Activity 1: Coral themed print art

Year level
Year 2 and upwards

Overview
Students create a coral-themed print using string, glue and cardboard.

Outcome
Students will create a work of art to reinforce the information provided in the poster. The artwork will highlight a key learning from the poster for easy reference.

Materials
- String
- Cardboard
- A4 paper
- PVA glue
- Printing ink/paint
- Roller/s
- Newspaper
- Drying rack

What to do
1. Look at display pictures of corals for inspiration.
2. Create a draft plan on a piece of paper including the different corals found on the Great Barrier Reef to create your own coral reef scene.
3. When happy with your design translate the scene by sticking the string onto the cardboard mimicking the shapes you’ve created. Make sure you use enough glue to make the string stick to the cardboard.
4. When finished allow the string and cardboard to dry.
5. When dry use ink/paint and a roller to coat the string.
6. Place the coated cardboard and string ink coated side down onto a fresh A4 piece of paper and press evenly with your hands or even a clean roller.
7. Carefully lift the cardboard from the paper to reveal your design.
8. Place the finished print onto a drying rack or clear space and allow to dry.

Extend this activity
Carefully coat different areas of the string with separate colours to produce a multi coloured design. You may wish to use a paintbrush to carefully coat the string sections using this method.

Curriculum links
Cross Curriculum Priority - Sustainability

General Capabilities:
Literacy, Numeracy, Information and ICT Capability, Critical and Creative Thinking and Personal and Social.

Visual Arts:
Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

Develop and apply techniques and processes when making their artworks (ACAVAM115)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

Information links
Activity 2: A to Z Great Barrier Reef coral book

Year level
Year 2 and upwards

Overview
Students create a book about coral in the Great Barrier Reef (using Book Creator app) and what can be done to help them become more resilient.

Outcome
Students will develop a ready reference on coral in the Reef, with actions they can take and tell others about how to protect them and be more aware of what impact individual actions can have on the Reef (positive and negative).

Materials
- Device
- Book Creator App

What to do
1. Students research and create an alphabetical list of words for the Great Barrier Reef and include at least five different corals. Tip: this could be animals, ecosystems or any words associated with coral reefs. For older students you could even use scientific names.
2. Students also research threats and actions which can be taken to help corals.
3. Using the Book Creator app, create an alphabet book of the Great Barrier Reef, one page per letter including a picture of the subject.
4. After the letter 'Z', make one page addressing the threats to corals and a final page with actions we can take to help corals become more resilient. Include pictures.

Curriculum links

General Capabilities:
Literacy, Numeracy, Information and ICT Capability, Critical and Creative Thinking and Personal and Social.

English:
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Information Links
Activity 3: Living and non-living diorama

Year level
Year 3 and upwards

Overview
Design and construct a diorama displaying living and non-living things found on the Great Barrier Reef. Include examples of threats to corals and solutions.

Outcome
Students will create a visual, interactive representation of the Reef, reinforcing the learnings from the coral poster and links, including the threats and mitigation actions which they can take.

Materials
- Magazines or tourism brochures with photos of the Reef, corals and other Reef animals
- Scissors, glue, cardboard box, string

What to do
1. Students research corals and marine animals found on the Great Barrier Reef, as well as the threats corals face and possible solutions for inspiration.

View general videos:
- National Geographic: Great Barrier Reef (4:14mins) https://video.nationalgeographic.com/video/00000144-0a20-d3cb-a96c-7b2de9850000

Great Barrier Reef Marine Park Authority videos:

2. Students design and construct a diorama displaying examples of living and non-living things which are found on the Great Barrier Reef. Use a cardboard box as the shell for the work. Students need to also include threats faced by corals and other inhabitants on the Great Barrier Reef.
3. On the outside of the cardboard box, include pictures and written descriptions of positive reef actions we can take to help corals become more resilient.

Curriculum links
Cross Curriculum Priority - Sustainability
General Capabilities:
- Literacy, Numeracy, Information and ICT Capability and Critical and Creative Thinking

Science:
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)
Science knowledge helps people to understand the effect of their actions (ACSHE051) & (ACSHE062)
Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS060) & (ACSIS071)