



Teaching Unit

Art Attack

Primary & Middle School

Visual Arts

Students investigate the colour, shape and patterns of a variety of organisms that can be found on the Great Barrier Reef. During their journey of discovery students get up close to the creatures of the reef and gain an appreciation for and inspiration from the diversity of colours, shapes, patterns and textures that exist in nature.

Curriculum Links

Completing this Reef HQ Education Program will develop students' ability to:

- Select and arrange images and objects for personal display;
- Design, make and modify images and objects applying elements and additional concepts to construct intended meanings;
- Identify and compare the elements and additional concepts to interpret images and objects from cultural and historic contexts;
- Develop images and objects to interpret chosen social and cultural issues; and
- Create and display images and objects to reflect an understanding of functions and purposes of public and community art.

The following unit includes suggestions for activities that can be completed before and after your Reef HQ visit.

Reef HQ Visit

This teacher resource is linked to a class visit to Reef HQ. The Reef HQ visit will enable students to:

- Gain an appreciation for the Great Barrier Reef;
- Explore visual art and design elements of line, shape, texture and colour;
- Identify additional concepts of space, balance, contrast, pattern, variation, position, movement, direction and tone;
- Consolidate concepts of length, size, similarity and difference, weight, repetition, sequence, categories, proportion, symbolism, composition, depth, abstraction and representation;
- Conceive and design, images and objects to express their experiences, feelings, ideas and observations; and
- Contextualise, critically interpret and represent a personal and community issue of concern in visual, kinaesthetic and auditory forms.



Theme Overview

Imagine a place that is so large that it can be seen from a spacecraft orbiting the Earth!

The Great Barrier Reef stretches more than 2000km along the northeast coast of Australia. Comprising more than 2900 reefs, some 940 islands and surrounding waters, the Great Barrier Reef is the largest natural feature on Earth.

Covering more than 348,000km² the Great Barrier Reef World Heritage Area is internationally recognised as a unique area of outstanding value to human kind and a jewel in the crown of the world's natural wonders.

The Great Barrier Reef a very colourful place. The organisms that live there display a diverse selection of colour combinations, shapes, textures and patterns. The reasons for this diversity are almost as varied as the organisms themselves. While some act as signals, others may serve as camouflage.

The Great Barrier Reef is under pressure. Everything we do on the reef, along the shore and even on the land affect the diverse and fragile ecosystem. The plant and animal communities that make up the Great Barrier Reef need to be protected for future generations. We can all do our bit to look after it!



Art Attack – Activity Ideas

Tuning In

Six Hat Thinking

Introduce Edward de Bonos's *Six Thinking Hats*. This process can be used to conceive, design and contextualise ideals and feelings about the Great Barrier Reef. Place cut out hats on the floor and group responses as a class.

Red Hat (Feelings) What are my feelings about the Great Barrier Reef?	White Hat (Information) What do we already know about the Great Barrier Reef?
Blue Hat (What thinking is needed) Think of ways to depict or represent images and objects to display the various aspects of the Great Barrier Reef	Green Hat (New ideas) How else could we depict or represent images and objects to display the various aspects of the Great Barrier Reef?
Black Hat (Weaknesses) What questions or issues could our artwork raise about the Great Barrier Reef?	Yellow Hat (Strengths) What key messages could our artwork deliver about the Great Barrier Reef?

Picture Gallery (electronic imaging)

Using the *GBR Explorer* and *Visual Library* as stimulus sources. Print out images of the Great Barrier Reef from the Reef ED website:

GBR Explorer

<http://www.reefed.edu.au/explorer/>

Visual Library

<http://www.reefed.edu.au/library/index.html>

Students may also wish to bring in photographs or books with pictures of the Great Barrier Reef and its islands, animals and plants.

Collage (colour, texture, size, shape, pattern)

Ask students to use brainstorming to generate ideas for as many colours, textures, sizes, shapes, patterns and shapes on the reef as they can. Record these on labels and create a collage of photographs, pictures or illustrations of the Great Barrier Reef and its inhabitants.

Galleries & Guest Speakers

Visit an art gallery when there is a marine theme showing or the Maritime museum. Invite a guest speaker who has produced marine themed objects to find out what inspired them to create their works.

Imagining Echinoderms

The names of some reef inhabitants are weird and wonderful. Many people may never have heard of them. Hearing their names could dream up all sorts of imaginary creatures and critters. Read students some names of reef inhabitants and ask them to draw and write any special characteristics of these animals. Reinforce that this is not an activity where there is a right or wrong, it's an activity that stimulates their imagination. Share student's drawings and explanations, and show pictures/video/images of the real reef creatures.

For example:

Echinoderm	Sea Squirt	Hump Head Maori Wrasse
Nudibranch	Dash-dot goatfish	Spider shell
Gastropod	Christmas Tree Worm	Sand dollar
Parrotfish	Scorpionfish	Fire coral

Preparing to Find Out

Rainbow Fish Watercolour (colour, line, shape, painting)

After reading the book *Rainbow Fish*, have students paint large sheets of blotting paper with ink in any way or pattern they wish.

When dry, cut the paper into fish shapes and place a plastic eye onto the fish's head. You may also wish to place silver or metallic scales on its body.

Pfister, Marcus. *The Rainbow Fish*. North-South Books. 1995.

Rubbery Figures (texture)

On a sheet of wax paper, draw an out line of a marine animal. Spread some white glue into the shape. Sprinkle the glue with sand/glitter/confetti. Let the glue dry and then peel the backing paper off. Encourage students to make a variety of different animals.

Line Expression Mobile (line and movement)

Students cut out distinct marine life shapes use various forms of line expression on each shape for example: parallels, cross hatch, weave, spirals, concentric circles etc...

Construct and hang mobiles show casing the diversity of marine life found on the Great Barrier Reef.

Shattered Image (shape, sequence, position, space)

Students collect marine landscape images. Tear image into strips and then glue strips in correct sequence leaving a small space (approximately 1cm) between each strip on to coloured cardboard background.

Hint: View image from a distance for best effect.

Creatures from the Deep "Blob Fold" (paint, colour, abstract, symbolism)

Place blobs of primary colours anywhere on a page, fold paper in half and massage colour out from the middle. Reopen the paper to see the image that has been created. Use a fine tip felt pen to define lines and characteristics utilising the principles of symmetry and balance. Students can then name their creature.

Finding Out

Visit Reef HQ, explore the reef up close and experience Reef HQ's *Art Attack* Education Program. Encourage students to bring their pre-prepared questions to Reef HQ for further exploration.

Discuss with students what they think they will see and what they hope to see at Reef HQ. Explain to students that the visit to Reef HQ will give them an opportunity to observe the reef up close. Through student-centred discussion, call upon students to make a list of the essential equipment they think they will need when going on an excursion to Reef HQ.

Sorting Out

Classifying

On large pieces of butchers paper or cardboard ask students to classify animals based upon different characteristics.

Ask students to suggest different categories in which to put the animals. Categories could include: all one colour, more than three colours, have stripes, have non geometric patterns, have spots, skin texture and shape.

Fish Scales

Students' collect images of organisms found on the Great Barrier Reef and categorise them according to colour/shape/patterns/size.

Select a fish body shape and reconstruct its major features (for example colour, shapes, patterns) using the collected images as its scales.

Reef Olympics

Research the different characteristics and adaptations that marine organisms that make them a little different or very good at hiding, hunting etc...

Take all of these characteristics and morph them into one organism creating what you consider to be the ultimate reef organism. Students may wish to sculpt their final creation.

Extended Design (shape, line, contrast, spacing, sequence)

Choose two contrasting sheets of coloured paper or soft card. On one piece of paper draw the outline of a sea creature then draw curved or straight evenly spaced lines through the sea creature. Cut through the sea creature along the lines (be sure to number the sections from top to bottom)

On the other sheet of coloured paper or soft card, start gluing the sections of the sea creature by number from top to bottom leaving a space between each section.

Going Further

Using sand (texture, shape, sculpture)

Visit a nearby beach or sandpit and encourage students to sculpt sand in the shape of a marine animal or plant. Ask students to express their feelings about the sand creation and the life form it represents in both oral and written form.

Capturing a Feeling (photography)

Using photography as a medium, students try and capture a feeling or communicate a personal aesthetic. Both colour and black and white photography can be experimented with as well as shutter speeds, exposure and lighting.

Popular Culture (film and video)

In groups students are given the task of producing a short film/video showcasing the Great Barrier Reef depicting its beauty and fragility to an audience.

Puppets (fibre arts)

Students design and create a set of puppets using various media. Develop a puppet show that delivers a key environmental protection message, for example "*Keep the Sea Plastic Free*".

Cartoons (design, drawing)

Design and develop a cartoon depicting an issue affecting the Great Barrier Reef. For example, pollution, over fishing, coral bleaching. Encourage students to consider any cultural, social, spiritual, historical political or economic contexts that are to be communicated or symbolised by the cartoon.

Banners (screen printing)

Design a logo and slogan focusing on the topic of *threatened species*. Create a screen print and produce a flag or banner featuring the threatened marine species and its need for protection.

Making Connections

Cultural Exchange (drawing, design, painting)

Have students view paintings from local indigenous coastal communities. From this, the students can design and paint their own x-ray or skeleton paintings.



The following websites may be useful sources of information and inspiration:

<http://www.dreamtime.net.au/index.cfm>

<http://www.aboriginalartprints.com.au/default.cfm>

<http://www.wildplaces.net.au/artgallery/gallery/>

Dioramas (3D, size, shape, colour, balance, space, depth, proportion)

Have students plan, design and construct aquarium dioramas. Students research the reef environment they wish to feature and the animals and plants that are typically found in that area.

Paper Mache or Clay (3D, sculpture and texture)

Design and create an abstract marine animal out of paper mache or clay that could be entitled *Life and its Adaptations to Water*

Camouflage (colour, balance, contrast, depth, representation)

Cut out small reef image (preferably one with an animal and a background) and glue it onto a piece of white paper. Use pastels and crayons to use the pattern of repetition to reconstruct the image from the cut out. The major aim is to immerse the original image into the reconstructed surroundings using colour, tone and line.

Graffito (contrast)

Using an A4 piece of white paper or card. Cover the whole page with oil pastels or crayons (try and use a rainbow of colours). Cover with black, white or dark blue acrylic paint. Once the paint has dried scratch out a reef image using the end of a paper clip.

Peer Tutoring

Students choose an art form that have most enjoyed and teach its technique to younger members of the school community.

Taking Action

Reef Art Exhibition

Students display or exhibit reef related art forms in school or local library. Invite an audience to view student work. Encourage students to explain the nature of their piece and give a behind-the-scenes interview with the audience.

Print on Fabric (fibre art, lino carving)

Design a reef landscape or sea creature on paper. Transfer this image onto a lino tile and carve out the design. Use a paint roller to apply paint to lino tile and then use the tile to print image onto fabric. This form can be used to create tablecloths or individual T-Shirts. This method could also be used to print onto stationary for invites to student exhibition.

Bin it (design, communicate a personal aesthetic)

Many schools, businesses, and homes have large "wheelie bins". After obtaining council approval, make up a large stencil suitable for the sides or front of these bins with a design of marine species.

Badges

Make badges with slogans about preserving and conserving specific marine plant and animal species. These slogans could describe things that could be done should be done to conserve species. For example 'Slow down: Save a Dugong'.

Murals

Seek council approval to paint marine biodiversity murals for local bus shelters, poles, or community buildings. Murals can also be created on the walls of classrooms or on approved buildings around school grounds, for example tuckshop or cafeteria.

Become a Reef Guardian School

This is an exciting, innovative program that encourages students, teachers, parents and friends to become involved in protecting our environment and the Great Barrier Reef. Reef Guardian Schools are environmentally active and participate in reef education through activities and environmentally friendly initiatives. Students and teachers promote best environmental practices and the importance of Reef protection to their communities. To find out more go to:

<http://www.reefed.edu.au/guardians/>

Reflecting

Ask the students about some of the things they have learnt during the unit. Ask them about other art forms they may wish to experiment with.



Web-sites

Queensland Studies Authority – Arts Syllabus

<http://www.qsa.qld.edu.au/yrs1to10/kl/arts/docs/syllabus/syllabus.pdf>

Reef ED

www.reefed.edu.au

Great Barrier Reef Marine Park Authority

www.gbrmpa.gov.au

Reef HQ

www.reefHQ.com.au

Australian Institute of Marine Science

www.aims.gov.au

CRC Reef Research Centre

www.reef.crc.org.au

Environment Australia

www.deh.gov.au

Discovery channel – Creatures of the Deep

www.discovery.com/stories/nature/creatures/creatures.html

ABC Online

www.abc.net.au/oceans/alive.htm

Marine Education Society of Australia

www.mesa.edu.au

Marine Teachers Association

www.wetpaper.com.au

Marine Creatures

www.enchantedlearning.com/subjects

Reef Education Network

www.reef.edu.au

References & Resources

Great Barrier Reef Marine Park Authority. (1999) *Reef Manual*, GBRMPA, Townsville.

Baker J. (1987) *Where the Forest Meets the Sea*. Sydney: Julia McCrae.

Baker J. (1991) *Window*. London: Julia McCrae.

Base G. (1992) *The Sign of the Seahorse*. Ringwood: Penguin Books.

Brown A. (2001) *Turtle's Song*. St Lucia: University of Queensland Press.

Carle E. (1987) *A House for a Hermit Crab*. London: Penguin Group.

Cole J. (1992) *The Magic School Bus on the Ocean Floor*. New York : Scholastic.

CRC Reef Research Centre. (2000) *Tropical Topics*. Environment Protection Agency.



Grant J. (2001) *Everyone likes the Sea*. Wetpaper.

Lester A. (1990) *Magic Beach*. North Sydney: Allen and Unwin.

Marcus B. (1985) *The Magic Shells*. North Ryde: Angus and Robertson.

Maris S. (2001) *At the Beach*. Wetpaper.

Murdoch K & Hamston J. (1992) *Integrating Socially: Units of Work for Social Education*. Melbourne: Eleanor Curtin.

Musso B. & Hutchinson E. (1996) *Corals and Coral Reefs and Mangroves: Teacher's guide 2*. UNESCO project.

Palmer H. (1963) *A Fish out of Water*, New York: Random House.

Parish S. (1996) *Big Picture Book of the Great Barrier Reef*. Brisbane : Steve Parish Publishing.

Pfister M. (1995) *The Rainbow Fish*. New York : North-South.

Swartz S.L. (2000) *Scuba Divers and Their Under-water Friends*. Australia: Pearson Education.

Swartz S.L. (2000) *Marine Life for Young Readers Series*. South Melbourne: Pearson Education.

Wet Paper Publishers and Consultants. (2000) *Kids and Water Series*. Australia: Wetpaper.