

The GEO Project *Teacher Notes*

Overview

This Education Kit is designed to encourage students to engage with the various exhibitions whether online or in situ. The activities described in the kit are learner-centred and allow for self-directed participation. However, teachers are encouraged to review the materials and provide class learning support to make the experiences connect with the class curriculum. The following section provides advice on how to develop the activities into more complete learning experiences or units of work relating to KLAS/subjects.

These activities were developed in line with Queensland curriculum and assessment materials including the *Essential Learnings* and the Years 1-10 KLA syllabuses. For further support, go to www.qsa.qld.edu.au

The broad themes explored through the activities are environment, ecology and geography.

Specific advice regarding student activities

Upper Primary

Using The GEO Project and/or each exhibition as integrating devices, these activities were developed to encourage connected learning experiences across KLAS. The visual arts activities are central to student engagement but would also support and enhance learning in other KLAS.

Lower Secondary

The activities relating to the exhibitions provide a variety of suggestions for visual arts students to respond by researching, developing, resolving and reflecting on artworks. It is recommended that students make artworks in response to their experience of the exhibitions and the activity sheets.

Also described are activities that link to other KLA/subject areas and teachers are encouraged to collaborate across curriculum areas to create richer units of work.

The following section provides suggestions for connecting students' experiences of the GEO exhibitions (through the activities described in this kit) with classroom learning.

Most of the following activities and curriculum connections have not been identified as upper primary or lower secondary. Teachers are encouraged to develop them for use in either phase of schooling, and to suit the ability and learning needs of the students. (Note: the Sourcebook Modules listed reflect specific stages.)

Intimate Transactions

Drama

Students have the opportunity to structure ensemble dramatic action in response to the *Intimate Transactions* experience. They may refine their presentation to enhance tension and mood. A starting point might be to mimic the experience of the installation using minimal or no props and then evolve the movement through the incorporation of more extreme 'creature' or participant responses not found in *Intimate Transactions*.

English

The 'creatures' depicted in *Intimate Transactions* reflect single-celled organisms, cartoon ghosts, computer game characters and other images. The experience of standing on the 'Bodyshelf' or observing others experience the installation hints at science fiction literature. Students may respond to the experience through a creative writing task that describes a new, imagined purpose for the 'Bodyshelf' and their experience of this.

Media

Examine media technologies and genres found in computer games and contemporary gaming consoles. Compare and contrast with the *Intimate Transactions* installation, focusing on hardware, 'characterisation' and console design. Contemporary computer game consoles and equipment often include a more physical interaction than just a joystick, which the students will most likely recognise. Students may design another game or installation that reflects student interests, complete with relevant hardware.

Visual Art

Students may design and make their own versions of the *Intimate Transactions* 'creatures'. The artworks may be two or three dimensional, or ephemeral. Students could consider where and how they should be displayed and what didactic information should be included.

Antarctica – A Place in the Wilderness

Note: *Antarctica - A Place in the Wilderness* artist Judy Parrott is available to conduct educational talks, activities and residencies in schools. Please contact Museum and Gallery Services Queensland (M&GSQ) to discuss further.

Depending on the desired curriculum focus, teachers may refer to the documentation approaches by Judy Parrott as a starting point for students.

English and Media

Students may explore making a visual and/or written diary that documents a period of time. The visuals may be produced through drawings, photographs or even video. Images and written texts may be presented through journaling, PowerPoint presentations (or similar) or via online blogs. Found objects and sound may also be incorporated.

SOSE Local area study

Writing in character, students may incorporate images of primary and secondary sources into a presentation that explore causes and effects of specific historical events.

Visual Arts

Students may use images, objects, sounds and writings etc that they have developed or collected as a starting point for a 3D artwork that captures the essence of an experience or geographical location that they wish to depict.

Habitus – Habitat

SOSE Local area study

The visual arts experiences described in this section allow for an aesthetic connection to build on and enhance the work undertaken by the students in their local area study. There is also a strong connection with several of the *Replant*

activities. It is recommended that teachers consider these two exhibitions and related learning experiences when undertaking the local area study in class.

Visual Arts and Media

Students may individually or collaboratively design and make artworks for a 'Great Walk' in the school grounds or local environment. This could include the developmental designs, surveys, promotional materials and a launch. They may wish to invite relevant 'VIPs' to open or participate in the experience. The walk may incorporate:

- poems
- projections
- recycled materials
- ephemeral or temporary artworks
- a focus on sensory experiences other than visual
- approaches to artmaking evidenced in *Habitus – Habitat*
- connections with *Replant: a new generation of botanical art*
- reference to studies in *Science Life and living*, where the different feeding relationships that exist within an ecosystem may be the inspiration for the artworks/installations

Replant: a new generation of botanical art

SOSE Local Area Study

The visual arts experiences described in this section allow for an aesthetic connection to build on and enhance the work undertaken by the students in their local area study. There is also a strong connection with several of the *Habitus – Habitat* activities. It is recommended that teachers consider these two exhibitions and related learning experiences when undertaking this unit.

SOSE Indigenous issues

This exhibition includes the work of contemporary Indigenous women artists. A connection can be made with the QSA Sourcebook Module: *What's the case? Indigenous communities and rapid change*. Students may research a range of traditional Indigenous images of flora and compare these with the different artists' approaches in the exhibition. This will support the students' understandings of cross-cultural contact within a group of Indigenous and non-Indigenous artists.

Science

Students may study how Indigenous knowledge of flora and fauna contributes to scientific knowledge. Students may further research the subject matter of the exhibition's Indigenous artists to illustrate their understanding of this field of study.

Science and Visual Arts

Students explore classifying plants and animals using dichotomous keys. The scientific drawings that students make of plant specimens may be further developed into artworks reflecting the approaches of the artists in the exhibition. These artworks may be drawings, prints or paintings etc.

Safety issues

When examining plant specimens, teachers should be aware of student allergies and use caution to ensure that students do not come into contact with toxic plants.