



# Drawing Democracy

## Key Learning Areas & Outcomes

### History

HT3-5 Applies a variety of skills of historical inquiry and communication

HT3-2 Describes and explains different experiences of people living in Australia over time

HT3-4 Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

### CAPA

VA3.1 Investigates subject matter in an attempt to represent likenesses of things in the world

English

VA3.2 Makes artworks for different audiences assembling materials in a variety of ways

VA3.2 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks

VA3.4 Communicates about the ways in which subject matter is represented in artworks.

### English

EN3-1 A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-2A composes, edits and presents well-structured and coherent texts

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

## Community Connections:

Cumberland Council

## Driving question

How can we as historians, represent democracy in artistic form?

## Project Description

students take on the role of an Australian Historian who are asked to represent their own understanding of Australian democracy through artistic representation. Students will learn about Australian history through their group's investigations of what democracy is and how it has evolved throughout Australian history.

## Final Product/s

As a group, students will co-create an artwork that best represents their ideas about Australian democracy which will be presented during an art exhibition for the local community. All individuals will be responsible to contribute to group research and will need to track their progress in their PBL logbook as well as verbally articulate their ideas about democracy during the exhibition. All students are required to create an artwork description to demonstrate their understanding of the artwork in written form

## Need to knows...

What is a historian?

What is democracy?

How has democracy changed throughout Australian history?

Were all people treated as equal?

What does democracy mean to Indigenous people?

Do all countries govern the same way?

What other types of government are there?

How will I portray my ideas in artistic form?

What artistic form can I use?

Who is my audience?

How will I explain my artwork to others?

What is the stolen generation?

What is reconciliation?

Why is NADOC week important?

# Bringing the Project to Life

## Consider the context:

- What themes, topics or issues might make compelling artworks?
- Where and when will the exhibition take place?
- How will you support students to use symbolism in their artworks?
- Are there local artists or indigenous members of the community who might serve as experts for this project? How might you leverage their expertise?

## Consider the students:

- What issues might arise for your students?
- How can you use this project as a way to help your students make their unique voices and perspectives heard?
- What types of exemplars could you show students?

## Consider the content and skills:

- How will you scaffold the artistic skills that student will need in order to engage effectively with the project?
- What supports will your students need as they plan, draft and revise their annotations? How will you help them structure this process?
- What models and examples might help students understand how to craft an effective annotation?

