


Primary School
Visual Art
Program

Bush Medicine

WORKSHEET FOR LESSON PLAN 5



Rosemary Petyarre, *Medicine Leaf*
90 x 30 cms. Acrylic paint on canvas

1 | Who is the artist? (Artist)

2 | What is the name of artwork? (Title)

3 | What is the size of the artwork? (in cms)

4 | What has the artist used to make this artwork? (Medium)

5 | What genre or type of artwork is it?


6 | Draw any shapes you can see.

7 | Do these shapes represent something? If so, what?

8 | List any colours you can see.

9 | Has the artist used any painting techniques?

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ACTIVITY 5 Response to Bush Medicine artworks	This activity provides an opportunity for students to consider and respond to an artist’s artwork, to build their knowledge but also consider an artist’s viewpoint and how they communicate this through visual conventions.
Curriculum Content descriptions Western Australian Curriculum Australian Curriculum Version 8	<p>Responses to their own and others’ artworks reflecting on the use of artistic elements, using visual arts terminology.</p> <p>Responses that involve identifying the meaning of artworks from varying cultures.</p> <p>Identify intended purposes and meanings of artworks, using visual arts terminology to compare artworks, starting with visual artworks in Australia and including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).</p>
Materials	<div></div> <p>Worksheet for Lesson Plan 5.</p> <p>Images of Rosemary Petyarre, <i>Medicine Leaf</i>.</p> <p>Pencils, texas.</p>

Activity

Recap previous activities, focusing discussion on the intention of representing bush leaves and the bush floor.

Discuss the different techniques, tools and materials used to create the papers intended for use in the students' collage activity.

Discuss how artists have portrayed their own natural environment for tens of thousands of years e.g., Kimberley rock art.

Discuss with students why artists may want to share information about their environment, and why. What messages could they wish to share with others?

Display image of Rosemary Petyarre, *Medicine Leaf*.

Allow silent time for students to view the image. Ask students to be aware of their first impressions. What captures your attention? What does this work remind you of?

Display Worksheet for Lesson Plan 5.

Discuss questions 1 to 5, which seek information about the artwork. Explain/remind students that information about the artwork is under the image on the worksheet.

In an art gallery it may be on a label next to the artwork. In a book it is usually on the same page as the artwork. Students to complete questions 1 to 5.

Discuss with students questions 6 and 7. Question 6 asks students to draw shapes used in the artworks while question 7 asks students to consider what these shapes could represent.

Students complete questions 6 and 7.

Question 8 asks students to list the colours they can see in the artwork. Question 9 asks students to suggest the painting techniques that the artist may have used. In previous activities students themselves were involved in using a variety of painting techniques and may draw from this experience, or suggest other techniques such as using "dots".

Students complete questions 8 and 9.

Ask the students to explain why you think the artist has created this artwork?

The following are some examples of Year 3 student responses to the question.

"To explain different types of bush medicine that you use for different things and they celebrate it."

"So people can see what medicine they used because there was no doctors or hospitals there so they had to use plants in Utopia."

"Because he/she treasures the leaves because they are used for medicine."

"Because Aboriginals really care about the bush medicine and want people to respect the leaves. The artist also collects the leaves."

"So people understand how important Aboriginal culture and plants are important."

"To share a story to the world."

Teacher notes

For written tasks, support weaker literacy students by scribing their oral response.

Time

For this documented project, Year 3 students required one 50-minute lesson for Q 1 to 5 and perhaps a further 50 minutes for Q 6 to 9.