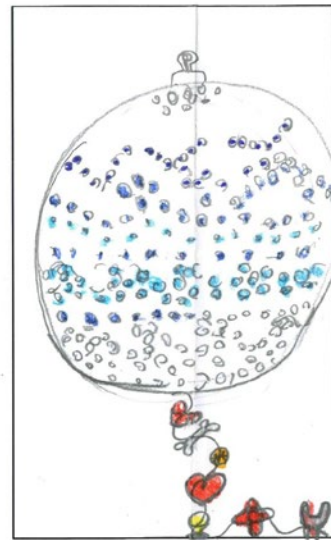


I chose the colour blue because it represents the beach and I chose it because we live in a beach house. The dots are shaped to represent the waves and the <sup>waves</sup> are also like a rollercoaster because there are a few ups and downs. I chose the colours light blue, dark blue, and white because that represents the time of the day.



## ACTIVITY 13

### Final artwork reflection

#### Curriculum

Western Australian  
Curriculum Content  
Descriptions

Responses to their own and others' artwork, reflecting on meaning using visual art terminology.

Australian Curriculum  
Version 8.3 Content  
Descriptions

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAR112).  
Identify intended purposes and meanings of artworks, using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).

#### Materials

Final Artwork Response Worksheet for Lesson Plan 13.  
Students' finished artwork.  
Writing and drawing equipment.  
Visual images of Sarrita King's *Ancestors* artwork.

#### Activity

Display students' finished artworks.  
Reflect upon the project, its process, its intention and the influence of Sarrita King's artwork on the students' artworks.  
Display the Final Artwork Response Worksheet.  
Discuss Question 1, which requires a drawing of their artwork. As the artwork is three-dimensional, students will need to choose one view of the artwork to draw.  
Students complete the drawing for Question 1.  
Discuss Questions 2, 3, 4 and 5.  
Students complete the Questions 2, 3, 4 and 5.  
Regroup students, review the concept of "layers" (land layer and ancestry layer) discussed in earlier activities. Relate this "layer" concept to students' own artworks.  
Discuss Questions 6a and 6b.  
Students complete Questions 6a and 6b.

#### Time

For this documented project, Year 4 students required one 50-minute lesson.