



Class Collage

Summary

In this lesson students are encouraged to explore their local environment while walking, riding or scootering to school and create a visual image of one thing they saw.

Artwork is then compiled as a class collage with the theme, “things you wouldn’t have seen if you had been driving”. The focus of the lesson is encouraging walking or cycling rather than the use of motor vehicles. See also *Links to Western Australian Curriculum* on page 6.

Year level: Pre-Primary to Year 8
Teaching and learning resource

Learning outcomes

Students will be able to:

- Use their senses to explore their local environment;
- Create a piece of visual art that represents what they found while exploring;
- Understand that one benefit of walking or cycling is being able to ‘see and experience more’ of their local surrounds and
- Recount and present information in a logical sequence.

Resources

- ‘Ten Tiny Things’ book. Available as a Your Move reward, or directly from Fremantle Arts Press.
- Each student needs a blank canvas to create their visual image e.g. print, computer canvas or document or textile.
- A display board to show artwork (e.g. pin-up board, in the classroom, office, mural, screensaver).



Background notes

Meg McKinlay's book, 'Ten Tiny Things' encourages children to get out of the car, walk or cycle instead, and look for things they would never have seen if they had been in a car.

About the book: Tessa and Zachary have a machine that is swift and splendiferous. Every day it carries them from here to there and back again in cool calm comfort. But one morning, the machine breaks down. Tessa and Zachary are forced to venture into the world beyond its metal walls – a place of secret something's and hidden happenings. Getting from here to there may never be the same ...

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Learning stimulus 'Ten Tiny Things' by Meg McKinlay

1. Read 'Ten Tiny Things' as a class and discuss its themes and storyline.
2. Ask students to discuss what tiny things they might see on the way to school if they walked or cycled.

Class Collage or Mural

1. Ask each student to identify a day during the week when they can walk to school (either the whole way or part way) so that they can spend time exploring and identifying their 'ten tiny things.' If this is not possible, encourage your students to safely explore the natural environment around the school or at home to find ten tiny things of their own.
2. Ask students to write their ten tiny things down and discuss these with the rest of the class. Children could find:
 - Colourful rocks;
 - Leaves of different shapes, colours and sizes;
 - Seed pods, gum nuts;
 - Clouds;
 - Insects, lizards, ants, butterflies (encourage students to look but not touch);
 - Pieces of bark;
 - Flowers and
 - Birds.
3. Ask students to research and then translate their ten tiny things using another language- e.g. French, Italian, or Indonesian. Students then take turns at pronouncing each word/phrase to the class and class interpret the word/phrase. Extension - Students use the word in a sentence.

4. Ask students to create a story-map(s) or models to represent the location of the places and features they pass on their way to school.
5. Create a short text to explore, record and report ideas and events using familiar words and beginning writing knowledge.
6. Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms.
7. Oral presentation: Plan and deliver a short presentation presenting recounts and information and arguing a point of view from some of the things they observed and identified. Provide some key details in logical sequence and identify relevant information.
8. Explain how the location and attributes of where the items were found may be similar but different to other locations where you might find those items.
9. Explain to students that they are going to make a (quilt art styled) class collage featuring things they find when walking to or from school, or 'things they wouldn't have seen if they had been driving to school.'
10. Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps.
11. Students brainstorm various modes of delivery to create a group mural. Students design a platform to create the mural. The mural could be a canvas, paper based, computer generated or textile based. Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options). Ask each student to create a visual image of one thing from their list. Students might choose paper, canvas, computer screen or a textile substance to create their visual image. Students combine each individually created image from their group into a group mural.
12. Each group display their group mural. One member of the group verbally narrates a story that includes a description of each image on the mural.
13. Choose another student from the group to explain the process used by the group to create the mural platform.
14. Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork.
15. Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs).
16. Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.

Extension activities

The class collage can become a whole school activity. Encourage every teacher to run this activity with their class so that collages can be created from each year group. Get permission to display these in a prominent location like in the school reception.

Discuss with students the use of other senses beside sight (touch, smell, taste and sound) to find interesting things in their local environment. Take your students on a quiet walk around the school for 10 minutes and get them to use all their senses to explore (except taste of course!). You could get them to complete the Sensory Journey worksheet.

They could then come back to class and share what they found using their other senses. Encourage students to use all their senses while walking or cycling to school and share their discoveries with the whole class.

Additional activities using the Ten Tiny Things concept

Introduce adjectives

- Write the adjectives that appear in the book (and also made a few blank ones). One by one sort through the ten tiny things, talking about them and categorising them.

Make a Ten Tiny Things display box

- This can be done using a shoe box and re-creating miniatures of the Ten Tiny Things using plasticines, papier mache etc.

Paint on timber

- Each student brings in a small piece of timber or bark from a tree. The illustrations from the 'Ten Tiny Things' walk could be re-created by painting on timber panels or the pieces of bark using them as the canvas.

Use a variety of different techniques to paint the timber and bark

- Stencilling.
- Using the tiny things as painting tools.

Assessment ideas

- Assess student ability to create and display artworks to communicate their ideas to an audience. Are students able to share ideas with their classmates about the choices they made in their artwork?
- Assess the process used by the group to create the mural platform.
- Go back to the ten tiny things the students initially wrote down. Ask students to choose one other thing they found on their travels and write a fictional story about how it came to be at that location. Assess student ability to create imaginative text that shows use of appropriate text structure, sentence-level grammar, word choice, spelling and punctuation.

Links to the Western Australian Curriculum

Table 1: English

Strand	Sub-strand
Literacy	<ul style="list-style-type: none"> • Interacting with others • Creating texts

Table 2: Science

Strand	Sub-strand
Science as a human endeavour	<ul style="list-style-type: none"> • Nature and development of science
Science inquiry skills	<ul style="list-style-type: none"> • Planning and conducting • Processing and analysing data and information • Communicating

Table 3: Health and Physical Education

Strand	Sub-strand
Personal, social and community health	<ul style="list-style-type: none"> • Contributing to healthy and active communities
Movement and physical activity	<ul style="list-style-type: none"> • Moving our body • Understanding movement • Learning through movement

Table 4: Technologies - Subject: Design and Technologies

Strand	Sub-strand
Processes and production skills	<ul style="list-style-type: none"> • Creating solutions by: • Designing
Geographical knowledge and understanding	<ul style="list-style-type: none"> • People live in places (Pre-primary) • Places have distinctive features (Year 1) • People connected to many places (Year 2) • Places are both similar and different (Year 3) • Factors that shape the human and environmental characteristics of places (Year 5)

Table 5: Humanities

Strand	Sub-strand
Geographical knowledge and understanding	<ul style="list-style-type: none"> • People live in places (Pre-primary) • Places have distinctive features (Year 1) • People are connected to many places (Year 2) • Places are both similar and different (Year 3) • Factors that shape the human and environmental characteristics of places (Year 5)
Geographical inquiry skills	<ul style="list-style-type: none"> • Analysing • Questioning and Researching • Evaluating • Communicating and Reflecting
Humanities and Social Sciences skills	<ul style="list-style-type: none"> • Questioning and research (year 8)

Table 6: The arts

Strand	Sub-strand
Visual arts: Making	<ul style="list-style-type: none"> • Production

Table 7: Languages

Strand	Sub-strand
Communicating	<ul style="list-style-type: none"> • Translating

Table 8: Maths

Strand	Sub-strand
Statistics and Probability	<ul style="list-style-type: none"> • Data representation and interpretation

References and links

‘Ten Tiny Things’ book available from [Your Move](#), or directly from [Fremantle Arts Press](#) where teaching notes are also available