

## OVERVIEW

'Jimmy Pike: Line, Shape, Colour and Texture' consists of a making activity that can be conducted over one 50-minute class.



### Lesson 5

Lesson 5 provides an opportunity for students to reflect on Jimmy Pike's artworks and on previous class discussions and activities. The students reflect on these experiences, and use their reflections to guide their explorations. Working in pairs, students collaborate with each other, respecting and valuing each person's ideas and skills. Using a different group of materials than in previous activities, students create an 'ephemeral' artwork based on the idea 'Thinking about Jimmy'.



## LESSON 5



### WA Curriculum

**MAKING:** Skills – Development of artistic skills through experimentation with shape, colour, line, space and texture 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).

### Time

For Lesson 5, Year 1 students require one 50-minute class to work in pairs to make an 'ephemeral' artwork.

### Materials

Images of Jimmy Pike's artworks – including *Rainbow Serpent*, *Japingka Country* and *Jila Japingka*  
Sand trays (old desk trays were used here)

Coloured sand (red sand, purchased from a hardware store, was used here)

Brightly coloured paper to line the sand tray

A variety of manmade and found objects (e.g. coloured wool, pipe cleaners, feathers, pebbles, etc.)

(A sand sieve is handy for dismantling the artwork – in particular, to collect the pebbles)



## LESSON 5 (Cont.)

### Activity

View a range of artworks by Jimmy Pike and encourage students to reflect on their experiences learning about the artist.

Discuss ephemeral art. For example, say: "Sometimes artworks can be temporary, in that they are not kept for a long time. They are happenings and we can record them; for example, chalk drawings on concrete before the rain washes them away. Sometimes we can use our memory to remember an artwork and our experience making it. We can take a photo of the artwork, or we can video ourselves making the artwork and show what the final piece looks like. We can even draw a picture of ourselves making an artwork!"

"Today you are working in pairs and creating an ephemeral artwork. Once you have finished the artwork, we can take a photo to remember it and then we will dismantle it (a bit like making a Lego car and then pulling it apart so that someone else can make a rocket out of the Lego pieces)."

Examine and discuss the possibilities of the materials to be used. Encourage students to slow down, to take time with their artwork. This process can begin with exploring the materials before the students move to the sand trays. Invite students to draw upon all of their senses to explore the materials. For example, say:

"What does the pipe cleaner feel like in your hand? I wonder if it feels different if you change the shape of the pipe cleaner."

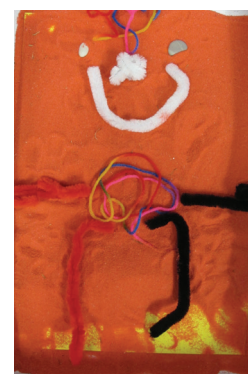
"Is the pebble cold in your hands? How would describe the texture of the pebble: what does it feel like? What does the sand feel like as it moves on the coloured paper? Does it make a sound?"



Students work in pairs. Discuss the social skills involved in working with a partner.

Students move to their workspace, and begin creating their artwork. Observe students during this creative process. Consider possible moments to encourage students to notice different elements in their work. For example, say: "I notice you've created a wavy line with your placement of the bright, blue wool." Also you might ask questions that help students reflect on their artwork. For example: "I wonder about the shapes you have made. I can see a red and white striped love heart shape and I can see a thin brown circle with pebbles following that shape. Can you tell me something more about this shape?"

When both students feel the artwork is completed, the piece is documented (in this case a photo was taken). Students dismantle their artwork and place the materials according to the workspace set-up for others to use.



"Jimmy Pike"