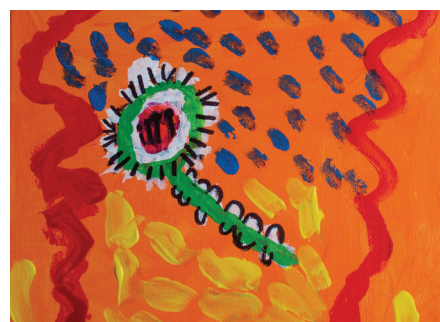
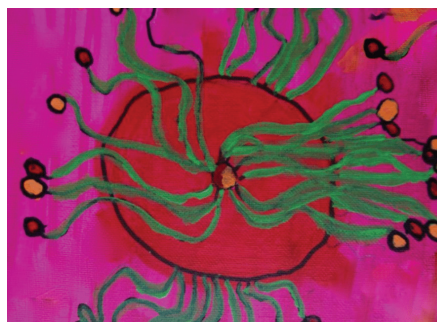


## OVERVIEW

'Jimmy Pike and Partiri Jiljkarraji' consists of five lessons based around Jimmy Pike's artwork *Partiri Jiljkarraji*. Each lesson is designed to be conducted over a 50-minute class. Lessons 6.2 and 6.5 start with a slideshow presentation and discussion, followed by a drawing or painting activity. This series of lessons continues the theme of exploring Jimmy Pike's artwork and culminates in the students creating their own original artwork depicting a local wildflower species and honouring the flower using line, shape and pattern.



<b>Lesson 6.1</b>	In Lesson 6.1, students cover a white canvas with one solid paint colour, creating a 'toned background'.
<b>Lesson 6.2</b>	Lesson 6.2 provides an opportunity for students to respond to Jimmy Pike's artwork <i>Partiri Jiljkarraji</i> through a slideshow viewing and class discussion followed by a drawing activity. Students explore indigenous wildflowers and choose one to represent in their artwork. The wildflower's characteristics, such as shape and colour, are considered as students draw and colour a representation of a wildflower.
<b>Lesson 6.3</b>	In Lesson 6.3, students draw their wildflower on their canvas using a lead pencil. This drawing is then outlined using a black permanent marker.
<b>Lesson 6.4</b>	In Lesson 6.4, students paint their wildflower's petals and stamens using acrylic paints.
<b>Lesson 6.5</b>	In Lesson 6.5, students watch and discuss a slideshow presentation and finish their artwork of a wildflower.






LESSON 6.1

WA Curriculum	MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.
Australian Curriculum (Version 8.3)	Create and display artworks to communicate ideas to an audience (ACAVAM108).
Time	For Lesson 6.1, Year 1 students require one 50-minute class to paint a canvas with one colour.
Materials	Primed canvas (20 x 25 cm shown here) or thick cartridge paper suitable for acrylic paints Permanent markers (to write name on back of canvas frame) Acrylic paint colours (variety of colours) Paintbrushes Water pots Aprons Cleaning-up equipment
Activity	<p>Discuss different ways to start an artwork. Explain that, rather than starting with a blank white canvas, students will need to choose one colour to paint as their background colour for this artwork.</p> <p>Explain that the solid paint colour is called a ‘toned background’. A toned background sets the mood or feeling for the artwork. Provide light, bright colours as students are reflecting on the artwork of Jimmy Pike.</p> <p>Explain to students that they will be painting on a canvas. Describe what a canvas is. “Canvas is plain, woven fabric or material that is very strong. It can be used to make tents, sails and bags. Artists use canvas as a painting surface. These artist canvases have the canvas stretched across a wooden frame.”</p> <p>Explain that the canvas is usually ‘unprimed’. If the canvas isn’t primed, the canvas material would suck up a lot of paint, so it’s a good idea to have it sealed and primed. The students’ canvases are brought primed.</p> <p>Demonstrate, using a marker, how students can write their name on the back of the canvas. Clarify where they should write their name, making sure it is on the canvas attached to the wooden frame section.</p> <p>Discuss choosing a colour to paint the toned background. Demonstrate painting the canvas, including the sides of the canvas. Consider the amount of paint on the paintbrush, direction of paintbrush strokes, and quality of coverage.</p> <p>Recap the two tasks for this activity:</p> <ol style="list-style-type: none"><li>1. To write their name on the canvas frame</li><li>2. To paint their canvas with an even coat of one colour.</li></ol> <p>Review how their workspace should be set up.</p> <p>Students start work, complete painting and clean up appropriately.</p>



## LESSON 6.2

<b>WA Curriculum</b>	<p>MAKING: Ideas – Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>	
<b>Australian Curriculum (Version 8.3)</b>	<p>Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109).</p>	
<b>Time</b>	For Lesson 6.2, Year 1 students require one 50-minute class to watch and discuss a slideshow and do a drawing activity.	
<b>SLIDESHOW PRESENTATION</b>		
<b>Materials</b>	<p>Slideshow presentation 'Jimmy Pike and Partiri Jiljkarraji'</p> <p>Equipment to show slideshow presentation</p>	
<b>Activity</b>	View the slideshow 'Jimmy Pike and Partiri Jiljkarraji' and discuss relevant questions, and include checking for understanding teaching points.	
<b>Slide 2</b>	<p>Allow time for students to view the first slide in silence.</p> <p>Ask:</p> <p>"What's going on in this picture?"</p>	 <p>What's going on in this picture?</p>
<b>Slide 3</b>	Read text.	 <p>Jimmy Pike Partiri Jiljkarraji</p>
<b>Slide 4</b>	<p>Ask:</p> <p>"What types of lines did the artist use to create this artwork?"</p> <p>"Can you describe the shape of the flowers?"</p>	 <p>What types of lines did the artist use to create this artwork? Can you describe the shape of the flowers?</p>

## LESSON 6.2 (Cont.)

### Slide 5

Say:  
"Describe a pattern you can see in the artwork."



Describe a pattern you can see in the artwork.

### Slide 6

Read text.

What do we mean or understand wildflowers to be?

## DRAWING ACTIVITY

### Materials

Stimulus – a collection of images or, if possible, specimens of local indigenous wildflowers  
2B lead pencils  
Sharpeners  
Erasers  
Colouring media such as textas/markers  
Paper for drawing

### Activity

Explain that over the next few lessons, students will create a painting. This painting will be of indigenous wildflowers.

Add to the explanation that they will be thinking about Jimmy Pike and reflecting on the way his artwork shared places and things that were special to him. Discuss how he made these places and things look special by choosing colours, lines and shapes to focus on them, and how often his artwork is bright, beautiful and colourful.

Ask students to choose one type/species of wildflower and draw a representation of it, using pencil first and then adding colour with textas.

Review how their workspace should be set up and the materials and equipment students will need.

Students start work, complete artwork and clean up appropriately.



LESSON 6.3






WA Curriculum	MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.
Australian Curriculum (Version 8.3)	Create and display artworks to communicate ideas to an audience (ACAVAM108).
Time	For Lesson 6.3, Year 1 students require one 50-minute class to draw and outline their wildflower design onto their canvas.
Materials	Students' painted (toned background) canvases (from Lesson 6.1) Students' wildflower drawings and original visual stimuli (from Lesson 6.2) 2B lead pencils Sharpeners Erasers Permanent black markers
Activity	<p>Review previous lessons; focus the discussion on linking activities as part of a creative process.</p> <p>Display an example of a flower drawing from previous activity.</p> <p>Discuss the differences that need to be considered when drawing for an image that will be coloured in with texta/marker compared to one that will be painted with a paintbrush, such as size of texta nib compared to the size of paintbrush tip, control of the tools, etc.</p> <p>Explain that, because of the differences in tools used, students will need to adjust their wildflower drawing.</p> <p>Discuss the size of the drawing and the placement of the drawing on the canvas, reminding students to allow enough space to include the lines, shapes and patterns around the drawing.</p> <p>Review how their workspace should be set up and the materials and equipment students will need.</p> <p>Referencing their original drawings on paper, students draw their wildflower onto their canvas using a lead pencil. Then they trace its outline with a black texta/marker.</p>

LESSON 6.4



WA Curriculum	MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.
Australian Curriculum (Version 8.3)	Create and display artworks to communicate ideas to an audience (ACAVAM108).
Time	For Lesson 6.4, Year 1 students require one 50-minute class to paint their wildflower’s petals and stamens.
Materials	Students’ canvases with outlined wildflower drawings (from Lesson 6.3) Acrylic paints Paintbrushes (thick and thin) Water pots Aprons Cleaning-up equipment
Activity	<p>Review previous lessons. Explain that the next part of the process is to paint the wildflower’s petals and stamens only, no leaves or stems in this lesson.</p> <p>Ask students to compare the differences they experienced when drawing the wildflower on paper compared to drawing on canvas.</p> <p>Ask students what artistic decisions they expect they will need to make when painting the flowers for this activity. For example, different colour textures compared to the paint colours, the difference in the size of paintbrush tip compared to a texta nib.</p> <p>Demonstrate painting a flower petal. ‘Think aloud’ your artistic decisions. For example, say: “Have another look at your flower. What colour will you need? What size paintbrush will be suitable for painting that shape and size?”</p> <p>Then demonstrate applying acrylic paint onto the paintbrush. Point out how far to dip the paintbrush into the paint, how much paint to load onto the paintbrush, how to hold a paintbrush.</p> <p>Point out that when positioning the paintbrush on the canvas to paint the petals, the paintbrush doesn’t need to touch the line but goes inside the line. As the artist gently applies pressure to the brush, it moves the bristles so that the paint reaches the edge of the shape.</p> <p>Remind students that the task for this activity is to paint their wildflower only. Review how their workspace should be set up.</p> <p>Students start work, complete painting task and clean up appropriately.</p>

## LESSON 6.5

<b>WA Curriculum</b>	<p>MAKING: Production – Use of visual art elements and techniques to create 2D and 3D artworks that communicate an idea to an audience.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>
<b>Australian Curriculum (Version 8.3)</b>	<p>Create and display artworks to communicate ideas to an audience (ACAVAM108).</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAM109).</p>
<b>Time</b>	For Lesson 6.5, Year 1 students require one 50-minute class to view a slideshow and finish their artwork of a wildflower.
<b>SLIDESHOW PRESENTATION</b>	
<b>Materials</b>	<p>Slideshow presentation 'Jimmy Pike Flower Painting'</p> <p>Equipment to show slideshow presentation</p>
<b>Activity</b>	View the slideshow 'Jimmy Pike Flower Painting' and discuss relevant questions, and include checking for understanding teaching points.
<b>Slide 2</b>	<p>Read text.</p> <div>  <p>Jimmy Pike painted artworks about places. Many of his artworks were about his Country. He drew and painted with bright, vivid colours.</p> </div>
<b>Slide 3</b>	<p>Read text.</p> <div>  <p>Places that were special to him were sometimes drawn and painted with lines or patterns circling around.</p> </div>
<b>Slide 4</b>	<p>Read text.</p> <div>  <p>He used colours that were bright and when placed next to each other added to the energy of the artwork.</p> </div>



## LESSON 6.5 (Cont.)

### Slide 5

Read text.

Discuss how artworks can be created to look bright, energetic and colourful.



Notice Jimmy Pike's use of line and colour in his artwork. Think about how you will paint your wildflower's leaves and stems using line, pattern and colour.

### Slide 6



## WILDFLOWER PAINTING ACTIVITY

### Materials

Students' canvases with wildflower paintings (from Lesson 6.4), acrylic paints, paintbrushes (thick and thin), water pots, aprons, cleaning-up equipment

### Activity

Review previous lessons.

Explain that the final part of the process is to paint the wildflower's leaves and stems.

Review how their workspace should be set up and the materials and equipment students will need.

Students start work, complete artwork and clean up appropriately.

