

FHC Programme of Projects for Schools and the Australian Curriculum Version 8.1

Dear Educator,

Thank you for choosing the Forest Heritage Centre for your excursion. We strive to make our programs fun, creative and engaging for young people as well as relevant to current curriculum guidelines.

In order to facilitate your planning, the FHC has cross-referenced its school programs with the Australian Curriculum (Version 8.1). The following projects/tours are related to the curriculum codes stated and can be further extended to fulfil all criteria of the specific codes. Please note some of the criteria may not be fulfilled during the project and/or tour and may require follow-up in the classroom (i.e. additional content or research, reflections, project evaluations, comparative studies, etc...) For ease of use we have colour coded the year levels. Also, for your convenience, we have included full curriculum code descriptors for each of the year levels directly from the Australian Curriculum so you can prepare other learning materials before or after the visit.

We can further modify some activities to correspond to different year levels; however, not all activities are developmentally suitable for certain year levels. As well, appropriateness for year levels is not necessarily reflected by the curriculum. For instance, although the preparation of billy tea/damper does not fulfil any curriculum criteria for years 5-12, it is still a great activity to include in your education experience. If you have any special requests or needs then please do not hesitate to contact the Forest Heritage Centre.

Thank you for choosing the Forest Heritage Centre for your education experience.

Best Regards,

Shani Holster

Forest Heritage Centre Manager

Woodwork Projects

Australian Curriculum Codes and Descriptors

Mirror / picture frame

Using a range of machines and hand tools, students will be able to create their own mirror or picture frame. Those who complete the project with enough time to spare will have the opportunity to add some embellishment using pyrography.

This project covers mitre jointing, routing rebates and sanding to a finished quality and potentially pyrography.

Chess board

Using a two stage process of machining and gluing, students will create a 350mm x 350mm chess board.

This project focuses on safe use of the drop saw and table saw, gluing up techniques, and sanding to a fine quality.

Chopping/Cheese board with embellishment

This project focuses on embellishment and decoration of timber. Students will be able to cut their board to a shape of their choice and then, after sanding and undergoing a design process, transfer their design to the board using pyrography, dremelling, and paint.

This project allows students to learn to safely use a table saw, bandsaw and drill press, sanding to a finished quality and adding a design using pyrography.

• YEAR 5-6

- (ACTDEP023) Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use
- (ACTDEP026) Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions

• YEARS 7-8

- (ACTDEP034) Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment
- (ACTDEK037) Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

• YEARS 9-12

- (ACTDEK046) Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- (ACTDEP049) Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- (ACTDEP050) Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions

Tool Caddy

Using a range of machines and hand tools, students will build a sturdy tool caddy out of solid timber. This project requires a number of measuring, cutting, drilling and joining techniques to complete. If completed in enough time the students can add pyrography embellishment.

For another 1hr and \$5 per student, internal divisions can be added to the caddy.

During this project, students will learn safe use of the band saw, drill press, nail gun, linisher, and sanding to a finished quality.

Small table / foot stool (YR 6+)

During this 2 day intensive course, students will have the opportunity to use a large range of machines, power tools and hand tools. All joinery is hand cut and will develop their appreciation for the materials, fine motor skills, and understanding of the furniture making processes.

This course will provide students with the opportunity to be taught safe use of the mortising machine, biscuit cutter, and orbital sander as well as mortise and tenon joinery, gluing techniques and sanding to a finish quality.

Carved bowl

This bowl can be carved into any shape. It is a great project which gives the students the freedom to create, as well as learn about the materials and processes.

The spoon can also be made but will need an extra 1hr and cost another \$5 per student.

During the making of the project, students will be taught the safe use of the drill press, bandsaw, linisher, and carving tools, as well as sanding to a finish quality.

• YEAR 5-6

- (ACTDEP023) Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use
- (ACTDEP026) Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions

• YEARS 7-8

- (ACTDEP034) Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment
- (ACTDEK037) Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

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- (ACTDEK046) Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- (ACTDEP049) Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- (ACTDEP050) Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solution

Book Mark

This easy project is great for all ages. It give students a small taste of woodwork and helps to develop their fine motor skills as well as their design skills.

Students will be taught safe use of the drill press and pyrography tools as well as sanding to a finished quality. It will also address the art and design elements and principles of shape, tone, balance, unity and harmony, and line.

Dovetail box

This project covers a wide range of machine and hand skills. It will enable students to get gain a thorough understanding of a variety of woodworking and construction skills. All joinery is hand cut, which will help develop student's confidence and fine motor skills. Boxes will be completed to a sanded finish. This project is quite intense and will require students to be focused for the 2 day duration. However they will be greatly rewarded for their efforts.

This project is recommended for students Yrs 10 - 12. A simpler mitre jointed box can be made with students in Yr 9.

During this workshop, students will be taught to safely use the drop saw, table saw, router and hand drills, as well as hand tools, orbital sanders, gluing techniques and sanding to a finished quality.

• **Foundation-Year 2**

- **(ACTDEP006)** Generate, develop and record design ideas through describing, drawing and modelling
- **(ACTDEP007)** Use materials, components, tools, equipment and techniques to safely make designed solutions

• **YEAR 3-4**

- **(ACTDEK013)** Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes
- **(ACTDEK015)** Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques

• **YEAR 5-6**

- **(ACTDEP026)** Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions

• **YEARS 7-8**

- **(ACTDEP037)** Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

• **YEARS 9-12**

- **(ACTDEK046)** Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- **(ACTDEP049)** Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
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Arts Courses

Pen and ink drawing

This programme can be tailored to suit any year group from K - 12. After doing some work on drawing techniques, the students will then use the natural Jarrah bush surrounds to inspire their final art work. This programme will address the use of shape, pattern, texture, contrast, line and space. This workshop is perfect for those groups with limited time, but students will be proud of their finished pieces.

Print making (on paper)

Suitable for K/PP - Yr 5 students, this project uses scratch foam to complete their print making workshop. After completing the design process, students will transfer the image onto scratch foam before printing it onto paper using printing ink.

Suitable for Yrs 6 - 12 students, this project uses lino to complete their print making workshop. After completing the design process, students will use lino cutting tools to carve their image into a lino square before transferring it to paper using printing ink. This project will address the art and design elements and principles of pattern, texture, shape, repetition, harmony, and value.

Lino Printed t-shirt / t-towel

Students will be lead through a number of drawing exercises to help them develop their design. Once they have decided on an image to be transferred onto their shirt / t-towel, they will go through the process of preparing the lino for the printing process. Price includes one t-shirt or t-towel and a single colour print. Students can bring along more cotton t-shirts or t-towels of their own. For a two colour print the cost will be an extra \$5 and take one more hour. Skills such as negative and positive space, line, shape, repetition, value and texture will be addressed.

Australian Curriculum Codes and Descriptors

• **Foundation-Year 2**

- **(ACAVAM106)** Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
- **(ACAVAM107)** Use and experiment with different materials, techniques, technologies and processes to make artworks

• **YEAR 3-4**

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

• **YEAR 5-6**

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

• **YEARS 7-8**

- **(ACAVAM119)** Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
- **(ACAVAM120)** Develop planning skills for art-making by exploring techniques and processes used by different artists
- **(ACAVAM121)** Practise techniques and processes to enhance representation of ideas in their art-making

• **YEARS 9-10**

- **(ACAVAM126)** Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- **(ACAVAM127)** Develop and refine techniques and processes to represent ideas and subject matter
- **(ACAVAM128)** Plan and design artworks that represent artistic intention

Ceramics

This workshop is best suited for students Yr4 - 12. There are two possible projects that can be made during the ceramics workshop; Fantastic Beasies or Garden Teapots. Both courses will cover the basics in ceramics construction. Students will spend the day developing their art and design and construction skills. After constructing the basic form, students will be given the opportunity to embellish their work using a number of addition and subtraction techniques. This project will address the elements and principles of form, texture, shape, balance, and harmony.

Plaster carving

This projects begins with students mixing and setting their own plaster block. Whist the plaster is setting, students will do some research and drawing to develop an object or image that they wish to carve. Once the plaster is set the students will transfer their image to the block and begin carving. This project develops students understanding of 3D form, as well as texture, pattern, harmony, balance, and line.

• YEAR 3-4

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

• YEAR 5-6

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

• YEARS 7-8

- (ACAVAM119) Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
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Felting (picture / sculpture / jewellery)

The felting workshop can be tailored to suit students ranging from K-Yr12. Younger students, K- 3, will use art and design techniques to create a picture from sheep's wool felt.

As well as a felted picture, students groups Yr 4 - 8 can also choose to create a simple felt sculpture. This will give them the opportunity to design and create in a 3 dimensional format. Yrs 9-12 can be challenged with a more complex picture using heavier layering, intricate 3D sculptures or felted jewellery. All of these provide the students with a more sophisticated understanding of the material and the design process.

This workshop address the art and design principles of shape, form, texture, colour, pattern, balance, and harmony.

Ephemeral (bush) sculpture

Ephemeral Art is art that is transitory, existing only briefly. During this workshop, students will collect and use nature materials found in the surrounding bush to create artworks that will, over time, disintegrate back into the environment from which they came. Students will be able to choose from a number of places around the FHC building and walk trails to create their artwork. As well as using found bush materials, they may also use fully biodegradable materials like natural fibre strings, sand, charcoal etc.

As well as developing student's art and design processes this workshop will also help them to develop a great appreciation for the natural environment.

This workshop will address the art and design elements and principles of colour, texture, form, shape, balance, movement, line, unity and conflict, and repetition.

• Foundation-Year 2

- (ACAVAM106) Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
- (ACAVAM107) Use and experiment with different materials, techniques, technologies and processes to make artworks

• YEAR 3-4

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

• YEAR 5-6

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

• YEARS 7-8

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- (ACAVAM126) Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- (ACAVAM127) Develop and refine techniques and processes to represent ideas and subject matter
- (ACAVAM128) Plan and design artworks that represent artistic intention

Painting (acrylic)

Using a wide variety of techniques to apply the paint, students will be given the opportunity to develop an artwork that has been inspired by the local bush surrounding. Students will spend some time walking through the bush to gain inspiration. After experimenting with a number of painting techniques to learn about the medium of acrylic paint, they will begin their final project. Students may wish to incorporate some materials and objects from the bush into their final artwork.

This workshop suits all age groups and will address concepts such as line, shape, texture, balance, colour, unity and conflict, harmony and tone.

Junk puppets

Using a range of recycled materials, students will be able to create a character of their choice. From animals to robots, this project is only limited by their imagination. Students will enjoy bringing their character to life while learning a range of 3D art and design skills. On completion, students enjoy being able to make their puppet interact with those made by their peers, which enables them to develop their story telling skills and imaginative play.

Students are given to opportunity to develop skills in form, texture, line, conflict and harmony, size and colour.

It may be possible to organise spare parts puppet theatre to run this workshop depending on the day. However this will require a minimum of 15 students and cost an extra \$10 per student.

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

• **YEAR 3-4**

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

• **YEAR 5-6**

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

• **YEARS 7-8**

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• **YEARS 9-10**

- **(ACAVAM126)** Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- **(ACAVAM127)** Develop and refine techniques and processes to represent ideas and subject matter
- **(ACAVAM128)** Plan and design artworks that represent artistic intention

Basket weaving

Using a range of natural materials found in local gardens and the surrounding bush, students will have the opportunity to weave a beautiful and functional basket.

This project can be tailored to fit a range of age groups. Younger students will use a simple basket making frame to weave their materials around. Older students will begin their basket from scratch and have the freedom to decide on the size and design.

This project enables students to develop an understanding of the uses of natural materials and fibres while allowing them to improve their 3D art and design skills.

This project addresses the art and design elements and principles of texture, form, colour, line, balance, size and repetition.

• **Foundation-Year 2**

- **(ACAVAM106)** Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
- **(ACAVAM107)** Use and experiment with different materials, techniques, technologies and processes to make artworks

• **YEAR 3-4**

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- **(ACAVAM128)** Plan and design artworks that represent artistic intention

Make your own insect

Students will spend some time looking at the insects that exist in the natural environment around the FHC. They will discuss their special adaptations and how these enable the insect to survive. Students will then come up with a list of criteria for survival for their insect and create their own insect based on these.

This project is great for students ages K-6 and addresses the art and design elements and principles of colour, form, shape, texture, balance, and repetition.

Make your own whirly bird

Using a range of craft material, students design and construct their own whirly bird. This gives students the opportunity to experiment with 3D art and design principles such as form, colour, pattern, texture, balance, size and harmony. This project is best suited to students aged K-6.

Colour / draw your own puzzle

After working through a number of drawing techniques, students will be taken on a sketching walk through the surrounding bush as a way of finding inspiration for their jigsaw. They will then spend some time developing their final design before transferring it onto their jigsaw using paint, textas and maker pens.

This workshop will address the principles and elements of shape, colour, texture, pattern, tone, balance, harmony, unity and conflict.

• **Foundation-Year 2**

- **(ACAVAM106)** Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
- **(ACAVAM107)** Use and experiment with different materials, techniques, technologies and processes to make artworks

• **YEAR 3-4**

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

• **YEAR 5-6**

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FHC Tours

Australian Curriculum Codes and Descriptors

FHC standard tour

This tour covers a broad range of topics including the history of the FHC, Dwellingup's timber industry, Dwellingup heritage, native flora and fauna, and some aspects of local aboriginal culture.

Please note: If there is specific information on which you would like to focus, then please inform the project coordinator. This is not an in-depth tour but we can target various areas of study.

• **Foundation-Year 2**

- **(ACHASSI006, ACHASSI023, ACHASSI039)** Compare objects from the past with those from the present (**N.B. related to comparisons of Aboriginal technology**)
- **Foundation (ACHASSK032013)** How the stories of families and the past can be communicated for example, through photographs, artefacts, books, oral histories, digital media and museums
- **Year 1 (ACHASSK032)** The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples describe them
- **(ACHASSK033)** Activities in the local place and reasons for their location
- **Year 2 (ACHASSK045)** The importance today of a historical site of cultural or spiritual significance in the local area and why it should be preserved
- **(ACHASSK049)** The ways in which Aboriginal and Torre Strait Islander Peoples maintain special connections to particular Country/Place

• **YEAR 3**

- **(ACHASSK062)** The importance of Country/Place to Aboriginal and/ or Torres Strait Islander Peoples who belong to a local area
- **(ACHASSK063)** How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community
- **(ACHASSK069)** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

• **YEAR 4**

- **(ACHASSK083)** The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies)

- **YEAR 5**

- (ACHASSK110) The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples

- **YEAR 6**

- (ACSSU094) The growth and survival of living things are affected by physical conditions of their environment

- **YEAR 7**

- (ACHGK045K) The influence of environmental quality on the liveability of places

- **YEAR 8**

- (ACHGK048) Different types of landscapes and their distinctive landform features
- (ACHGK052) Ways of protecting significant landscapes
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- **YEARS 9 Related to Wood Milling**

- (ACHGK067) The ways that places and people are interconnected with other places through trade in goods and services, at all scales
- (ACHGK061) Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations

- **YEARS 10 Related to Wood Milling**

- (ACHGK070) Human-induced environmental changes that challenge sustainability

Mill Tour

This tour allow students to have access to an operational mill. Mill staff will take the group on a guided tour through the facility, during working hours, and show the group how timber goes from a log to boards and other wood products. They also address the environmental aspects of the timber industry and what they are doing to minimise the impact.

• YEAR 1

- (ACTDEK001) Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs
- (ACHASSK033) Activities in the local place and reasons for their location

• YEAR 2

- (ACHASSK046) How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)

• YEAR 3-4

- (ACHASSK090) The use and management of natural resources and waste, and the different views on how to do this sustainably
- (ACTDEK010) Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs

• YEAR 5

- (ACHASSK113) The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- (ACHASSK120) Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations

• YEAR 6

- (ACHASSK149) How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- (ACHASSK150) The effect that consumer and financial decisions can have on the individual, the broader community and the environment
- (ACHASSK151) The reasons businesses exist and the different ways they provide goods and services

• YEAR 7

- (ACHGK045) The influence of environmental quality on the liveability of places

• YEAR 8

- (ACHGK052) Ways of protecting significant landscapes

• YEAR 9

- (ACHGK061) Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations
- (ACHGK062) Environmental, economic and technological factors that influence crop yields in Australia and across the world

• YEAR 10

- (ACHGK070) Human-induced environmental changes that challenge sustainability

Billy tea and damper cooking

Enjoy the experience of preparing and cooking damper and billy tea over an open camp fire. This activity is only available when there are no fire bans in place. This works well in conjunction with another programme as the damper can cook while the kids are busy with another workshop or tour.

- **Foundation-Year 2**

- (ACTDEK003) Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating

- **YEAR 3-4**

- (ACTDEK012) Investigate food and fibre production and food technologies used in modern and traditional societies

Please note: this is a popular activity for all year levels