

## LESSON PLAN: PRINTS AND PATTERNS

The cycles of nature are all around us and are captured by artists in many different ways. Hone your observation skills to look for symbols of nature (and even some cartoon characters) hidden in the patterns of two of our station artworks.

Then create your own artwork incorporating patterns and hide some images in it for others to find.

This activity is based on a study of *Apa Kausal* by Brian Robinson, and a comparison to *Nautilus* by Paula Savage, reflecting on the importance of the cycles of nature to both artists and the use of pattern in art. The session begins with an introduction to the artworks and the artists. There is a storytelling component that ties to elements of the artworks.

The session culminates in a creative task using materials to create an artwork resembling the mineral printmaking style. At the conclusion, students will reflect on their work.

**Suitable for:** years 3 to 6

**Duration:** 60 mins

### Objectives

In this activity students will:

- build their knowledge of Queensland artists
- study, reflect on and respond to 2 artworks
- consider the concept of public art.

### Curriculum Learning Area/s

- Visual Arts

### General capabilities

- Critical and Creative Thinking
- Ethical Understanding

### Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

### Resources

- [Download from Cross River Rail](#)
  - Lesson plan
  - Presentation
  - Copy/copies of *Apa Kausal* by Brian Robinson and *Nautilus* by Paula Savage
- In this lesson plan, a guided reading of *Patterns of Australia* by Bronwyn Bancroft is included. Similar questions could be used to discuss another picture book with relevance to the theme of patterns and camouflage.
- Blank paper (A5 size)
- Lead pencils
- The artworks could be replicated on scratch paper if available

## Presentation

Slide 1	Title slide
Slide 2	<p>Introduce the activity and Cross River Rail</p> <ul style="list-style-type: none"> <li>• Ask students if they have heard of the Gabba? What do they know about it?             <ul style="list-style-type: none"> <li>– It is a sport stadium</li> <li>– It is located in the suburb of Woolloongabba (the Gabba) in Brisbane</li> <li>– Opposite the Gabba Stadium a new train station is being built, Woolloongabba station.</li> <li>– The new station is part of the Cross River Rail (CRR) project (a new 10.2km rail line that includes 5.9km of twin tunnels running under the Brisbane River and CBD; with four new underground stations at Boggo Road, Woolloongabba, Albert Street and Roma Street.</li> <li>– The project will also deliver a new above-ground station at Exhibition, a rebuild for seven stations between Dutton Park and Salisbury; construction of three new stations on the Gold Coast; construction of two new train stabling facilities and installation of a new world-class signalling system.</li> </ul> </li> <li>• Watch this video: <a href="#">Everything you need to know about Cross River Rail</a></li> </ul> <p>Introduce the concept of public art</p> <ul style="list-style-type: none"> <li>• Today we are going to be looking at about two of the artworks that will be in the new CRR train stations.</li> <li>• Let's find out more about the station art. Watch this video: <a href="#">Find out about the art inside the four underground stations</a></li> <li>• Has anyone ever seen art in a train station before, or in some other public place?</li> <li>• Why do we have art in public places? (Art can be beautiful to look at, or make you think about something, or send a message, or all of these.) It can make a place more interesting.</li> <li>• What are some things you might need to consider when creating public art?</li> <li>• The decision to include art in the stations was made many years ago, long before the construction of the tunnels and stations started. A panel of art experts chose the artworks. Imagine how hard it would be to choose the artworks from all the artists in Queensland.</li> </ul>
Slide 3	<p>Find out more about Apa Kausal and Brian Robinson</p> <ul style="list-style-type: none"> <li>• One of the artworks we are going to look at is called Apa Kausal and the artist is Brian Robinson. This artwork will be on the platform screen doors at Boggo Road station. The other artwork is called Nautilus and the artist is Paula Savage. This artwork will be on the escalator wall at the northern entrance to Albert Street station.</li> </ul>

<p><b>Slide 4</b></p>	<p>Find out more about Brian Robinson</p> <ul style="list-style-type: none"> <li>• The artist, Brian Robinson's people come from the Torres Strait. The Torres Strait is the narrow body of water that separates the top of Cape York, in the north of Queensland from New Guinea.</li> <li>• In this area, it rains a lot and is very hot during the monsoon season or rainy season which is over summer. After the monsoon, plants and animals are abundant.</li> <li>• Is there a rainy season or monsoon where we live?</li> </ul>
<p><b>Slide 5</b></p>	<p>Let's look more closely at the artwork</p> <ul style="list-style-type: none"> <li>• In this artwork, Brian has captured the abundance of nature after the monsoon through the bright flowers.</li> <li>• Who knows what we mean by abundant?</li> <li>• What sort of colours do you see?</li> <li>• What is in the background?</li> <li>• Can you see hidden animals and other figures in the background?</li> <li>• To make this artwork, Brian creates the background using a special printmaking technique that is used in the Torres Strait, and he creates the flowers. Then he puts the 2 components together.</li> <li>• This is called collage: collage comes from a French word meaning to glue together, and collage means to combine different materials to create an artwork.</li> </ul> <p>Brian uses both traditional and digital collage – what might we mean by that? (He creates the flowers using traditional collage using paper to make the flowers, and then he digitally enhances them and digitally places them on the background.)</p>
<p><b>Slide 6</b></p>	<p>Find out more about Nautilus and Paula Savage</p> <ul style="list-style-type: none"> <li>• Paula lives on Moa Island, which is one of the islands in the Torres Strait.</li> <li>• What do you think it would be like to live on an island?</li> </ul>
<p><b>Slide 7</b></p>	<p>Let's look more closely at the Nautilus artwork</p> <ul style="list-style-type: none"> <li>• This artwork is going to be on a wall in the entrance to the Albert Street station.</li> <li>• What can you see in this artwork? What do you think it is about?</li> <li>• One of the main elements is the nautilus shells: these are very important to the Mualgal people in the Torres Strait. The nautilus shells appear on the beaches in the Torres Strait at the same time every year and they are used by local people.</li> <li>• What else can you see: the waves and tides are also important to the Mualgal people and these are shown around the nautilus shells.</li> </ul>

<p><b>Slide 8</b></p>	<p><b>Let's compare Apa Kausal and Nautilus</b></p> <ul style="list-style-type: none"> <li>• Can you see any similarities between Apa Kausal and Nautilus:</li> <li>• They are both based on a traditional Torres Strait design called minaral pattern</li> <li>• They are both expressing important elements of the cycles of nature (flowers, monsoon, animals, nautilus shells, tides, waves)</li> <li>• What differences can you see?</li> <li>• Let's look really closely at the minaral prints. There are some lines and shapes that are repeated to fill in the whole space. There are lines, curves, swirls – all sorts of shapes.</li> </ul>
<p><b>Slide 8</b></p>	<p><b>Story telling: Patterns of Australia by Bronwyn Bancroft</b></p> <ul style="list-style-type: none"> <li>• Today we are reading this book called Patterns of Australia. It is written and illustrated by Bronwyn Bancroft. Bronwyn is a Bundjalung woman from the Clarence River in northern NSW.</li> <li>• Just like Brian Robinson, Bronwyn's work is based on layers. She likes to create an outer story on the surface as well more detail in a more hidden layer.</li> <li>• As we read the book, let's look for the hidden layer.</li> <li>• Read the story, pointing out any features you think are interesting.</li> <li>• Read slowly and provide time to look closely at the illustrations. Let students know that there will be more time to look at the book before the end of the session.</li> <li>• Ask: Who thinks that they have good senses that can spot the hidden layers in the scenes around us? Even out in the city, there are things we can observe more closely and hide in our own artworks.</li> </ul>
<p><b>Slide 8</b></p>	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Both Paula Savage and Brian Robinson incorporated images of items that are important to them in their print – for Paula it is the nautilus shells, and for Brian Robinson, it is animals, animal tracks and cartoon characters.</li> <li>• Can you tell me something that is important to you? House, friends, pet, plants, sport,...</li> <li>• You are going to create an artwork that will look a bit like a minaral print, but it will show things that are important to you.</li> <li>• The first thing is to think about one or more things that are really important to you.</li> <li>• On the blank paper, draw your important thing or things. Now fill in the space between and around your important things using lines, swirls, and other patterns.</li> <li>• Transfer to scratch paper if available.</li> </ul>
<p><b>Slide 8</b></p>	<p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>• Can you tell me some of the important things that you included in your artwork.</li> <li>• Which pattern do you like the best?</li> <li>• What sorts of colour did you use and what feelings were you trying to show through those colours?</li> <li>• How does it make you feel when you look at this artwork?</li> </ul>

## Additional resources

- [FIND OUT MORE ABOUT CROSS RIVER RAIL](#)
- [FIND OUT MORE ABOUT THE STATION ART](#)
- [WATCH VIDEOS ABOUT CROSS RIVER RAIL](#)
- [GET MORE INFORMATION ABOUT THE CROSS RIVER RAIL EDUCATION PROGRAM](#)

## Australian Curriculum alignment

VISUAL ARTS	
Years 3 and 4	Years 5 and 6
<b>Exploring and responding</b>	
Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01)	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts (AC9AVA6E01)
<b>Developing practices and skills</b>	
Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)	Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials (AC9AVA6D01)
<b>Creating and making</b>	
Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)
<b>Presenting and performing</b>	
Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P01)	Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings (AC9AVA6P01)