



# Learn-A-Torium project 5: painting illustrations on tiles



This series of lessons shows how Mt Lockyer Primary School began its Learn-A-Torium project which involves developing an outdoor classroom that links cultures. The focus is earth stewardship through culture.

- Learn-A-Torium project 1: overview of development
- Learn-A-Torium project 2: local Elder tells Creation story, Kinjarrling Dreaming
- Learn-A-Torium project 3: creating a story board
- Learn-A-Torium project 4: designing draft illustrations
- **Learn-A-Torium project 5: painting illustrations on tiles**
- Learn-A-Torium project 6: drafting the story
- Learn-A-Torium project 7: final copy of Creation story
- Learn-A-Torium project 8: creating illustrations for Creation story

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓	✓	✓	✓

### 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
✓	✓ ✓	✓ ✓	✓	✓ ✓

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Albany</b>

## TOPIC INFORMATION

### PURPOSE

- To provide students with opportunities to learn, understand and engage in another culture.
- To develop a reciprocal understanding of cultures.
- To provide students with opportunities to explore and appreciate their local environment through an Aboriginal perspective.
- To encourage disengaged students' (and others') involvement in a 'hands on' approach to learning.
- To create an outdoor classroom as a stimulating learning environment.





## STUDENT OUTCOMES

- Students engage in a ‘hands on’ approach to learning.
- Students are involved in:
  - identifying the main events in *Kinjarrling Dreaming*;
  - creating a story board of *Kinjarrling Dreaming*;
  - breaking the story into main events to illustrate;
  - drafting pictures of main events (tile size);
  - submitting to steering committee to select a picture for each section of story;
  - recognising and appreciating many styles of indigenous art;
  - completing stages to produce a painted tile for each story section; and
  - experiencing a different medium for their artwork.

## KEY BACKGROUND POINTS

Local Elder, Lynette Knapp, told the classes at our school the Creation story, *Kinjarrling Dreaming*, but to complete a similar project elsewhere, substitute another Creation story from your area.

Lynette Knapp’s story is presented as **Learning Guide 1: Noongar Creation story** in lesson 3 (APAC056). She has given permission for this story to be told to others, using only her words as related there. When introducing this story, please show due respect and acknowledge that this is a Dreaming/Creation story belonging to the Knapp women of the Mearninga people.

Prior to this lesson, students have:

- heard the Creation story, *Kinjarrling Dreaming*, that tells of how Albany landforms came to be, as related by Noongar Elder, Lynette Knapp;
- done group oral retellings of the story;
- made a group story board identifying the main events in the story to use when doing illustrations for the tiles; and
- produced a design of part of the story, to be illustrated on a tile.

## CULTURAL & PROTOCOL CONSIDERATIONS

- Seek approval and permission from the local Elders for the stories to be used by the whole school community in a visual story for the Learn-A-Torium.
- Ensure terminology and symbols are approved by local Noongar community (e. g. Friendship Poles was the name decided on rather than Totem Poles).
- If you choose to use it, ensure that the story, *Kinjarrling Dreaming*, is related exactly as written above as that the way it was told to my class and written by Lynette Knapp.
- Ensure that correct pronunciation of the Noongar words is used.

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
CD-ROM	DUIT Multimedia	<i>Moorditj</i>	copy in all schools, or from DUIT Multimedia, UWA.





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- designs from lesson 4 (APAC057)
- white ceramic tiles 20 x 20cms
- porcelain outliners (brand name pébéo) and textas
- oven
- carbon paper

## LESSON STEPS

**Please note:** It will take 3 days to complete this activity due to the drying times between baking. You may choose to complete only those designs chosen for the Learn-A-Torium by the steering committee, or allow all students to turn their designs into tiles, and use those not chosen for a different purpose.

- **Discuss** designs chosen by the steering committee.
- **Use** carbon paper to **trace** designs onto tiles.
- **Outline** shapes in designs using porcelain outliner (brand name pébéo).
- **See** Attachment C: Student doing illustration outline on a tile: snakes fighting and forming the channel at Emu Point.
- **Allow to dry** 24 hours.
- **Bake** in oven at 150C for 35 minutes.
- **Allow to dry** 24 hours.
- **Colour** in design with pébéo pens or textas.
- **See** Attachment D (series of 10 pics): 10 completed tiles showing main events of the Creation story, *Kinjarrling Dreaming*.
- **Dry** 24 hours.
- **Bake** at 150C for 35 minutes.

## ASSESSMENT

- Participation in activity.
- Skills and techniques when using the pébéo pens or textas.
- Illustration clearly depicts the section of the story selected
- Presentation and display of finished tiles.
- Completion of **Learning Guide 1: Self-assessment of art lessons**, a rubric which may be part of art assessment for student portfolios.

### Acknowledgements / Thanks to contributors.

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Gail Linton (writer), Alwyn Evans (editor)

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





## Attachment C

Student creating an illustration outline on a tile: Snakes fighting and forming the channel at Emu Point



The following series of ten completed tiles made by the students shows the main events of the Creation story, *Kinjarrling Dreaming*.



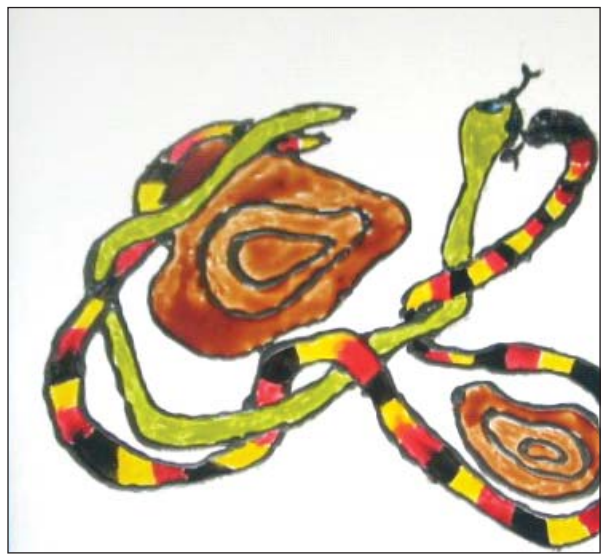
The two snakes fight, and form the islands.



The greedy snake steals food from the sensible snake's island.



The snakes fight forms Princess Royal Harbour ...



... and the mountains (Clarence and Melville).





Aboriginal people send a dog to stop the snakes fighting.



A snake bites off the dog's head, spitting it out where Dog Rock now stands.



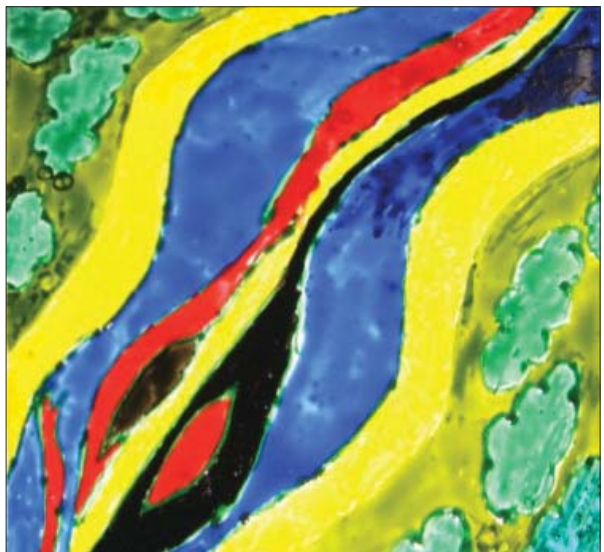
The snakes continue fighting and form Emu Point Channel and Oyster Harbour.



The sensible snake makes the greedy snake vomit up the birds' eggs to form Green Island.



The sensible snake goes away, its path forms Kalgan River.



The greedy snake goes away, its path forms King River.

