

Activity 2.

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

AusVELS Domain(s): The Arts

AusVELS Dimension(s): Creating and making

Grade/Year Level: Grade 6

Duration of lesson: 60 mins

LEARNING OUTCOMES/STANDARDS

- Student will be able to create a Claymation scene whilst working collaboratively
 - Students will be able to make a scene that illustrates an understanding of Pike's life encounters
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ASSESSMENT CRITERIA

- Students use a range of sources to generate ideas and manipulate arts elements
 - Their arts works communicate ideas and understandings and incorporate cultural influences
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PRIOR KNOWLEDGE

Students have previously worked with Crayola modeling clay in Art. They also have knowledge of constructing basic storyboards.

MATERIALS

- Interactive whiteboard
 - Crayola modeling clay
 - Coloured paper and cardboard
 - Coloured pencils/texters
 - Quick dry glue
 - Scissors
 - Natural materials, ie sand, leaves, twigs, grass
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INTRODUCTION

Show Claymation video clip from 0:25 to 00:52

http://www.youtube.com/watch?v=tQj_8W_INYg

Using visual thinking strategies to briefly discuss with the whole class what connections there are between the theme of the Claymation in relation to Jimmy Pike's story.

DEVELOPMENT

Reuse Jimmy Pike "Desert Psychedelic" exhibition short and pause after separate scenes:

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

Scene 1: 0:00 - 0:42

Scene 2: 0:43 - 1:08

Scene 3: 1:10 - 1:22

Scene 4: 1:25 - 1:48

Scene 5: 1:50 - 2:18

Scene 6: 2:22 - 2:26

Scene 7: 2:27 - 2:38

Scene 8: 2:39 - 2:55

Scene 9: 2:56 - 3:20

Discuss each scene separately with the class and record dot points on the whiteboard using Feldman's Model of Art Criticism. Ask the students to briefly describe, analysis, interpret the event and the elements used to create the scene.

- *What happened in the scene?*
- *What principles of design were used?*
- *What emotions/feelings connect to this scene?*

Then ask the students to recollect the process of the Claymation and list the props and backgrounds required to build the scene

- *What characters are within the scene?*
 - *What background could be effective to retell the scene?*
 - *What materials could be used to recreate this scene?*
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CONSOLIDATION AND PRACTICE

Divide the students into pairs or groups of three and allocate them one scene from the exhibition short.

Step 1. Instruct students to roughly sketch a storyboard of their scene made of three consecutive parts. Allow them 5 minutes to complete and then to show the teacher in charge before beginning the next step.

Provide an example on the board: ie Scene 2:

part 1 - Pike at a cattle station working, wearing clothes

part 2 - Pike driving a car

part 3 - Pike learning English

Step 2. Provide the students with Claymation materials and instruct them to work with them to recreate their scenes.

CLOSURE

Allow the groups/pairs to share three key elements with the whole class of what they have achieved and what challenges they may have faced within the timeframe.