



# CANBERRA MUSEUM + GALLERY

Education Programs

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

## WHAT DO ARTISTS MAKE?

### Onsite Preschool Learning Program

Children will explore works of art at CMAG, then investigate these concepts further with art making in the CMAG Studio.

In the gallery, children will engage with works of art showing examples of painting, sculpture and glass making, including artists Sidney Nolan, Brian Corr, Paul House and Tom Rowney.

In the CMAG Studio, they will explore and experiment with different tools and techniques to create their own artworks.

The program is a wonderful way of introducing children to visual art within a gallery and studio setting.

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## INFORMATION FOR TEACHERS

**What Do Artists Make** is an Early Childhood visual arts program conducted at Canberra Museum and Gallery. The program will:

- Introduce children to the diversity and range of materials in the CMAG collection including sculpture, glass making and paintings.
- Develop an understanding and appreciation of the role of a museum and gallery.
- Explore narratives in works of art through discussion, art-based games, singing, storytelling, and role-play.
- Experiment with a variety of media to create individual artworks.

In the gallery, children will encounter artworks both large and small, 2 dimensional and 3D and engage in lively discussions, facilitated by a CMAG Access and Learning Officer. Learning outcomes are 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

A CMAG Access and Learning Officer will contact you in the weeks leading up to your excursion to find out more information about your group/s. Please assist us by providing information about children with specific needs, including children from a non-English speaking background. This pre-visit contact is also an opportunity to share ideas about how the Access and Learning Officer can incorporate 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 pm	Conclusion and goodbye

### What will happen during the program?

The program runs for approximately two hours and includes a morning tea and toilet break. On 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 tour children are encouraged to look closely at and discuss works of art by different artists. A morning tea break of approximately 20 - 30 minutes follows the tour. After the break, children move into the CMAG Studio. Each child will 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 on the day of your excursion. The labels help us communicate with the children. A name tag pinned high on the child's shirt is ideal as it can be easily adjusted when the child wears a smock in the studio session. Sticky labels are fine too, but they do tend to lose their adhesive properties once transferred to a smock.

Please ensure children are divided into 3 separate groups on the day of your excursion. The groups could be divided by placing a coloured **red**, **blue** and **green** dot or star in the corner of each child's name tag to indicate which 'team' the child will be in for the studio rotations. In the studio we have **red**, **blue** and **green** painting smocks that will be worn by the students and having the same three colours for the groups helps the students remember their group colour.

Adult help and supervision is essential to run the program. We require adults to help out and be hands-on (please let your helpers know that they will be active participants in the program). Due to space limitations, no more than 8 adults (including teachers) per class should attend the visit. The ideal 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 colour coded groups - **red**, **blue** and **green**
- Parent/carer help 1:4
- Morning tea

**COVID notes;** CMAG follows the [advice and guidelines](#) set out by the ACT Government, and ensures controls are in place for physical distancing, hygiene measures, and density limits. Our visitor information is [here](#). Teachers and accompanying adults are required to wear masks onsite and CMAG staff will be in masks also.

### After the visit

Children's artworks are collated by name after their visit. A CMAG staff member will contact the school when the work is ready for collection. Please allow up to four weeks to collect your students' work from CMAG reception.

### Photography

Photography is permitted throughout the program however flash photography is not permitted within CMAG galleries.

### Learning resources

This document contains online and pre & post resources for teachers to further consolidate their student's learning in the classroom.

### Evaluation

Teachers are asked to complete the evaluation form provided at the end of the program. We really appreciate your input so that we can continue to improve. Your feedback tells us the elements of the program that you think work well.

### Bookings and Inquiries

- ***What do Artists Make*** is available Monday to Friday **10am – 12.30pm** and is subject to availability. Group bookings are essential.
- Cost is **\$10.00** per student which includes GST. Teachers, supervisors and parents are free of charge.
- Maximum group size is **24 students**.
- Bookings are made and confirmed by our **Booking Officer on (02) 6205 0916**.

## PRE-VISIT ACTIVITIES

These activities are suggestions only and may be used to give your students an introduction to some of the terms, concepts, materials and processes they will experience during the program.

### Vocabulary

Children may encounter new words during the program. We encourage teachers to talk with students about their artwork using age-appropriate language. This discussion will help to develop children's understanding of art and allow them to communicate new concepts about art. Some new words children may encounter during the program include:

<b>Painting</b>	<b>Glass blowing</b>	<b>Sculpture</b>	<b>Composition</b>
<b>Artist workshop</b>	<b>Realistic</b>	<b>Abstract</b>	<b>Conceptual</b>
<b>Ngunnawal Country</b>	<b>Landscape</b>	<b>Imagine</b>	<b>Transparent</b>

### Books to read

Picture books about Canberra:

- *ABC the ACT* – Angela Ball

Story Books relating to Indigenous groups from the Canberra region:

- *Dyirri the Frog* – Don Bell
- *Mununja the Butterfly* – Don Bell
- *Tales from Ngambri History Series* – books 1–5

Picture books that introduce children to works of art:

- *I Spy Animals in Art* – Lucy Micklethwait
- *I Spy Shapes in Art* – Lucy Micklethwait

**Children's songs and sounds** with an Australian theme available on CD:

- [ABC ABC Kids listen app - ABC Kids](#)

Story books relating to different Indigenous groups from across Australia:

- *Nyuntu Ninti: What you should know* – Bob Randall and Melanie Hogan  
*"My name is Bob Randall and I'm an Anangu man from Uluru. Not many people know much about us. That's why I want to share some things with you. Things about us. Things about our land. Things you may not have heard before"*.  
 In this beautiful photographic book for children Bob Randall explains in a simple but effective way the Anangu's (people's) relationship to all that is around them.
- *Big rain coming* – Katrina Germein and Bronwyn Bancroft  
 A story about waiting for the rain to come to an isolated Aboriginal community. Tension in the community builds as the rain clouds thicken and grow dark. Everybody waits. When will the rain come?
- *Our Island* – Alison Lester, Elizabeth Honey and the children of Gununa place, the children of Mornington Island explore their home in words and pictures.
- *When we go walkabout (Yirruwa Yirrilikenuma-langwa)* – Rhoda and Alfred Lalara  
 Set on Groote Eylandt, this book invites children to look for different animals throughout the course of the day.
- *How the birds got their colours* – Pamela Lofts and Mary Albert  
 This book is based on a story told by Mary Albert, of the Bardi people, to Aboriginal children living in Broome, Western Australia. The illustrations are adapted from their paintings of the story. Mary Albert said, *"Would you like to hear a story from long ago? My mother used to tell me lots of stories, but this story I loved the best, because I loved the birds"*.
- *Warnayarra the Rainbow Snake* – Pamela Lofts  
 This book is based on a story told by the senior boys at Lajamanu, a bilingual school where Aboriginal children are taught to read and write in their own language, Walpiri. Illustrator Pamela Lofts adapted the illustrations from original paintings done by the children for their story.

#### Online resources

- [Andy's Aquatic Adventures : ABC iview](#), exploring Australian sea creatures
- [Peaceful morning forest songs - Nature Track - ABC Kids listen](#), soundtrack by Dr Anne Jones of Canberra bush sounds along the Murrumbidgee River.
- [How to blow a tumbler, Studio Luminosa-style](#) from Canberra Glassworks in Kingston, ACT.

## POST-VISIT ACTIVITIES



Image: Paul House with Tom Rowney, *Ngambri Murrumbidya -Yamaingmarang green 2016*  
Photo credit: Rob Little

### Art making extension activity

**Early Years Learning Framework Outcome 2: Children become socially responsible and show respect for the environment.**

**Considering the inspiration** for artist Tom Rowney to make the Yidaki object above was to collaborate with artist & musician Paul House a Ngunnawal Ngambri man, let's explore Ngunnawal Country and make art.

**Visit** a part of the Murrumbidgee River corridor with your school or family **or take a nature walk in the school playground**. Ask the students to **gather organic materials** such as leaves, flowers, petals, stones, sticks, tan bark or gravel. Try to get them to focus on opposites like big and small, dark and light, malleable and solid (like a leaf and stone).

After breaking the class into groups of 3, ask the students to arrange the items in a circle **making a nature mandala**.

Then ask each group to explain their mandala by **describing the objects** and how they made **the pattern** and what **animals might use these objects as homes, or habitats**.



Have your say in the community and follow this link,

[Murrumbidgee River Corridor Management Plan Review | ACT parks and reserves | YourSay ACT](#)

### Resources for Teachers online

[Murrumbidgee River Corridor - Environment, Planning and Sustainable Development Directorate - Environment \(act.gov.au\)](#)

[Home · CMAG Collections](#)

[Under the pier · CMAG Collections](#)

## THE EARLY YEARS LEARNING FRAMEWORK

***What do Artists Make* integrates The Early Years Learning Framework for Australia – Belong, Being Becoming:**

### Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
  - by openly expressing their feelings and ideas
  - by initiating and joining in play and role play
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
  - all children’s attempts are enthusiastically encouraged
  - by working co-operatively and collaboratively with others
- Children develop knowledgeable and confident self-identities
  - by providing resources that reflect children’s social worlds
  - by promoting a shared identity as Australians
- Children learn to interact in relation to others with care, empathy and respect
  - by engaging in and contributing to shared play experiences
  - by promoting social inclusion and respecting perspectives of others

### Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
  - by broadening their understanding of the world in which they live
  - by participating in group discussions and shared decision-making about rules and expectations
- Children respond to diversity with respect
  - by listening to the ideas of others and respecting different ways of being and doing
- Children become aware of fairness
  - by empowering them to make choices
- Children become socially responsible and show respect for the environment
  - by embedding sustainability in routines and practices

### Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
  - by accepting new challenges, making new discoveries, celebrating their efforts and achievements and that of others
- Children take increasing responsibility for their own health and physical wellbeing
  - by being happy, healthy, safe and connected to others

**Outcome 4: Children are confident and involved learners**

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
  - by using play to investigate, imagine and explore ideas
  - by extending their own interests with enthusiasm, energy and concentration
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
  - by exploring and experimenting with art materials and techniques
- Children transfer and adapt what they have learned from one context to another
  - by transferring knowledge from an art appreciation to an artmaking setting
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials
  - by exploring ideas using imagination, creativity and play

**Outcome 5: Children are effective communicators**

- Children interact verbally and non-verbally with others for a range of purposes
  - by contributing their ideas and experiences when discussing works of art
  - by extending their vocabulary to include art and museum specific terms
- Children engage with a range of **texts** (see note below) and gain meaning from these texts
  - by viewing texts (original works of art) and responding with relevant comments and questions
- Children express ideas and make meaning using a range of media
  - by using the creative arts such as drawing, printmaking, painting and collage to express ideas and make meaning

**Texts** – things that we read, view and listen to and that we create in order to share meaning. Texts can be print-based, such as books or screen-based such as websites. Many texts are multimodal, integrating images, written words or sound.

## THANK YOU

Thank you for participating in *What Do Artists Make* at CMAG.

If you have any queries or require further information about the program, please contact the CMAG Access and Learning Officer on 6207 1775



**ACT**  
Government

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