

About the Indigenous Art Collection Books 1-4

Originality: This is the first comprehensive resource of its kind that has been published specifically for the Australian Curriculum. The author/illustrator (Trevor Fourmile) chose a broad range of styles and content to provide a vivid and original art base suitable for classroom use. This was supported by fellow graphic designers in cataloguing and finishing much of the art in specific categories. Over 400 original drawings were completed for this extensive project. This resource will not date and will remain an important teacher resource contribution that teachers can seamlessly adapt to their specific lesson requirements.

Innovation: This project originated because of teacher queries about Aboriginal and Torres Strait Islander visual content which they could readily adapt to their classrooms. Completion of this publication took 12 months, and the end result is a stunning bank of authentic Indigenous visual resources which can be used to assist teachers in embedding the Aboriginal and Torres Strait Islander Cross Curricular Priority into the context of other learning areas across the curriculum, eg HaSS, English, CAPA and STEM subjects.

Excellence: The crowded curriculum continues to impact teacher expectations and student learning opportunities, and the need for authentic, integrated content is still a big factor in schools. Authentic Indigenous resources which can be used across a variety of learning areas within the K-12 curriculum are few and far between. We feel that we have filled a gap in the market by creating an engaging, authentic and versatile resource that also addresses the important Aboriginal and Torres Strait Islander Cross Curricular Priority, ensuring that it's not missed in a very crowded curriculum. This to us, demonstrates excellence in publishing.

National Curriculum Requirements

The Indigenous Art Collection provides extensive reach across several Australian Curriculum learning areas, right across the K-12 curriculum. This stunning bank of authentic Indigenous visual resources can also be used to assist teachers in embedding the important Aboriginal and Torres Strait Islander Histories and Cultures Cross Curricular Priority into the context of other learning areas across the curriculum, eg HaSS, English, CAPA and STEM subjects.

Indigenous perspectives is an essential part of all curricula and all schools across Australia should be including this perspective in their classrooms. This has been a challenge for schools in the past, however, the availability of this resource will make their research and preparation much easier. This will in turn, enhance the educational outcomes of students across a variety of learning areas:

The Animals and Plants collection can be used to support and enhance science lessons. The People and Places collection can be used to support science (Earth Sciences) and HaSS (History and Social Studies). The Dance, Music and Art collection has excellent content to support Creative and Performing Arts (CAPA). The Symbols, Markings and Body Art collection lends itself well to HaSS studies. All collections can be used to support and enhance a variety of English lessons across the K-12 Curriculum. The skills associated with Handwriting (eg fine motor skills to develop accuracy and neatness) can be developed through the tracing opportunities on the reverse side of each page.

The Indigenous Art Collection supports the Achievement of Learning Outcomes across a variety of subject areas, and across the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority, as demonstrated earlier. The collection also supports the achievement of improved learning outcomes for those students who have more diverse learning needs, including those who are visual, oral, aural or kinaesthetic learners. Non-readers also benefit hugely from this resource as it allows them opportunities to explore the language associated with the images, thus helping them to build their vocabulary.

Relevance - Indigenous Perspectives are a mandatory part of the curriculum. The learning content developed for this series is not only authentically Indigenous, it has also been developed in accordance with current design principles and technologies. The series provides an extremely relevant resource option for today's 21st Century teachers and students.

Cohesion - The integrated nature of the Indigenous Art Collection brings cohesion to the teaching and learning experience by embedding the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority into the context of other learning areas. The additional benefit of addressing these Cross Curriculum Priorities in context ensures more content-specific relevance and higher student engagement and understanding.

Suitability - The Indigenous Art Collection is supported by strong visuals, but also fosters the use of oral language opportunities to encourage students to become more engaged in the learning process. Combining oral language techniques with visual, aural and written forms of communication ensures that students' learning experiences are relevant, authentic, memorable and translatable to their own life experiences.

Flexibility - A diverse array of personal and creative learning opportunities abound within this collection. Oral language opportunities feature significantly and allow students the chance to express their ideas and opinions, further developing their knowledge and understandings, as well as their sense of identity and cultural awareness. Creativity and personalisation are encouraged throughout the series where students have opportunities to think further about the visuals and make connections to their own life experiences. The Indigenous Art Collection contains a huge library of content that can be used in conjunction with many other learning areas with students able to quickly interpret and benefit at any age and skill level.

Adaptability - as mentioned earlier, this resource is extremely adaptable across the Curriculum and across the year levels. Student learning can occur independently, in small groups or whole class scenarios, and can even be utilised in small group, teacher guided situations where further learning can occur within the context of the classroom literacy block. The content can provide valuable independent learning centre activities that can be used for both pre and post assessment.

Low Fluency Readers

In addition to this, reluctant learners and non-readers can be introduced to these resources to assist with building their oral language skills and vocabulary. Many of these students are visual learners and appreciate the strong visual support provided by this collection. This feature has assisted with engagement or re-engagement in their learning journey. This has also translated to several Education Centres in Juvenile Justice Centres where many of their student clientele have only basic speaking, listening and literacy skills and have been attracted to the series because of the authentic and highly attractive visual content.

The Indigenous Art Collection demonstrates clarity of ideas and purpose across the four themes, through its bank of visual images. The collection can also be used across the whole K-12 curriculum and is also accessible for non/reluctant readers.

Design - strong authentic Indigenous images help educators to engage their student clientele quickly and efficiently across a variety of learning opportunities. The resource has been designed for easy integration across several Learning Areas and feedback from teachers to date has reinforced this.

Engagement: Along with keeping it simple, our other major aim was to make the Indigenous Art Collection as engaging as possible. This is made possible by tapping into the different learning need of students and allowing them to discuss their thoughts, opinions and ideas in relation to the images. Oral language development underpins successful teaching and learning. By developing and refining these skills within the context of other learning areas, we are engaging students more effectively, and ultimately encouraging more successful and enjoyable learning experiences.

It is also important to note that student engagement has been achieved through the commissioning of an authentic and credible Indigenous artist with a passion to share his stories, experiences, country and culture through his art. Students these days are spoiled by choice when it comes to visual entertainment, and the challenges of engaging these highly developed visual learners are significant. We are extremely proud of the fact that the Indigenous Art Collection is helping to engage and re-engage all learners...even the most reluctant of learners, such as those at-risk students in Youth Justice Centres and other similar centres across the country. The design of this collection can be seen as a 'catalyst' to stimulate greater engagement opportunities and creative learning outcomes across the whole curriculum.

Excellence in the teaching outcomes for this collection is enhanced by the presence of an adaptive blended solution which can be utilised by the teacher in both digital and print format. Schools can licence the art as digital or print media, thus ensuring that our 21st Century students can build their learning opportunities not only by discussing or listening, but also by doing.

Each original, authentic Indigenous image explains in its own way, the importance of family, community, place, country, culture and tradition. Trevor's affinity for his country and culture permeates through each one of his images and our 21st Century 'visually savvy' students are picking up on this and appreciating it for its authentic and meaningful simplicity.