

Activity 1.

Lesson Topic/Focus: Jimmy Pike (Australian Indigenous Artist)

AusVELS Domain(s): The Arts

AusVELS Dimension(s): Exploring and responding

Grade/Year Level: Grade 6

Duration of lesson: 60 mins

LEARNING OUTCOMES/STANDARDS

- Students will be able to acknowledge significant events of Australia's Indigenous history and culture through the eyes of Jimmy Pike
 - Students will be able to make connections between Jimmy Pike's artwork/design and his impact on Indigenous Australia
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ASSESSMENT CRITERIA

- Use appropriate arts language to describe the content, structure and expressive qualities of art works created in different historical and cultural contexts
 - They identify and describe influences on their own works and discuss the key features
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PRIOR KNOWLEDGE

Students have an understanding of basic art terminology
And in level 5 (AusVels) student learnt about 'The Australian Colonies.' Gaining knowledge about what life was like at that time for Indigenous Australians in the 1800s, in terms of clothing, diet, leisure, paid and unpaid work, language and housing.
Students also have an understanding of the geographical features, climate, water resources during this time and have experience comparing the present and past landscape and the flora and fauna of the local community.

MATERIALS

- Image of Jimmy Pike's clothing range found online
 - Interactive white board
 - A3 white paper, 1 per student
 - Coloured pencils
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INTRODUCTION

Show runway image of garment worn by the model designed by Jimmy Pike (display image only - focus on front model)

<http://www.madisonmag.com.au/fashion/australian-fashion/australian-fashion-week-roopa-pemmaraju.htm>

Without giving the student's evidence of the artist, use visual thinking strategies to see if they can identify and describe influences in the design. Encourage the students to discuss the piece as a whole class using appropriate arts language.

DEVELOPMENT

Summarise and reflect on class discussion from the image.
Before showing the video clip: ask the students to look out for a link with the previous image (fashion design) and Jimmy Pike "Desert Psychedelic" exhibition short:

<http://www.youtube.com/watch?v=eZJqYD9a0r8>

(encourage the students to take notes or make quick sketches)

After the video clip have an open discussion:

- *What happened in the video clip?*
- *What key events took place that shaped Pike's career?*
- *Identify what influences that inspire Jimmy Pike?*
- *What technique and style does he incorporate in his artwork?*

Revisit the image of the garment worn by the model and discuss the connections with the exhibition short:

- *What may the linear lines represent on the garment?*
- *How may the garment hold Indigenous symbolic recognition?*
- *What may of influenced the colour choice and texture?*

CONSOLIDATION AND PRACTICE

After the exhibition short discussion ask the students to respond to their new knowledge gained by designing an outfit, with the use of coloured pencils on an A3 white piece of paper. Incorporating Jimmy Pike's method by applying symbols and linear geographic meaning within their garment designs.

CLOSURE

Get the students to share their garment designs to the class, encourage them to use appropriate arts language and make cultural and historical connections, based on Jimmy Pike's artwork/designs.