# Teaching Artist in Residence
## Information Pack

### Who we are:

ArtCEE was born from a need in the community to have more extra-curricular **visual art** programs available in schools. By providing regular classes where primary age students can come together straight from school and make art for fun, ArtCEE is about meeting the needs of children and their parents. Founder, Carlie Dole is a registered teacher who has specialised in the Arts for over 13 years.

The team at ArtCEE is passionate about being advocates for the creativity of children and use art as a way to support social and emotional wellbeing. With a diverse range of experience and expertise, ArtCEE is ready to bring art and craft into schools to appeal to students that are artistically inclined OR those who just want to try something a little bit different!

After launching in Term 4 2022, ArtCEE is currently running in eight locations across Brisbane.

### About the teacher, Carlie Dole:

Carlie is a passionate advocate for arts education with experience teaching early years to Year 12. With a Bachelors Degree in Creative Industries from QUT and a Graduate Diploma of Education from UQ, Carlie has worked in varying roles in both primary and secondary schools in Brisbane and London.

Whilst employed as an Arts Teacher with Brisbane Catholic Education, Carlie taught all 5 of the art subjects from prep tp year 6. Currently her focus is primarily Visual Arts with Media Arts and Drama units also available.

In her classes, Carlie likes to expose students to many different art forms and give them opportunities to grow and develop their skills in a friendly and supportive environment. She is always dynamic and reflective in her teaching and this creates meaningful and engaging learning for students.

### What we offer:

ArtCEE offers a registered Arts teacher-in residence program available for school term bookings. This is tailored towards education setting without an employed arts teacher or those looking for a specific program aligned to the Australian Curriculum and taught by a registered teacher.

What this looks like:
- A fully registered and experienced Arts teacher bringing Australian Curriculum ver. 9 aligned units to your students
- One unit taught per term with lessons ranging 30 mins - 1 hour (dependent on school timetable)
- Units available for Visual Arts, Media Arts and Drama
- Prep- Year 6 curriculum taught across bands
- Assessing and reporting included
- Charged at a daily rate ($550+gst) + materials

Benefits of a Teaching Artist in Residence:
- Only hire for the time required
- Registered with QCT, allowing more release time for classroom teacher
- Flexible to the needs of your school/ students
- Experienced and exciting delivery
- Comprehensive curriculum provided
- Assessment/ reporting for the Arts taken care of!

Good to know:
- Current teacher is ArtCEE founder, Carlie Dole who has over 13 years experience in the education system
- Classes can work towards a culminating exhibition if prearranged
- We also offer individual intensive programs tailored to the school/ organisation
- Experienced in supporting students of all different abilities and needs
- Materials can be purchased by the school or invoiced by ArtCEE

### How we partner with your school:

ArtCEE is fully operational and independent of the school. We have public liability insurance, blue cards and teacher registration. For BCE schools, Carlie has completed Student Protection Training for 2024.

To run in your school, we simply request the following:
- A Space with access to running water/sink (we can work around if required).
- Tables and chairs.
- Connection to screen/ TV for a Mac (not always required)

# Visual Art Curriculum Unit Outlines 2024

## Prep: The Exciting World of Eric Carle

Students embark on an artistic exploration centred on the foundational elements of lines and shapes. Engaging in hands-on activities, students translate these concepts into simple yet expressive drawings. As the term progresses, attention shifts to Eric Carle's distinctive collage style. Through a detailed study of Carle's work, students delve into how he masterfully employs simple lines, shapes, and vibrant colours in his illustrations. The culmination of the unit is a collaborative large canvas artwork incorporating themes of school in the style of Eric Carle.

**Achievement Standard:**
By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.
Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

**Content Descriptors:**

| Exploring and Responding | Developing Practices and Skills | Creating and Making |
|---|---|---|
| AC9AVAFE01 ▼ <br> explore how and why the arts are important for people and communities. | Students learn to: <br> AC9AVAFD01 <br> use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas <br><br> **Presenting and Performing** <br><br> Students learn to: AC9AVAFP01 <br> share their arts works with audiences/ | Students learn to: <br> AC9AVAFC01 <br><br> create arts works that communicate ideas |

### Skills and Processes:

**OVERVIEW/BIG UNDERSTANDING:**

**Elements of art/design**
- ☐ Point
- ☐ Line
- ☐ Shape
- ☐ Form
- ☐ Space
- ☐ Texture
- ☐ Tone and value
- ☐ Colour

**Principles of art/design**
- ☐ Movement
- ☐ Symmetry and balance
- ☐ Repetition, pattern and rhythm
- ☐ Contrast and juxtaposition
- ☐ Proportion and scale
- ☐ Emphasis (Focal Point)
- ☐ Text, typography and lettering
- ☐ Composition

**Working with 2D visual arts forms**
- ☐ Drawing
- ☐ Painting
- ☐ Printmaking
- ☐ Digital art
- ☐ Photography
- ☐ Collage

**Working with 3D visual arts forms**
- ☐ Sculpture – modelling
- ☐ Sculpture – construction
- ☐ Sculpture – casting

**Exploring ideas for artworks**
- ☐ Exploring events
- ☐ Exploring environments
- ☐ Exploring objects
- ☐ Exploring living creatures
- ☐ Working from imagination
- ☐ Exploring abstract and sensory art
- ☐ Exploring specific themes and ideas

**Visual arts across cultures, times, places and other contexts**
- ☐ Time and place
- ☐ Genre or art movement

**Practices for planning and creating artworks**
- ☐ Developing ideas
- ☐ Responding to artworks
- ☐ Observing

# Prep: The Exciting World of Eric Carle (continued)

**Assessment Opportunities:**

Students will collaboratively create a mural inspired by Eric Carle's artistic style, focusing on teamwork and creative expression. They will reflect on their collaborative process.

**Overview**:
- Students will work together to design and create a mural influenced by Eric Carle's techniques, emphasising vibrant colours and storytelling elements.

**Key Steps:**
- Introduction to Eric Carle: Explore Carle's art style and discuss collaborative mural creation.
- Planning and Sketching: Brainstorm ideas, finalize the mural concept, and assign tasks.
- Creating the Mural: Paint the background, collaborate on sections, and use collage materials for texture.
- Final Touches and Reflection: Complete the mural, reflect on the collaborative process, and share individual reflections.

**Presentation:**
Display the finished mural to showcase students' artwork and celebrate their teamwork and creativity.

**Assessment Criteria:**
- Creativity and originality in mural design.
- Effective collaboration and communication within the group.
- Skilful use of materials and techniques.
- Reflection on the collaborative experience and personal growth (video interviews).

**Example Artwork :**

# Year 1 & 2: Journey Through Songlines: inspired by Reko Rennie

We all experience things differently. Our memories form who we are and how we perceive ourselves in the world. Australian Indigenous artists often incorporate memory mapping and storytelling into their artwork as Songlines. The work of contemporary Indigenous Artist, Reko Rennie is characterized by a distinctive visual language that combines traditional Indigenous symbols with contemporary graffiti and street art influences. He often uses bright colours, geometric patterns, and repetitive motifs in his works. In this unit, Year 1 and 2 students will be introduced to the art of Reko Rennie, emphasizing lines, symbols, and Indigenous Songlines. They will explore basic printmaking techniques to create their own memory map prints inspired by Rennie's distinctive style.

**Achievement Standard:**
By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

**Content Descriptors:**

| CONTENT DESCRIPTIONS | | |
|---|---|---|
| **Exploring and Responding** | **Developing Practices and Skills** | **Creating and Making** |
| Students learn to: AC9AVA2E01 explore where, why and how people across cultures, communities and/or other contexts experience visual arts | Students learn to: AC9AVA2D01 experiment and play with visual conventions, visual arts processes and materials | Students learn to: AC9AVA2C01 use visual conventions, visual arts processes and materials to create artworks |
| AC9AVA2E02 explore examples of visual arts created by First Nations Australians | **Presenting and Performing** Students learn to: AC9AVA2P01 share artworks and/or visual arts practice in informal settings | |

**Skills and Processes:**

| VISUAL CONVENTIONS | VISUAL ARTS PROCESSES | VISUAL ARTS PRACTICE |
|---|---|---|
| **Elements of art/design** ☐ Point ☐ Line ☐ Shape ☐ Form ☐ Space ☐ Texture ☐ Tone and value ☐ Colour | **Working with 2D visual arts forms** ☐ Drawing ☐ Painting ☐ Printmaking ☐ Digital art ☐ Photography ☐ Collage | **Exploring ideas for artworks** ☐ Exploring events ☐ Exploring environments ☐ Exploring objects ☐ Exploring living creatures ☐ Working from imagination ☐ Exploring abstract and sensory art ☐ Exploring specific themes and ideas |
| **Principles of art/design** ☐ Movement ☐ Symmetry and balance ☐ Repetition, pattern and rhythm ☐ Contrast and juxtaposition ☐ Proportion and scale ☐ Emphasis (Focal Point) ☐ Text, typography and lettering ☐ Composition | **Working with 3D visual arts forms** ☐ Sculpture – modelling ☐ Sculpture – construction ☐ Sculpture – casting | **Visual arts across cultures, times, places and other contexts** ☐ Time and place ☐ Genre or art movement **Practices for planning and creating artworks** ☐ Developing ideas ☐ Responding to artworks ☐ Observing |

# Year 1 & 2: Journey Through Songlines: inspired by Reko Rennie (continued)

**Assessment Opportunities:**

Throughout the course, the objectives will be assessed to ensure students' comprehension and application of key concepts. In Week 4, students will be evaluated on their ability to expand on the creation of symbols for printmaking by designing and crafting their own stamps, emphasizing the use of lines and symbols. During Weeks 5-8, the assessment will focus on students' capability to apply their knowledge of lines, symbols, and printmaking techniques to produce artworks inspired by Songlines. Finally, in Week 9, the objective of reflecting on completed printmaking artworks and showcasing them within the class or school community will be assessed through a class exhibition and reflection session.

**Key Steps:**
1. Stamp Creation
    - Design and craft own stamps using foam or soft materials.
    - Emphasise the use of lines and symbols in stamp designs.
2. Printmaking Inspired by Songlines
    - Utilise stamps to create repetitive patterns on large paper or fabric.
    - Incorporate symbols inspired by memories into print designs.
3. Reflection and Showcase
    - Reflect on completed printmaking artworks.
    - Showcase artworks within the class or school community.
    - Discuss symbols, lines, and patterns used in prints during a class exhibition and reflection session.

**Presentation**:
Display completed printmaking artworks during a class exhibition to showcase students' understanding and application of concepts. Encourage students to discuss their creative process and the significance of symbols, lines, and patterns in their prints.

**Assessment Criteria:**
- Engagement and participation during discussions and art creation sessions.
- Creativity and originality in stamp and print designs.
- Incorporation of lines, symbols, and understanding of personal memories.
- Reflection on the collaborative process and personal artistic growth demonstrated during the exhibition and reflection session.
- Individual artwork review focusing on the effective use of materials and techniques.

**Example Artworks :**
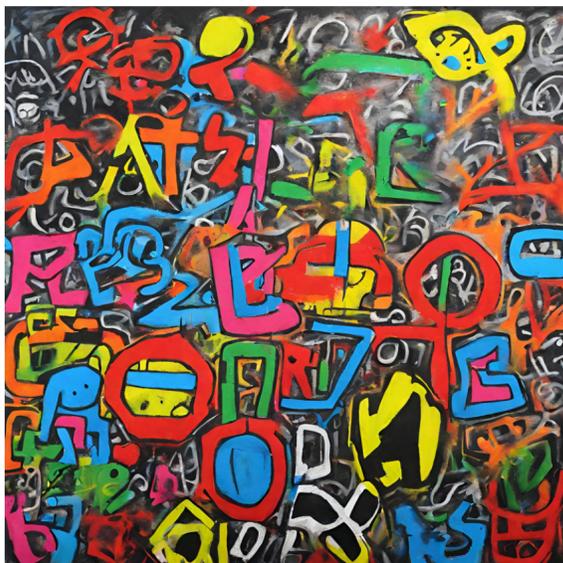
# Year 3 & 4: My Beautiful Brain: Exploring Neurodiversity in the Arts

There are lots of normal variants in the way that we think, each with their own special qualities. Visual Art is a way to express your own thoughts and ideas in a format that can connect with an audience. Neurodiversity is a way of thinking and processing that is unique to the individual. By exploring artwork from neurodiverse artists, we can start to understand different perspectives of how the world works and to collaborate towards a more inclusive society.

**Achievement Standard:**
By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

**Content Descriptors:**

| Exploring and Responding | Developing Practices and Skills | Creating and Making |
|---|---|---|
| Students learn to:<br>AC9AVA4E01<br>explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts. | Students learn to:<br>AC9AVA4D01<br>experiment with a range of ways to use visual conventions, visual arts processes and materials<br><br>**Presenting and Performing**<br><br>Students learn to:<br>AC9AVA4P01<br>share and/or display artworks and/or visual arts practice in informal settings | Students learn to:<br>AC9AVA4C01<br>use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. |

**Skills and Processes:**

| VISUAL CONVENTIONS | VISUAL ARTS PROCESSES | VISUAL ARTS PRACTICE |
|---|---|---|
| **Elements of art/design**<br>☐ Point<br>☐ Line<br>☐ Shape<br>☐ Form<br>☐ Space<br>☐ Texture<br>☐ Tone and value<br>☐ Colour<br><br>**Principles of art/design**<br>☐ Movement<br>☐ Symmetry and balance<br>☐ Repetition, pattern and rhythm<br>☐ Contrast and juxtaposition<br>☐ Proportion and scale<br>☐ Emphasis (Focal Point)<br>☐ Text, typography and lettering<br>☐ Composition | **Working with 2D visual arts forms**<br>☐ Drawing<br>☐ Painting<br>☐ Printmaking<br>☐ Digital art<br>☐ Photography<br>☐ Collage<br><br>**Working with 3D visual arts forms**<br>☐ Sculpture – modelling<br>☐ Sculpture – construction<br>☐ *Sculpture – casting* | **Exploring ideas for artworks**<br>☐ Exploring events<br>☐ Exploring environments<br>☐ Exploring objects<br>☐ Exploring living creatures<br>☐ Working from imagination<br>☐ Exploring abstract and sensory art<br>☐ Exploring specific themes and ideas<br><br>**Visual arts across cultures, times, places and other contexts**<br>☐ Time and place<br>☐ Genre or art movement<br><br>**Practices for planning and creating artworks**<br>☐ Developing ideas<br>☐ Responding to artworks<br>☐ Observing |

# Year 3 & 4: My Beautiful Brain: Exploring Neurodiversity in the Arts (continued)

**Assessment Opportunities:**

Students will explore the concept of neurodiversity and its representation in art by studying the works of neurodiverse artists. They will then select an artist whose style resonates with them and use it as inspiration to create their own landscape artwork. Through this process, students will develop an understanding of different artistic perspectives and express their creativity while reflecting on the influence of the chosen artist.

**Key Steps:**
- Introduction to Neurodiverse Artists
- Artist Research and Selection
- Landscape Creation
- Reflection and Presentation

**Presentation:**
During the presentation session, students will showcase their landscape artworks to their peers, providing insights into their creative process and the influence of the neurodiverse artist. This presentation allows for a collaborative discussion where students can appreciate and learn from each other's artistic interpretations.

**Assessment Criteria:**
Research and Understanding:
- Demonstration of knowledge about neurodiverse artists and their artistic styles through research and analysis.

Artistic Expression:
- Evaluation of creativity and originality in creating landscape artwork inspired by the chosen artist.
- Assessment of the effective use of colour, form, and perspective to convey mood and atmosphere in the landscapes.

Reflection:
- Assessment of thoughtful reflection on the influence of the neurodiverse artist on students' own artistic process and outcomes.

Presentation:
- Evaluation of clear articulation of artistic choices, inspirations, and connections to the chosen artist during the presentation of their artwork to the class.

**Example Artworks :**
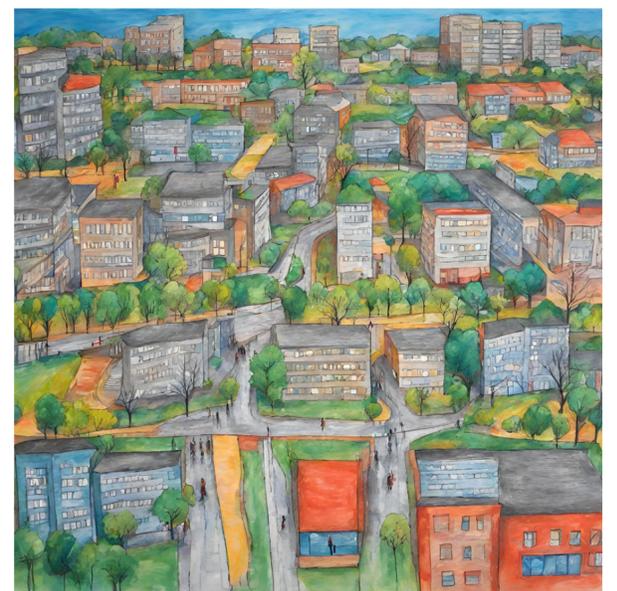
# Year 5 & 6: On The Tip of My Fingers: Exploring Digital Art

In this dynamic unit, Year 5 and 6 students will embark on an exciting journey into the world of digital art, where imagination meets technology. Through a series of engaging projects and explorations, students will unleash their creativity, honing their skills in digital art creation while delving into a realm of endless possibilities.

Key Themes:

- **Exploration and Discovery:** Students will embark on a voyage of exploration, uncovering the vast array of tools and techniques available in digital art creation.
- **Innovation and Experimentation:** Encouraging students to push the boundaries of creativity, fostering an environment where experimentation is celebrated and mistakes are viewed as opportunities for growth.
- **Critical Thinking and Problem-Solving:** Through hands-on projects, students will develop critical thinking skills as they navigate challenges and problem-solve to bring their artistic visions to life.
- **Self-Expression and Individuality:** Embracing the uniqueness of each student's artistic voice, empowering them to express themselves authentically through their digital creations.

## Achievement Standard:

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures.

Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

## Content Descriptors:

| Exploring and Responding | Developing Practices and Skills | Creating and Making |
|---|---|---|
| Students learn to:<br>**AC9AVA6E01**<br><br>explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts<br><br>**AC9AVA6E02**<br><br>explore ways that First Nations Australians use visual arts to continue and revitalise cultures | Students learn to:<br>**AC9AVA6D01**<br>experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials<br><br>**Presenting and Performing**<br>Students learn to:<br>**AC9AVA6P01**<br><br>select and present documentation of visual arts practice, and display artworks in informal and/or formal settings | Students learn to:<br>**AC9AVA6C01**<br><br>use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning |

## Skills and Processes:

| VISUAL CONVENTIONS | VISUAL ARTS PROCESSES | VISUAL ARTS PRACTICE |
|---|---|---|
| **Elements of art/design**<br>☐ Point<br>☐ Line<br>☐ Shape<br>☐ Form<br>☐ Space<br>☐ Texture<br>☐ Tone and value<br>☐ Colour<br><br>**Principles of art/design**<br>☐ Movement<br>☐ Symmetry and balance<br>☐ Repetition, pattern and rhythm<br>☐ Contrast and juxtaposition<br>☐ Proportion and scale<br>☐ Emphasis (Focal Point)<br>☐ Text, typography and lettering<br>☐ Composition | **Working with 2D visual arts forms**<br>☐ Drawing<br>☐ Painting<br>☐ Printmaking<br>☐ Digital art<br>☐ Photography<br>☐ Collage<br><br>**Working with 3D visual arts forms**<br>☐ Sculpture – modelling<br>☐ Sculpture – construction<br>☐ *Sculpture – casting* | **Exploring ideas for artworks**<br>☐ Exploring events<br>☐ Exploring environments<br>☐ Exploring objects<br>☐ Exploring living creatures<br>☐ Working from imagination<br>☐ Exploring abstract and sensory art<br>☐ Exploring specific themes and ideas<br><br>**Visual arts across cultures, times, places and other contexts**<br>☐ Time and place<br>☐ Genre or art movement<br><br>**Practices for planning and creating artworks**<br>☐ Developing ideas<br>☐ Responding to artworks<br>☐ Observing |

# Year 5 & 6: On The Tip of My Fingers: Exploring Digital Art (continued)

**Assessment Opportunities:**

This assessment focuses on evaluating students' proficiency in digital drawing, painting, and photo manipulation techniques. Students will engage in various activities to develop their skills in digital art creation, including digital drawing techniques, digital painting and colour theory, and photo manipulation and collage.

**Key Steps:**
- Digital Drawing Techniques
- Digital Painting and colour Theory
- Photo Manipulation and Collage
  - 

**Presentation:**
Students will present their completed digital artworks to their peers, showcasing their mastery of digital drawing, painting, and photo manipulation techniques. Presentations may include explanations of their artistic choices, techniques used, and the intended message or theme of their artworks.

**Assessment Criteria:**
- Technical Skill Proficiency:
  - Evaluation of students' proficiency in digital drawing, painting, and photo manipulation techniques.
- Creativity and Originality:
  - Assessment of students' ability to apply techniques creatively and produce original artworks.
- Conceptual Understanding:
  - Evaluation of students' understanding of colour theory, composition, and storytelling in their digital artworks.
- Presentation and Communication:
  - Assessment of students' ability to effectively communicate their artistic process, techniques used, and artistic intentions during their presentations.
- Critical Thinking and Problem-Solving:
  - Assessment of students' ability to solve artistic challenges and make informed decisions in their digital art creation process.

**Example Artworks :**

# ART CEE
## CREATE ☀ ENGAGE ☀ EXPLORE

## 'Our Ashgrove'

Acrylic on Concrete
Cylindrical Mural
St Finbarr's Ashgrove, 2022

This was a comissioned piece from my time as a teacher at the above school. It was my first mural and is a collection of Ashgrove/Bardon/ The Gap cultural icons, buildings and reflections of the environment.

This took me around 24 hours to complete.



## 'Nundah SS'

Acrylic on Canvas
Community Mural
Nundah SS, 2023

Part of a giveback community project, this mural was developed by me and painted by the Nundah community at the state school fair earlier this year. I am VERY pregnant here and this playful representation seems to suit my childlike style.

This took 6 hours at the fair and a further 6 hours post to complete.



## 'Meter Box'

Acrylic on Metal
School Collaborative Mural
St Finbarr's, 2015

A whole school initiative, students were invited to submit designs to paint a meter box in the local area. A collaboration of different desings were pieced together and painted by students.

This artwork was the winner of the 2015 ArtForce Awards.

# Professional Testimonials

*Carlie is a passionate artist and teacher who has a gift for creating nurturing environments that encourage experimentation and foster children's confidence as artists. She powerfully ignites her students' creativity and shapes their artistic identity.*

**Rachael Blaney – Assistant Principal, St Finbarr's School**

*I had the pleasure of teaching with Carlie. She is an easy to work with, a team player, thoughtful and great at building relationships with her peers and students. She puts a positive spin on everything and her creative flair and artistic talent are so ingrained in all she does, that it always put me in awe. One very talented lady and a fantastic teacher.*

**Michele Johnson - Senior Classroom Teacher, Our Lady Help of Christians Primary**

*Carlie has a wonderful positive and encouraging teaching style. She is highly knowledgeable and the students are engaged and able to explore many different artistic styles and movements. Being a working artist gives Carlie her edge!*

**Thea Clifford- Special Project and School Officer, St Finbarr's School**

# We would love to meet with you!

If you would be interested in having a meeting with our team to discuss having ArtCEE at your school, please get in contact via return email **info@artcee.com.au** or by calling **0402 890 386.**