

Jimmy Pike and Japingka Country: Shape and Feelings

OVERVIEW

'Jimmy Pike and Japingka Country: Shape and Feelings' consists of two activities and a slideshow viewing (and discussion). The lessons can be conducted over two 50-minute classes. Lesson 2.1 involves a short slideshow viewing and a discussion, followed by a painting activity using student-made stamps representing emotions. Lesson 2.2 completes the 'feeling' artwork that students started in Lesson 2.1.



Lesson 2.1

Lesson 2.1 comprises two activities. In the first, the students view a slideshow that gives them an opportunity to respond to Jimmy Pike's artwork *Japingka Country* through class discussions. The discussions consider the artist's portrayal of a place using art elements such as shape, and how his artistic decisions affect the way the viewer sees and responds to the artwork. In the second activity, the students create a stamp shape that represents a chosen emotion.






Lesson 2.2

In Lesson 2.2 students paint lines on their stamped 'feeling picture' that they created in Lesson 2.1 to visually depict an emotion.



LESSON 2.1

Time	For Lesson 2.1, Year 1 students require one 50-minute class to view a slideshow, and to make a stamp and start to create their feeling picture.	
SLIDESHOW PRESENTATION		
WA Curriculum	RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.	
Australian Curriculum (Version 8.3)	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).	
Materials	Slideshow presentation 'Jimmy Pike and Japingka Country – Shape and Feelings' Equipment to show slideshow presentation.	
Activity	Using the slideshow 'Jimmy Pike and Japingka Country – Shape and Feelings', respond to the artwork and discuss relevant questions, and include checking for understanding teaching points.	
Slide 2	Allow time for students to view the first slide in silence. Ask: "How does this artwork make you feel?"	<div></div> <p>How does this artwork make you feel?</p>
Slide 3	Ask: "What's going on in this picture?"	<div></div> <p>What's going on in this picture?</p>
Slide 4	Read text. Ask: "Why do you think he has called it <i>Japingka Country</i> ?"	<div></div> <p>The artwork was created by Jimmy Pike.</p> <p>He named the artwork <i>Japingka Country</i>.</p> <p>Why do you think he has called it <i>Japingka Country</i>?</p>

LESSON 2.1 (Cont.)

Slide 5

Read text.

Jimmy Pike's family are Walmajarri people of the Great Sandy Desert. Japingka waterhole was the main jila in Jimmy Pike's country. Jila means waterhole, and this source of water was very important.

There was water there all year round. Sometimes people had to dig to find the water but there was always water for the local people and for the animals.

Japingka jila was an important meeting place. Water sources are sacred places to Aboriginal people of the desert.

Slide 6

Ask:

"Would you describe the orange shape in the middle of the artwork as a geometric or an organic shape?"

"Why do think Jimmy has placed this shape in the middle of the artwork?"

"What could he be sharing with us?"



Would you describe the orange shape in the middle of the artwork as a geometric or an organic shape?

Why do you think Jimmy has placed this shape in the middle of the artwork?

What could he be sharing with us?

Slide 7

Read text.

Ask students to share three words that describe the artwork *Japingka Country*.



Thinking back to how the artwork makes you feel, share three words that describe the artwork *Japingka Country*.

Slide 8

Read text.

Ask students to share a feeling they could paint about.

Continue reading text.

Today I would like you to think of a word that describes a feeling.

With your partner, share a feeling you could create an artwork about today.

LESSON 2.1 (Cont.)

STAMP-MAKING ACTIVITY

Next, having viewed the slideshow and discussed Jimmy Pike's *Japingka Country* artwork, students can create a stamp to represent a chosen emotion. (In the next class [Lesson 2.2], they will add lines to their stamp 'feeling' picture to further describe this feeling visually.)

WA Curriculum

MAKING: Skills – Development of artistic skills through experimentation with shape to create artwork. Exploration of techniques and art processes.

RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.

Australian Curriculum (Version 8.3)

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).

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).

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).

Materials

Image of Jimmy Pike's *Japingka Country* artwork, A3 paper, shape stamps or potato halves* and hair bobby pins to carve into potato, foam trays with sponges for stamping, acrylic paint (range of colours), paintbrushes.

Activity

Explain to students that for this activity they will be painting an artwork. Their artwork is a way to respond to the artwork we have viewed and talked about in our class discussion.

Refer to Jimmy Pike's artwork *Japingka Country*, discussing his use of line and shape.

Display a range of different types of shapes, discuss/teach or review organic and geometric shapes.

Discuss/explain that shapes can be realistic when they look exactly like a real-life object, or shapes can be symbolic, like a heart.

Display and discuss types of feelings and the shapes that could express such feelings. Brainstorm (visually) different types of feelings: excited, happy, calm, etc.

Ask students to consider a feeling they would like to share in their artworks.

Ask students to consider which shape can share the feeling they wish to be represented in their artwork, or a shape could give them a new idea of a different type of feeling they would like to share in their artwork.

Refer to Jimmy Pike's orange shape being in the middle of his artwork. Demonstrate how to print using a stamper. Discuss how to apply paint onto the stamper, how much pressure (an up and down action), then how to print (once again, an up and down motion, avoiding any side-to-side motion as that will cause smudging and may make it difficult to see the printed shape).

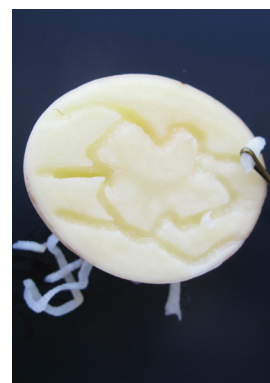
If the students are making potato stampers, allow them time to do this first. Hand out the A3 paper with student's name on the back.

Demonstrate using printing/stamping stations as a workspace. Set up each workspace with a single colour.






Instruct students to take their paper to the desk with a printing colour that they feel suits their chosen feeling. Instruct students to stamp/print a shape in the centre of their paper.

When one or two students have finished, stop the class and instruct them on the clean-up routine once they have finished their artwork.

* Stamps can be made using a potato cut into two, and then, using the back of a hair bobby pin, scrape a design out of the potato flesh.



LESSON 2.2

WA Curriculum	<p>MAKING: Skills – Development of artistic skills through experimentation with line to create artwork. Exploration of techniques and art processes.</p> <p>RESPONDING: Personal opinions, feelings and ideas about artwork they view and make.</p>	
Australian Curriculum (Version 8.3)	<p>Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).</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>	
Time	For Lesson 2.2, Year 1 students require one 50-minute class to complete their 'feeling picture'.	
Materials	Image of Jimmy Pike's <i>Japingka Country</i> artwork, students' stamped 'feelings' artwork (from Lesson 2.1), acrylic paint (range of colours), paintbrushes	
Activity	<p>Reflect on the use of line, shape and colour in Jimmy Pike's artwork.</p> <p>Reflect on the previous activity (Lesson 2.1), where students stamped a shape, which depicted their chosen feeling.</p> <p>Explain that, for this activity, students are to continue this artwork by adding painted lines. These lines also need to depict and add to the representation of their chosen feeling. They can choose the type of lines they use and the colours they use. For example, an artist sharing the feeling 'excited' might choose a very curly line springing from their shape to share the feeling of being excited. Or another artist might choose the feeling 'angry' and paint strong thick, zigzag lines. Choice of colour is another way an artist can communicate a feeling, for example an artist might feel orange, yellow and pink are happy colours.</p> <p>Demonstrate setting up of workspace – A3 paper with the student's stamped shape on it, paintbrushes, a range of acrylic paints, water pot to wash brush when changing colours, aprons on, washing up equipment.</p> <p>Instruct students to set up their workspace and then to use a paintbrush to paint different types of lines around their shape expressing their chosen feeling.</p> <p>When one or two students have finished, stop the class and instruct them on the clean-up routine once they have finished their artwork.</p>	   <p>"Mad"</p>  <p>"Shy"</p>  <p>"Happy"</p>