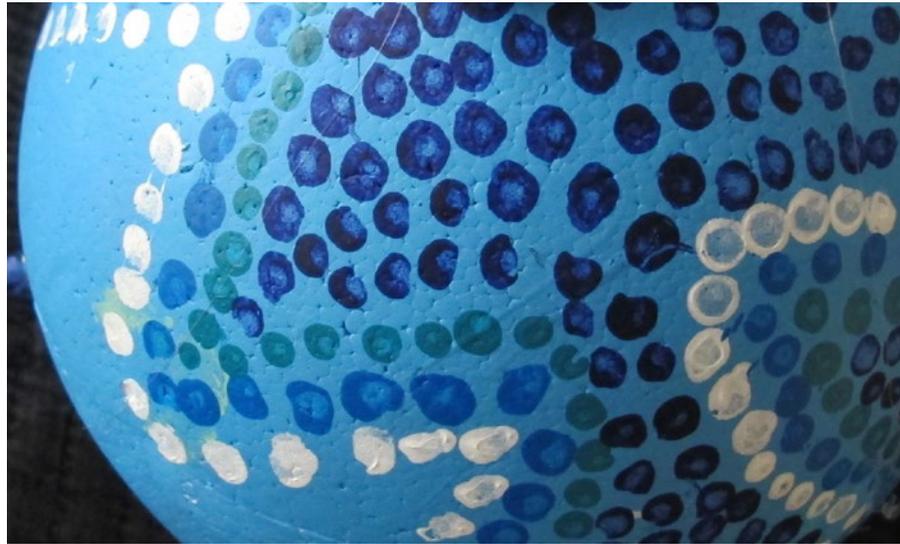
First, ask students to consider their family background colour, then to start visualising what sort of designs (or even a theme) they could use in an arrangement of dots. Discuss how, in this next layer of work, the intention is not to reproduce a photograph-like image but a design which represents or reminds them of something. For example, the ocean could be represented by a wavy line repeated continually across the foam ball, or camping in the bush could be dots painted in bush-green in the shape of leaves floating around the foam ball, etc. Symbols could also be used. Using coloured textas, plan a possible design. For this shared example the teacher also discussed with students how the colours of textas were limited compared to the paint colours they could mix, so that their worksheet design is only a suggestion or a direction for their dot painting. The final one using paints may look different.

**Question 1** Review the idea of using layers. The first layer is the colour the student chose to paint their foam ball. Question 1 asks students to explain why they chose this colour.

**Question 2** The second layer will be the dots students will paint on top of the first layer. Through this dot arrangement students have the opportunity to add to the message they are sharing about their family. Question 2 asks them to describe this arrangement.

**Time**

For this documented project, Year 4 students required one 50-minute lesson.



**ACTIVITY 9**  
**Dot artwork painting**  
**(2 Sessions)**

**In this activity, students transfer their ideas by painting dots as a second layer of meaning onto their painted foam ball, representing some more information they wish to share about their family.**

**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through shape and colour to create artwork.  
Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

**Materials**

Painted foam balls.  
Cotton buds for each student.  
Egg carton lid for dotting tools (cotton buds) to rest on.  
Each group to have an egg carton with a range of colours according to their foam ball's background colour – referred to in class as the family colour.  
4 paintbrushes to mix colours with – not to paint with.  
Halved egg cartons to mix colours.  
Airtight containers with cups of their family colour.  
Washing up equipment.  
Aprons.



## Activity

Review previous lessons; focus discussion on linking activities as part of a creative process.

Discuss how students have begun to represent an idea of their family using symbolic and/or pictorial representation. They used dots to represent an idea instead of painting a picture of a scene using lines. For example, instead of painting a beach scene students used harmonious colours in a wave pattern around the foam ball, etc.

Discuss the technique of "dotting". As artists, students need to focus their dot painting technique so that every dot has been considered: how it is created, where it is placed and what colour is used. Demonstrate/review keeping the dotting implement (cotton bud) motion straight up and down, changing cotton buds when they become fuzzy, and encourage students to think about the paint colours being used – they need to be harmonious.

Remind students to be slow and decisive not rushed, to keep equal spaces between the dots and to use equal pressure, etc.

Review how their workspace should be set up. Apron on, coat hanger under desk, foam ball on desk – sitting it on top of family colour cup works well, egg carton lid between to rest their cotton bud on, paints in egg carton, half egg carton to mix in, etc.

Students start work.

When finished, for clean-up students may need to:

- Put their foam ball in the appropriate place for drying
- Place cotton buds in bin
- Wash their paintbrush and leave at their desk for end-of-class check
- Wipe their desk clean with damp sponge and then dry with old towel
- Recycle egg cartons
- Put apron on hanger

## Time

For this shared example the students needed two 50-minute lessons to complete dotting their artwork. The separate lessons allowed paint to dry in between, making it easier to handle the foam ball.



**ACTIVITY 10**  
**Mini-Sculpture Creation**

**Students create a group of miniature sculptures representing members of their family. These sculptures will be included in some way with their final artwork, adding meaning to their piece.**

**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through form and texture to create artwork.  
Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

**Materials**

Air-drying modelling medium (Papermagic used for shared example).  
Plastic plates to work on, and to store drying artworks.  
Masking tape and textas, to apply names to plates.  
Tools to assist modelling, such as bamboo skewers, plastic knives, etc.

Discuss with students the notion that there are many ways to define a family. For the shared project examples the teacher discussed with students how they could decide who they wanted to include in their family artwork, recognising family members as people who were important in some way to them, and that these people didn't necessarily have to live under the same roof. Some students also included animals, such as pets, as family members.

Explain that today's goal is to create a group of miniature sculptures to add to their foam ball artwork. Each sculpture could represent or symbolise a member of their family. For example: *"Johnny loves fishing so I might make a fish, or fishing rod, or a hook to represent him."*

Introduce the medium to be used and explain/revise modelling clay qualities and techniques.

Demonstrate workspace set-up, modelling techniques, labelling and storing of work.

Students create a group of mini-sculptures that represent or symbolise members of their family. When completed, the mini-sculptures will need to be left to dry on a named plastic plate.

**TIME**

For this documented project, Year 4 students required one 50-minute lesson.



**ACTIVITY 11**  
**Mini-Sculpture Painting**

This activity provides opportunity for students to include the visual arts element of colour to add meaning to their sculptures.

**Curriculum**

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through colour to create artwork.

Use of techniques and processes and exploration of art forms.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

**Materials**

Students' air-dried family symbols from previous activity.  
Paints (tempera paint used in the shared example).  
Paintbrushes, water pots.  
Washing up equipment.

**Activity**

Review previous lesson, in which students created mini-sculptures that represented or symbolised members of their family. Explain that during this activity students will choose and apply colour to these mini-sculptures.  
Discuss how students can use colour realistically or symbolically when painting their mini-sculptures.  
Introduce the medium/s to be used for adding colour to these mini-sculptures and explain/revise techniques.  
When completed the mini-sculptures will need to be left to dry on a named, plastic plate.

**Time**

For this documented project, Year 4 students required one 50-minute lesson.



## ACTIVITY 12

### Final artwork creation

#### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Development of artistic processes and techniques to explore visual conventions through shape, colour, form, line and texture to create artwork.

Use of techniques and processes and exploration of art forms.

Presentation and display of artwork with consideration of visual appeal/aesthetics.

Australian Curriculum  
Version 8.3 Content  
Descriptions

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

#### Materials

Students' painted family symbols from previous activity.

Low-temperature glue guns.

Assorted materials such as coloured pipe-cleaners, coloured thin wires, coloured string, wool, beads, etc.

#### Activity

Students will independently make decisions on how and where to attach their mini-sculptures to their painted foam ball.

Encourage students to explore and experiment with the assorted materials.

Ask students for suggestions as to how these materials could be used to attach the mini-sculptures to their painted foam balls.

Using students' suggestions, discuss different ways they could attach their mini-sculptures.

For example, "Will you use the glue gun and attach the sculptures directly onto your foam ball, or are these sculptures hanging? If so, how and what way? Loosely with string or...?"

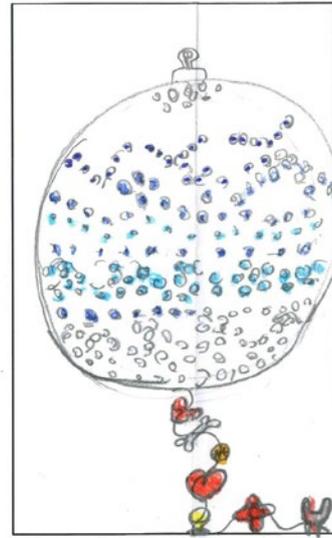
Outline students' task for this activity. The task involves a series of decisions and actions.

1. Where will I attach my mini-sculptures? Directly on the painted foam ball or in the space around the painted foam ball?
2. How will I attach my mini-sculptures? Will I use a glue gun? Will I insert wire into the foam ball?
3. Should I add any embellishments? Should I thread beads and twist my wire? Should I glue string onto my foam ball to emphasise a pattern?
4. What action will my decision need? What materials and equipment will I need?

#### Time

For this documented project, Year 4 students required one 50-minute lesson.

I chose the colour blue because it represents the beach and I chose it because we live in a beach house. The dots are shaped to represent the waves and the <sup>WAVES</sup> are also like a rollercoaster because there are a few ups and downs. I chose the colours light blue, dark blue, and white because that



represents the time of the day.

### ACTIVITY 13

#### Final artwork reflection

##### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Responses to their own and others' artwork, reflecting on meaning using visual art terminology.

Australian Curriculum  
Version 8.3 Content  
Descriptions

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAR112).

Identify intended purposes and meanings of artworks, using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).

##### Materials

Final Artwork Response Worksheet for Lesson Plan 13.

Students' finished artwork.

Writing and drawing equipment.

Visual images of Sarrita King's *Ancestors* artwork.

##### Activity

Display students' finished artworks.

Reflect upon the project, its process, its intention and the influence of Sarrita King's artwork on the students' artworks.

Display the Final Artwork Response Worksheet.

Discuss Question 1, which requires a drawing of their artwork. As the artwork is three-dimensional, students will need to choose one view of the artwork to draw.

Students complete the drawing for Question 1.

Discuss Questions 2, 3, 4 and 5.

Students' complete the Questions 2, 3, 4 and 5.

Regroup students, review the concept of "layers" (land layer and ancestry layer) discussed in earlier activities. Relate this "layer" concept to students' own artworks.

Discuss Questions 6a and 6b.

Students complete Questions 6a and 6b.

##### Time

For this documented project, Year 4 students required one 50-minute lesson.