

Activity 4.

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

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 how fictional stories and illustrations can be used to represent Pike's life encounters
 - Students will be able to acknowledge how illustrations can represent meaning through elements and principals of art
-

ASSESSMENT CRITERIA

- Students use appropriate arts language to describe the content and structure
 - Student can discuss the purposes for which arts works are created in different historical and cultural contexts.
 - Student can interpret and compare key features of arts works from different cultures
-

PRIOR KNOWLEDGE

Students have an understanding of Jimmy Pike's artistic technique and knowledge of his life story. They have also explored connections between the Indigenous history of Australia and his artwork throughout the prior three lessons.

MATERIALS

- Book: Desert Cowboy by Jimmy Pike and Pat Lowe
 - Interactive white board
 - SonicPics APP
 - A4 white paper, 1 per student
 - Coloured pencils/texters
-

INTRODUCTION

Read chapter "Hunting on Wheels" in Desert Cowboy
Lowe, P., & Pike, J. (2000). *Desert Boy*. Broome, Western Australia: Magabala Books.
Without allowing students to look at the illustrations, use open-ended questions to engage students to find the connection between the story and what they had learnt about Jimmy Pike.

DEVELOPMENT

Ask the students to sit in a circle and hand around the book "Desert Child". Allow each student to select an illustration within the book and show their peers. Then ask them to select one of the questions written on the board to their classmates to discuss:

- *What is happening in this illustration?*
- *How can we determine this illustration has been created by Pike?*
- *What symbolic meaning can be seen within the illustration?*
- *Why do you think he choose this colour scheme?*
- *What emotions can be interpreted from the illustration?*
- *How would you describe the illustration?*
- *What principals of art have been incorporated?*
- *What elements of art have been incorporated?*

(Encourage students to use appropriate arts language)

CONSOLIDATION AND PRACTICE

Students are each given a A4 white piece of paper. Request the students to work individually to create an illustration from the chapter "Hunting on Wheels" in Desert Cowboy, using both coloured pencils and texters. When completed ask the students to paste their illustration in their portfolio with a brief explanation underneath.

CLOSURE

Allow the students to sit on the floor as you show their Claymation video in scene order on the interactive whiteboard using SonicPics. Use this time to encourage the students to reflect on what they have achieved throughout their focus unit on Jimmy Pike.