Ideas of how to explore the theme – ‘Our Journey’

Here are a few ideas which can be used as a starting point and how the work may be developed around this year’s theme:

<table>
<thead>
<tr>
<th>Starting point</th>
<th>Ideas for work</th>
<th>Possible outcomes</th>
</tr>
</thead>
</table>
| Darwin’s Theory of Evolution   | - Look at images from scientific journals and discuss the technical aspect of drawing i.e. proportion, scale, tone and form  
- Explore different techniques for creating detail in a drawing (e.g. cross hatching for shading, measuring and comparing size and training their eyes to adjust their drawing to the space for accuracy)  
- Students can recreate a detailed scientific illustration, or create a series of miniature sketches and make observations about how the drawings/images have changed over time  
- Children can use charcoal to sketch a figure (or each other in different poses)  
- Study naturally found objects (i.e. a pine cone) at different angels , or at different stages (i.e. in the season)  
- Look at the life cycles of certain animals and describe what happens. Consider different approaches to recording the information (i.e. through music or as a collage) | - A detailed and accurate charcoal or pencil drawing of the Theory of Evolution  
- A detailed illustration of our planet at a certain point in time or a series of illustrations showing the change over time  
- A carefully produced watercolour painting showing how a plant or animal for example, changes over time  
- A landscape illustration showing the types of animals that existed in prehistoric times – students can use a watercolour wash for the background and draw over the detail in a different medium  
- A collage of images from scientific journals – which students can paint over, or draw into, which demonstrates an understanding of composition (for example how the student has arranged or layered the images)  
- A collage depicting the journey or route of a species, or showing the historic roots of a particular animal  
- A series of miniature sculptures showing the changes that occur in an animal’s life cycle |

V1.0
### Ideas of how to explore the theme – ‘Our Journey’

| Aboriginal dreaming’s from Australian indigenous art | Research into the types of symbols used in the indigenous art. Look at the relationship between the landscape and the stories the indigenous people are telling through their art. | - A large scale dot painting in the style of an Aboriginal dreaming. 
- A careful drawing or pattern using oil pastels on black card which shows the student’s journey in an abstract form. 
- A sculpture; for example a painting on wood (or chalk on dark board), or a clay figurine – showing the story of the Aboriginal journey and traditional history. 
- A mixed media piece using the dot technique, and pattern, drawn around an image (for example a photographic portrait of an Indigenous tribe member, or even a portrait of the student’s parent). |
| --- | --- | --- |
| - Children can tell or create their own story through similar markings, colours and patterns. 
- Find out about the traditional techniques used in indigenous art. 
- Children can experiment with different types of mark-making on different surfaces and use different media to create different effects. 
- Children can select particular types of marks to create their own story depicting a particular journey they have travelled. | - Compare old and new maps. 
- Look at the types of symbols, lines and patterns used in maps to represent information. 
- Compare the types of markings in traditional Western maps to an Aboriginal dreaming. 
- Use watercolours to change the surface texture and background colours of paper. 
- Children can explore painting techniques to create antique maps. 
- Research into particular areas of interest (for example where the children were born, or where their ancestors lived) and make comparisons between the locations and where they live now. | - A large scale hand-drawn map of a particular area (for example where they were born). 
- A detailed drawing showing the journey of an animal – using careful repeated patterns and symbols. 
- A musical soundscape representing the sounds encountered on a particular journey. 
- A contemporary dance showing a journey made by the student. 
- A painting on an old map (for example a self-portrait or a journey with painted marks that represent footprints). 
- A mixed media collage showing the changes and history of a location. |
| Maps | - Compare old and new maps. 
- Look at the types of symbols, lines and patterns used in maps to represent information. 
- Compare the types of markings in traditional Western maps to an Aboriginal dreaming. 
- Use watercolours to change the surface texture and background colours of paper. 
- Children can explore painting techniques to create antique maps. 
- Research into particular areas of interest (for example where the children were born, or where their ancestors lived) and make comparisons between the locations and where they live now. | - A large scale hand-drawn map of a particular area (for example where they were born). 
- A detailed drawing showing the journey of an animal – using careful repeated patterns and symbols. 
- A musical soundscape representing the sounds encountered on a particular journey. 
- A contemporary dance showing a journey made by the student. 
- A painting on an old map (for example a self-portrait or a journey with painted marks that represent footprints). 
- A mixed media collage showing the changes and history of a location. |
Ideas of how to explore the theme – ‘Our Journey’

External links – for more reading and useful ideas:
Inspiration for artwork linking animals to their lands http://www.bigkidsmagazine.com/blog/2012/11/we-dont-need-maps.html
About soundscapes http://teachingthecreativearts.blogspot.co.uk/2012/11/music-thoughts-3-composition-soundscapes.html