



Animal Walks 3: painting the tracks



Number one in a series of four lessons

- Animal walks 1
- Animal walks 2: footprints
- **Animal walks 3: painting the tracks**
- Animal walks 4: stories of the tracks

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood (typically ages 4 – 8 years)	Middle Childhood (typically ages 9 – 12 years)	Early Adolescence (typically ages 13 – 15 years)	Late Adolescence (typically 15+ years)
✓			

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓ ✓					✓	✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓				✓

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to:

- learn about the different footprints and marks made by animals found in their local area, and
- create a drawing or painting using the different animal prints they have previously learnt about.

STUDENT OUTCOMES

Students produce a drawing or painting which includes animal prints they have previously learnt.

Science, Life and Living: Structure and Function – living things have different features

Society and Environment/Place and Space

Social science discipline focus: Geography – have a broad understanding about features of the local area

The Arts/Visual Arts/Arts Practice

Creating visual arts – creating ideas (ways to explore ideas for visual arts, to observe detail in the world around them, to use drawing to record observations)





KEY BACKGROUND POINTS

Animals are a very important part of Aboriginal history and culture. Aboriginal artwork often depicts animal tracks, for instance they may represent a story of animals being hunted. By using knowledge of animal prints from the previous lessons, students will be able to integrate their knowledge of animal footprints and how this can be represented in artwork.

Students' paintings will be used in the next lesson (Animal Walks – Telling the story) to tell a story to the class.

CULTURAL & PROTOCOL CONSIDERATIONS

Consult the AIEO or local Aboriginal People about animal prints used in local Aboriginal artwork, and if it is appropriate for students to include these in their artwork. It would also be useful to find out if any of the Aboriginal people in the community have an experience in painting animal tracks in artwork. They may be useful to talk to the class or show examples of artwork.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- art materials: paper, paints, paint brushes, pencils
- examples of Aboriginal artwork that show animal prints

LESSON STEPS

Preparation

- **Organise** examples of Aboriginal artwork which contain animal tracks to show to the class. These may be found on-line if none are available from the community or school library. Find an example of artwork that has a story that goes with it to tell to the class.
- **Plan** your lessons in consultation with your AIEO, Aboriginal staff members, and/or the Aboriginal Education team at the DEO. They can help you with information and resources.
- **Ask** your AIEO and/or Aboriginal staff members or community members/parents to participate in your lessons to help the students draw animal prints.
- **Organise** art materials.

Implementation

Whole Class

- **Discuss** with class the Aboriginal artwork you have chosen, and ask how animal tracks are represented in the pictures/paintings. What do they usually look like?
- **Talk** to the class about how Aboriginal artwork can tell a story, and the animal tracks are part of this. Show an example of artwork and tell a story that goes with it.
- **Explain** to the class that they are going to do their own paintings with animal tracks.
- **Encourage** the students to think about a story of their own, they could have in their painting, using animal tracks. Tell the students they will be using the story from their painting in another lesson.
- **Encourage** the class to begin their artwork, maybe by using some of the animal tracks they have previously learnt.
- **Store** completed paintings to use in next lesson.

ASSESSMENT

- Observe level of participation and attentiveness.
- Observe student's completed artwork and quality of this.

Acknowledgements / Thanks to contributors.

Thanks to Ann Jacobs and Carol Ryder for their valuable input into this lesson plan.

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Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program

