Making in Visual Arts: Exploring, developing and sharing

Australian Curriculum: The Arts

Transcript of video 3 of 4

This video is available from www.qcaa.qld.edu.au/arts-visual.html.

Australian Curriculum: The Arts is available from www.qcaa.qld.edu.au/32902.html.

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Teaching excerpt

This one I've done here [indicating artwork on wall], I'll just show you this one [picks up artwork from desk] I've done on my place. This is where I live, in the middle. This is my house, this is the Brisbane River, this is the city.

Now what I've done is I've looked at the symbols that Aboriginal [people] and Torres Strait Islander [people] use and used that as my inspiration. But I've chosen my own symbols. So I've chosen things that have meaning for me. This is me, this is Mr Peisker, these are my children, this is my daughter [who] lives away from home. And the kids love that. They love to hear your story. So this one I've drawn from my imagination. The other way you can do it is draw from a map. You can actually use a map.

The Year One kids have been on excursion through the city. It had to do with transport, so they caught lots of different sorts of transports and came back. So we did one that was based on a map like this of the city [shows map of city]. So they'd been to some of these places and they were familiar with it. So they did a bird's-eye view of this.

The other thing is, just because we used a map, it doesn't mean it has to be exactly the same as the map. It can be their interpretation of it. So it doesn't have to be absolutely perfect.

I start with this [is drawing on a piece of paper]. So I might say, all right, my home is here. This is my house. This is me. This is Mr Peisker. This my daughter. And this is my son. And we live in a bend of the river. So this is the Brisbane River. We have a railway line near our house, like that. It's a little way away.

This is going to be my symbol for a railway line. I can see Mt Coot-tha from my house. So these are representing the mountains over here. And up on top of the mountains, you can see the TV aerials. So I'm putting them in as well. Over here is the city. I haven't left much room for that, but that's ok. That's the symbol for the city.

Then after that, you can add patterns. Patterning is repetition. Repetition of line, repetition of colour, repetition of shape, whatever you like. So I'm going to make my artwork a little bit more complicated or a little bit more patterned or elaborate by adding some patterns.

When we talk about patterning with lines, make sure the lines are close together and that they fill the whole space. Little practical hints

like that are what make the difference in their artworks. And once they know things, it will make a difference. So instead of just doing a few large lines, do lots of them close together. And make sure they fill the whole space like that.

Don't worry if you … if the colours run. Because you might actually … by experimenting and pushing your boundaries, you might actually learn new things. Sometimes what you think is a mistake, actually will turn out to be something really interesting.

And art's really good as a problem-solving exercise too. I make my kids make all their own decisions. If they come and say: Can I do this? I say: Well, you're the artist. You make your own decisions. I tell them not to be too precious. So if we're going to do warm colours, I might actually choose to do red round the edge of the river like that.

Yeah, and you could also talk about mixing colours. So as the yellow mixes with the red, it becomes orange. So you can actually do that as well. They may want to make their parks green and their river blue. And that's ok, if that's what they choose. They can colour anything as long as they can justify why they're doing it that way.

And that's the interesting part, actually. Listening to what they say. Sometimes you wonder why kids do things they do. But if you talk to them, often they can explain why they're doing it that way.

End of teaching excerpt