

Aboriginal Bark Paintings

Pre-K → 8th Grade (can be adapted for age levels)

<p>Materials & Resources:</p> <p>Brown construction paper Various “natural” colored paints (definitely black, white, red, yellow) Q-tips and/or pencils Pencils Sharpies Crayons</p> <p>For young ages (+ scissors, glue, copies of various animal outlines)</p>	<p>Artists will engage in:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 10px 2px 0;"><input checked="" type="checkbox"/> independent activities</td> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> pairing</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> cooperative learning</td> <td style="padding: 2px 10px 2px 0;"><input checked="" type="checkbox"/> hands-on</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> peer tutoring</td> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> centers</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input checked="" type="checkbox"/> whole group instruction</td> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> simulations</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> interdisciplinary learning</td> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> technology</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> self-assessment</td> <td style="padding: 2px 10px 2px 0;"><input checked="" type="checkbox"/> visuals</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> activation of prior knowledge</td> <td style="padding: 2px 10px 2px 0;"><input checked="" type="checkbox"/> a project</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> questioning strategies</td> <td></td> </tr> <tr> <td style="padding: 2px 10px 2px 0;"><input type="checkbox"/> varied learning styles</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> independent activities	<input type="checkbox"/> pairing	<input type="checkbox"/> cooperative learning	<input checked="" type="checkbox"/> hands-on	<input type="checkbox"/> peer tutoring	<input type="checkbox"/> centers	<input checked="" type="checkbox"/> whole group instruction	<input type="checkbox"/> simulations	<input type="checkbox"/> interdisciplinary learning	<input type="checkbox"/> technology	<input type="checkbox"/> self-assessment	<input checked="" type="checkbox"/> visuals	<input type="checkbox"/> activation of prior knowledge	<input checked="" type="checkbox"/> a project	<input type="checkbox"/> questioning strategies		<input type="checkbox"/> varied learning styles	
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<p>Objectives/Learning Goals</p> <p><i>TSWBAT (The Student Will Be Able To...)</i></p> <ul style="list-style-type: none"> ● TSWBAT create their own interpretation of an aboriginal bark painting. ● TSWBAT use the element of line (by painting dots) to create emphasis and repetition. 	<p>Images</p> <ol style="list-style-type: none"> 1. <i>Barramundi Fish</i>, Mick Kubarkku 2. <i>Bark Painting</i>, Maminyamandja 3. <i>Two Crocodiles</i>, Getty Images 																		
<p>Anticipatory Set/Instructional Input</p> <ul style="list-style-type: none"> ● Identify where Australia is on a map. It is about the same size of the US, however, its population is much smaller (Australia’s population is comparable to that of Texas’s!) ● Show examples of aboriginal bark paintings. Talk about the use of repeating dots that create a line surrounding the animal. Another thing to consider is that Aboriginal artists would sometimes draw with X-Ray vision (there are designs on the <i>inside</i> of the animal). ● With the group, create a list of 15-20 different animals (including marine-life, if desired). 																			
<p>Guided & Independent Practice:</p> <ol style="list-style-type: none"> 1. Each student receives 1 sheet of brown paper. Very <i>carefully</i>, tear the edges of the paper so that it resembles natural tree bark. It is important to try to tear off as little as possible so that the paper remains large. This step can be skipped for younger ages. 2. Draw the <i>contour</i>, or outline of chosen animal in the center of the paper with a pencil. For younger kids, have them choose an animal from the attached images, and cut it out. Glue it to the brown paper, or have kids trace around it. 3. Using a Q-tip or the eraser end of a pencil, dip in paint, and create a contour line out of dots around the outside edge of the animal drawing. Repeat with another color of dots. Do this about 4-5 times with different colors of paint. If desired, create designs with dots. 4. Let work dry and come retrieve artwork! Thanks for joining! 																			

Example:



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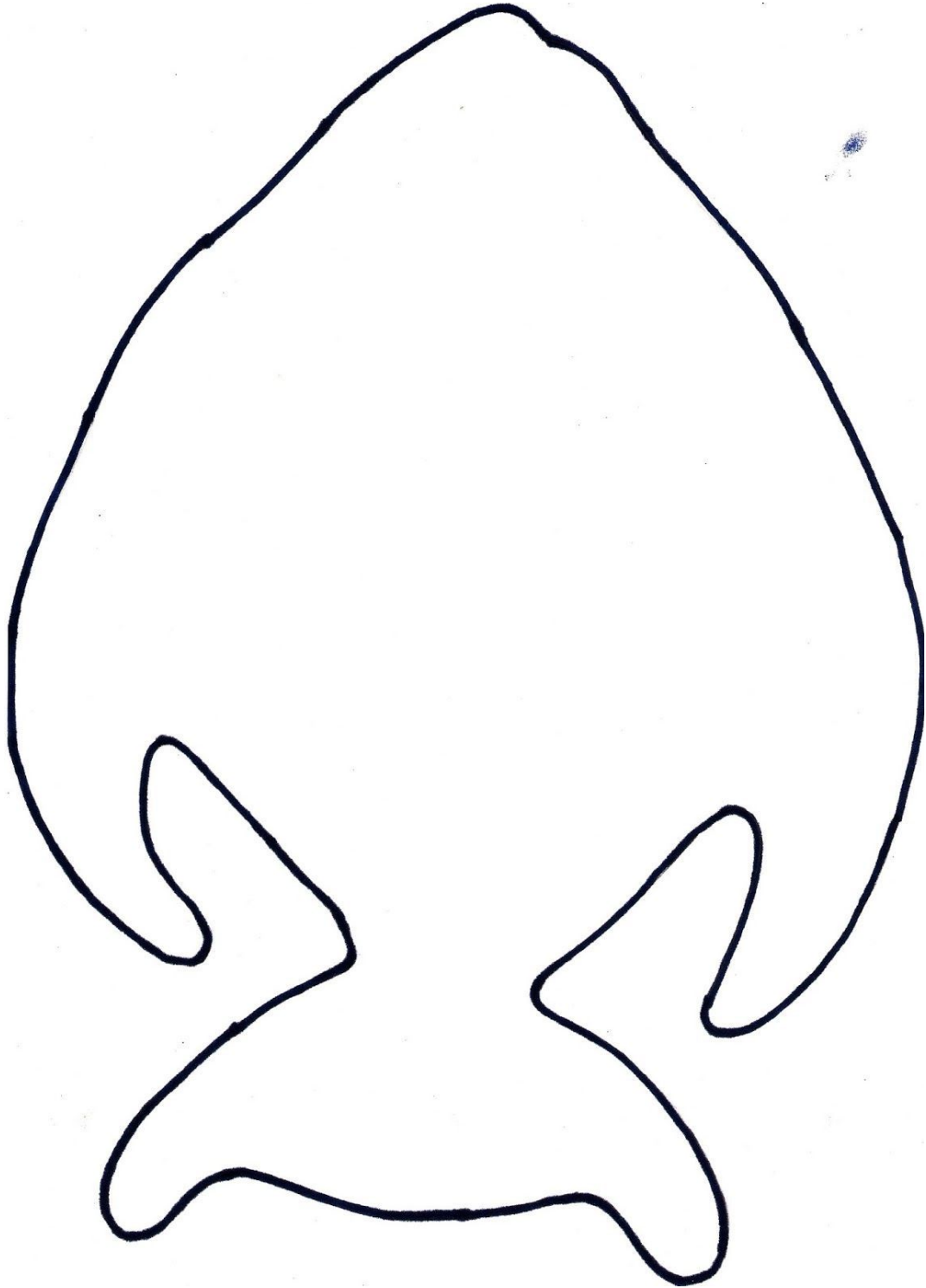


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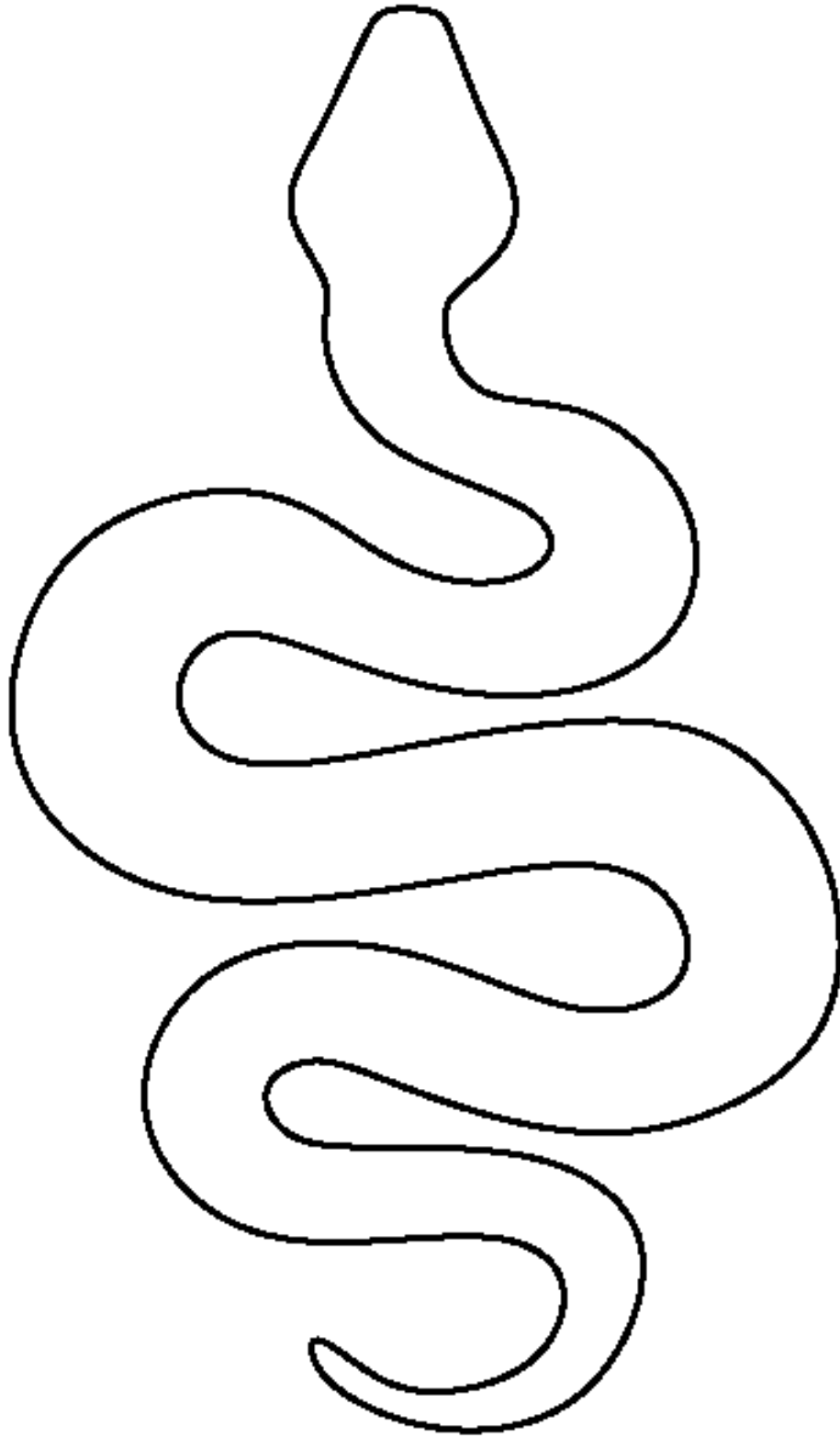
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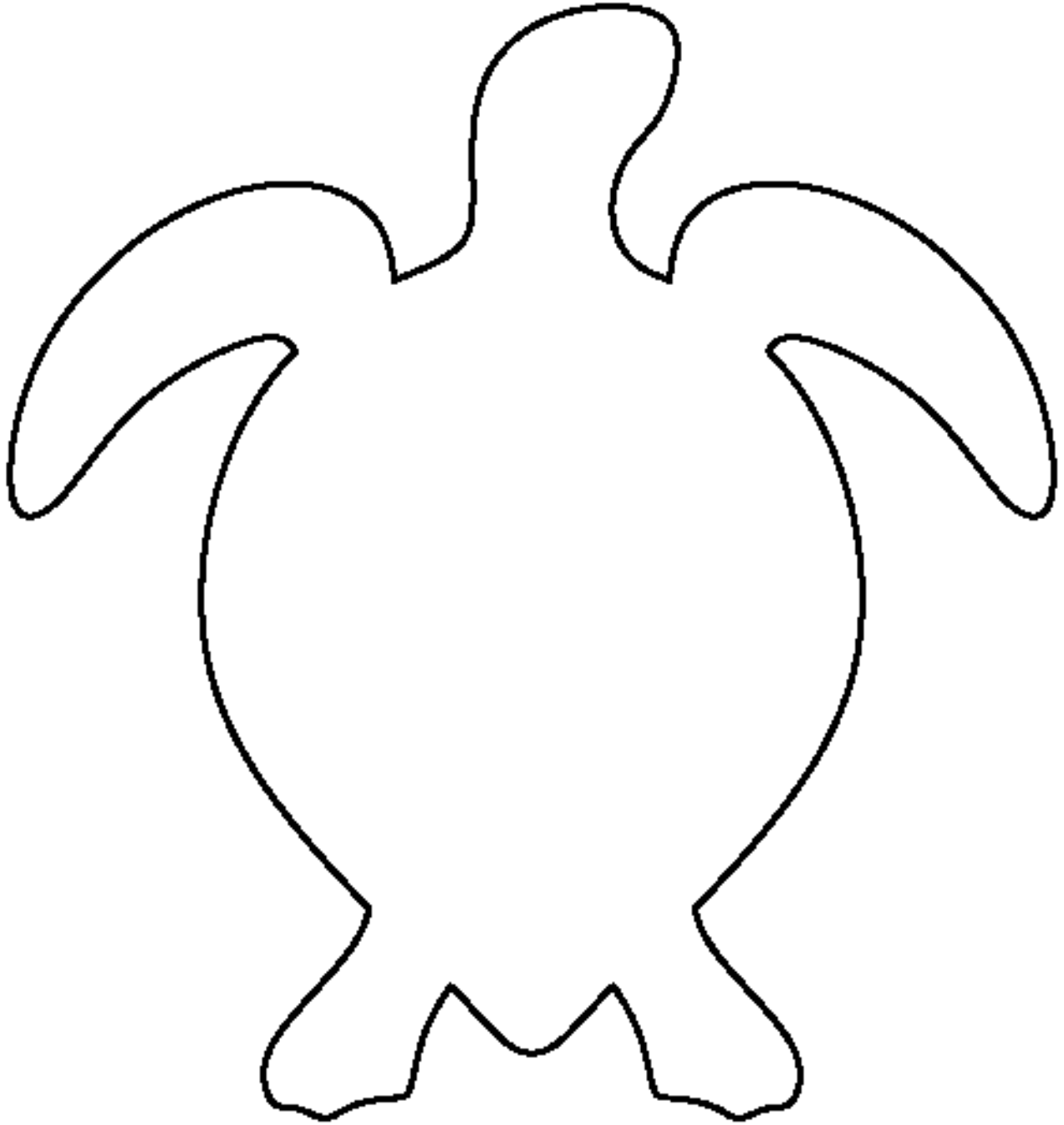




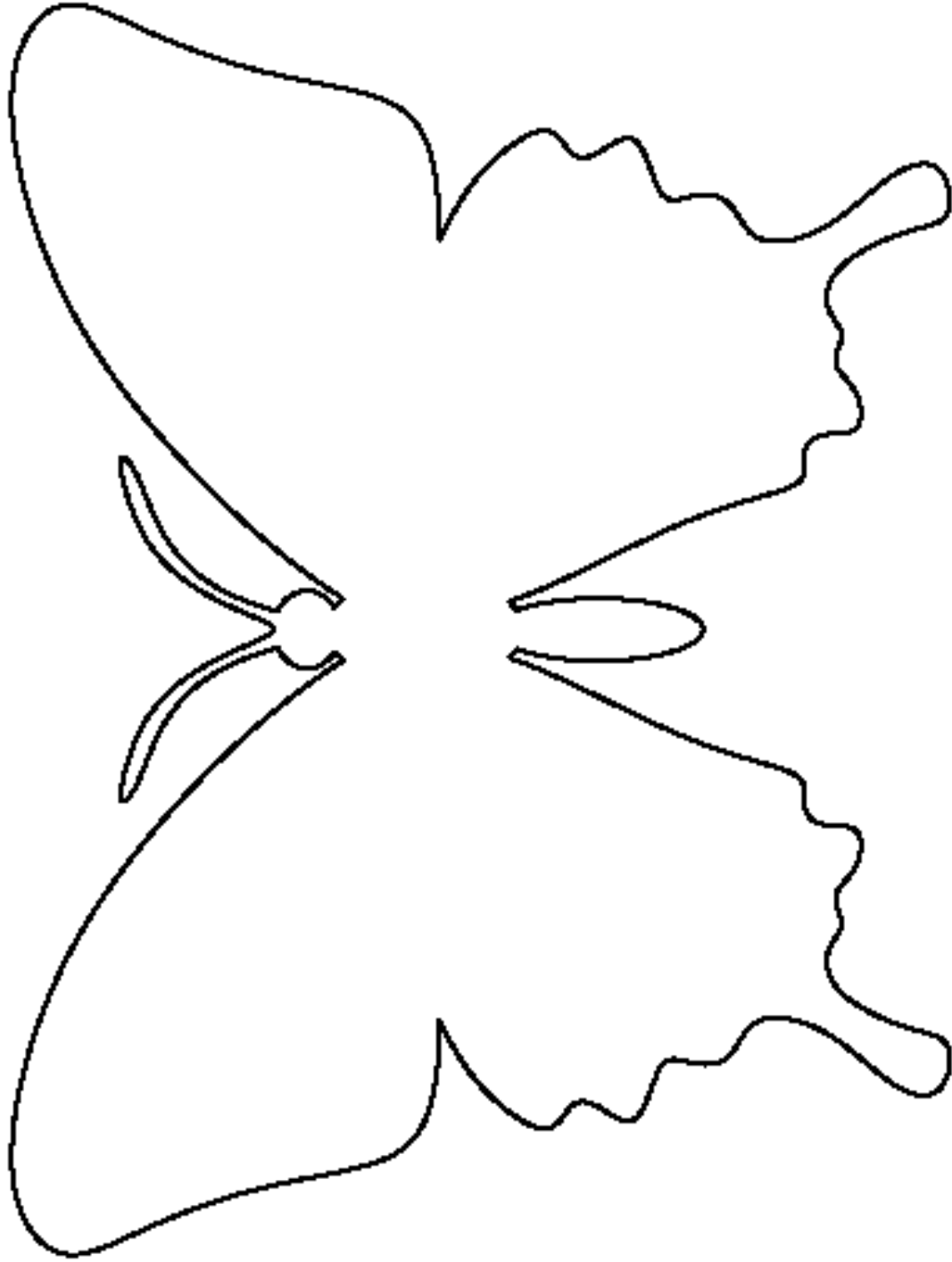
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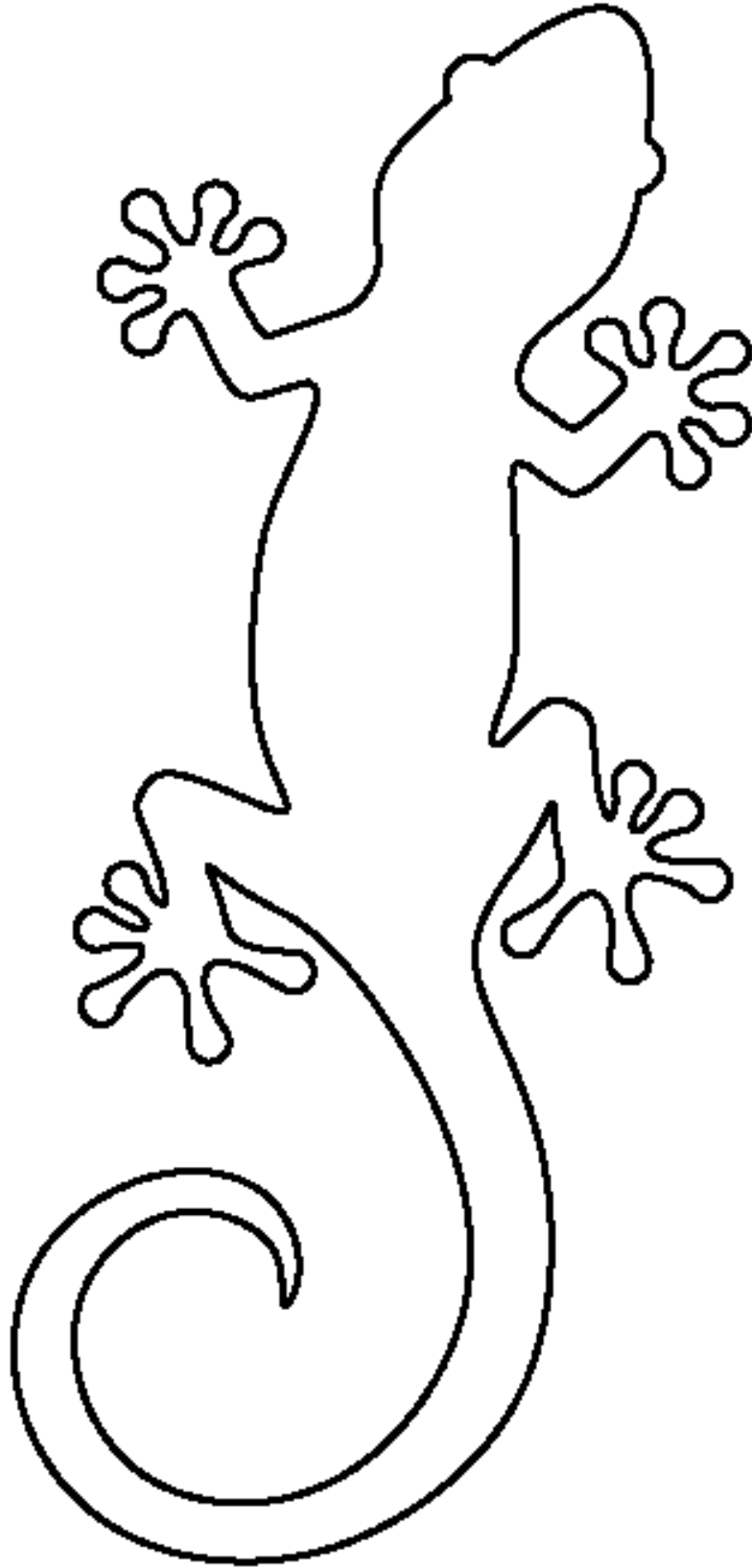
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