



Learn-A-Torium project 8: creating illustrations for Creation story



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:
Albany

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:
 - breaking the story, *Kinjarrling Dreaming*, into main events to write about;
 - drafting a description of main events of the Creation story, *Kinjarrling Dreaming*, to complement the illustrated tiles;
 - typing on computer descriptions of main events of the story, *Kinjarrling Dreaming*;
 - designing on computer layout for a book typing in their descriptions and leaving spaces for illustrations, and
 - completing hand drawn illustrations and publishing their book about the story *Kinjarrling Dreaming*

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 Meaninga 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;
- produced a design of part of the story, to be illustrated on a tile;
- painted the designs onto tiles;
- written draft descriptions of events depicted on tiles, and
- drafted a layout for their books of the story and typed in descriptions, leaving spaces for illustrations.

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.





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- printed pages of their *Kinjarrling Dreaming* books
- A4 paper
- drawing materials
- digital photos of painted tiles on computer
- computers
- data projector (optional)
- student copies **Learning Guide 1: Book evaluation** (this may be used with other stories)

LESSON STEPS

Preparation

- Prior to this lesson, photograph painted tiles using digital camera and download images onto computer.

Ask students to:

- have their printouts of the story, *Kinjarrling Dreaming*, on their desks;
- view slide show of digital photos of painted tiles, using data projector (or students view them on computers);
- choose whether they wish to use printouts of photos from the computer file, or draw their own pictures for their books;
- illustrate their stories (using printouts of photos or personal illustrations);
- assemble their books;
- check their pages are in the right order;
- design a cover: include title, author, and either imported photos, or drawings;
- discuss who is the 'author' – bring out that it is Lynette Knapp's story and students' books are retellings of her story so that must be written on the cover.
- complete their book covers;
- staple their books' pages together; and
- complete **Learning Guide 1: Book evaluation** about someone else's book.

On completion, students may share books with other classes and then take them to the library where they can be kept for others to read.

ASSESSMENT

Peer assessment: complete **Learning Guide 1: Book evaluation** to assess each others' books.

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LEARNING GUIDE 1: Book evaluation




Student's/group's name: _____ Date: _____

Title of story: _____

Name the writer or reteller of the story: _____

Instructions:

- Look at a book that someone else produced.
- Complete the following checklist, by ticking the most appropriate column for each point.
- Remember to be honest, to give positive comments, and not be nasty.

My evaluation of this book:			
The cover is eye-catching.			
The cover has a title and the name of the author/reteller _____			
The font is easy to read.			
The illustrations are appropriate.			
The pages are in the right order.			
The text makes sense.			
The text fits and adds to the illustrations.			

I really liked the way you _____

I wish you had _____

