



CANBERRA MUSEUM + GALLERY

Education Programs

Cnr London Circuit & Civic Square Canberra City / Enquiries 6207 1775

Bush Capital

Preschool - Year 2

Children will explore the exhibition *Bush Capital* and the remarkable array of native flora and fauna that inhabits the ACT region from its wetlands and rivers to their own backyard. The exhibition features a collection of works of art and specimens that showcase these species grouped by habitat. In the CMAG Studio children will explore and experiment with some of the tools and techniques artists have used to create these works; a wonderful way of introducing children to artworks within a gallery setting.

EDUCATION RESOURCES

PRE-VISIT ACTIVITY

In preparation for their upcoming visit to the *Bush Capital* exhibition we encourage students to explore the school grounds, which form part of the **'Suburban habitat'**, a theme explored in the exhibition. Many plants and animals thrive in backyard gardens and local parks in the Canberra Region, having adapted to the **urban environment**.

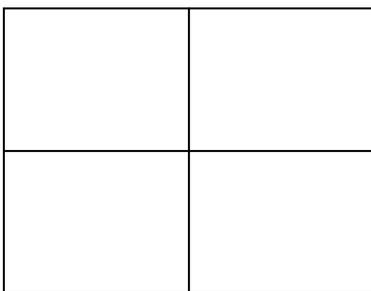
Materials:

A4 white paper Clipboards
Large butchers paper Graphite pencils

Activity

1. Fold a piece of A4 paper into four sections and place onto a clipboard with a graphite pencil.
2. Discuss the three types of living things you will be looking for (**plants, animals and insects**).
3. Ask the students to go outside into the playground and discover four **living things**, and draw one in each of the four sections on the pre-folded paper.
4. Return to the classroom and record their findings on a large sheet of butchers paper under the headings: **What did you see?**, **Where did you see it?** and **What did it look like?**
5. Discuss the way these living things inhabit the school grounds which form part of a **'Suburban habitat'**. If there are water sources such as birdbaths or garden ponds in the playground, discuss what types of living things might find this water source necessary for survival.
6. Create the heading **Suburban Habitat** with sub-headings **Plants, Insects and Animals** and place on a wall or noticeboard in the classroom. Have children cut their page of four drawings into rectangles, and arrange each drawing under the correct heading.

Example of A4 Paper



Example of Butcher Paper

What did you see?	Where did you see it?	What did it look like?

Glossary

Habitat

The natural environment or a home of a living thing

Living Thing

Any living form that possesses or shows the characteristics of life or being alive (plants, animals or insects)

Suburbia

A district lying immediately outside a city or town, especially a smaller residential community

Books for your classroom Library – found at ACT Library

1. *Rainforests of Australia: across the forest floors* by Carlie O’Connell
2. *The Book of Australian Mammals* by Charles Hope
3. *Animal Families* by Rebecca Baker
4. *Australian Backyard Naturalist* by Peter Mcinnis
5. *Amazing Facts about Australian Native by Plants* by Cathy Hope

Books to Read – found at ACT Library

1. *Diary of a Wombat* by Jackie French
2. *Possum Magic* by Mem Fox
3. *The Echidna and the Shade Tree* by Mona Green
4. *How High Can a Kangaroo Hop* by Jackie French
5. *Charlie in Charge* by Steve Parish

INFORMATION FOR TEACHERS

Bush Capital is a specialised Early Childhood / Lower Primary visual arts program conducted within a gallery and studio setting. The program aims to:

- Explore original works of art through lively discussion, games, singing and storytelling.
- Experiment with a variety of media and processes to create works of art.
- Develop an understanding and appreciation of the role of a museum and gallery.

In the gallery, children will encounter original works of art by Australian artists and engage in lively discussion, facilitated by a CMAG Access and Learning Officer. This experience is then enhanced by a structured hands-on art making session in the CMAG Studio.

Where is CMAG located?

The corner of London Circuit and Civic Square, Canberra City.

**Pre-visit call**

A CMAG Access and Learning Officer will contact you in the weeks leading up to your excursion to ask you for more information about your group/s. Please assist us at this time by providing information about any children with specific needs, including children who are from a non-English speaking background. This pre-visit call is also an opportunity to discuss ways the Access and Learning Officer can incorporate any recent classroom learning into the program.

Time frame

10:00 – 10:05 am	Introduction (5 minutes)
10:05 – 10:50 am	Art appreciation in the exhibition space (45 minutes)
10:50 – 11:15 am	Morning tea (25 minutes)
11:15 – 12:15 pm	Art-making in the CMAG studio (60 minutes)
12:15 – 12:30 pm	Pack up and goodbye

What will happen in the program?

The program runs for two and a half hours and includes a morning tea and toilet break. Upon arrival, children's bags, hats and coats are stored away. Following an introduction, children will move into the exhibition space for a facilitated tour.

During the exhibition tour, children are encouraged to look closely at, and discuss several works of art. Children will be viewing works of art from a current exhibition:

- *Bush Capital: The natural history of the ACT, 12 March – 26 June 2016*

Following the 25 minute morning tea break, children move into the CMAG Studio. Each child will then make a painting, a print, and a collage in response to works they engaged with in the exhibition.

For double programs where two class groups are attending on the same day, one group will start in the gallery and finish in the studio, while the other group will start in the studio and finish in the gallery.

What do I need to do before the visit?

Please ensure children are wearing **name tags or stick-on name labels** on the day of your excursion. The labels help us communicate with children and will be transferred to smocks for the studio component of the program.

Please ensure children are divided into **3 separate groups** on the day of your excursion. The groups could be divided by placing a coloured dot in the corner of each child's name tag. Please avoid yellow and colours that are not easily visually distinguishable from each other such as red and orange or dark blue and dark green.

Adult help and supervision is essential to run the program. We require adults to help out, however, due to space limitations no more than 10 adults [including teachers] should attend the excursion. For double programs these numbers will increase. We would appreciate if the ratio for adult to student is 1 to 4.

It would be appreciated if children's **morning tea** could be placed in a large basket rather than separate backpacks to assist in the time management of the program.

What do I need to bring with me?

- Name tags
- Children divided into 3 groups
- Parent help
- Morning tea

After the visit

Children's works of art are collated after the excursion. Allow up to four weeks for CMAG staff to arrange a time with you to collect your students' work.

Bush Capital – Education Kit

At the end of the program teachers will be given a **Bush Capital – Education Kit** comprising of a set of six A3 colour reproductions of selected works from the exhibition for use in the classroom. On the back of these reproductions is a series of associated discussion questions and practical art-based activities designed to assist teachers in further consolidating learning after the program visit.

Photography

Photography is permitted within the CMAG galleries without the use of a flash.

Evaluation

Teachers are asked to complete the evaluation form provided at the end of the program. We really appreciate your input so we can continue to improve our programs. We also value your feedback so we can maintain those elements of the program that you think work well.

CURRICULUM LINKS

Bush Capital is framed by the following Essential Learning Achievements (ELAs) in the early childhood band of development and the ACT Curriculum framework:

Every chance to learn: Curriculum framework for ACT schools

THE ARTS ELA 7 THE STUDENT CREATES, PRESENTS AND APPRECIATES ARTISTIC WORKS

Students have opportunities to understand and learn about visual arts and drama.

Students will engage with selected works from the exhibition *Bush Capital* and bring them to life through art-based games, storytelling, and role-play.

7.EC.1 visual arts, dance, drama, music and media

Students will engage with selected works from *Bush Capital* and investigate them closely through art-based games and drawing activities.

7.EC.2 basic visual concepts in painting and drawing (e.g. colour, line, shape and pattern)

Students will look closely at *Bush Capital* art pieces to appreciate the artist's use of line, colour, shape, texture and pattern-making devices. They will manipulate these elements to create visually interesting compositions in their own work.

7.EC.7 view, observe, experience and listen to a range of artistic works including those created by peers

Students view the original work of Australian artists in a gallery setting. Children create their own art works and view and discuss one another's responses.

7.EC.9 explore details and characteristics of objects, spaces, people and other living things around them (e.g. through drawing, painting, dance, drama)

Students explore the details and characteristics of the objects, spaces, people and other living things that are depicted in various works of art through guided activities both in the exhibition and the studio.

7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay)

Students will experiment with drawing, painting, collage and printmaking techniques in age-appropriate art-making activities. A wide range of art materials will be provided.

ENGLISH

ELA 8

The student listens and speaks with purpose and effect

8.EC.1 good listening and speaking behaviours and the need to take turns**8.EC.2 listening and speaking as providing opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others.**

Students will participate in lively discussions and take turns at contributing their ideas. This requires that they listen attentively, speak clearly to get their ideas across, consider the opinions of others and to be patient whilst waiting their turn.

Australian Curriculum: Visual Arts***Foundation to Year 2 Content Descriptions******Examples of knowledge and skills***

Explore ideas, experiences, observations and imagination to create visual artworks and design ([ACAVAM106](#))

Use and experiment with different [materials](#), techniques, [technologies](#) and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an [audience](#) ([ACAVAM108](#))

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia ([ACAVAR109](#))

THANK YOU

Thank you for participating in the *Bush Capital* education program at CMAG. If you have any questions about the program please contact the **CMAG Access and Learning Officer:**

02 6207 1775.



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