Ghost Net Collective Education Overview Years 9 - 10

9 & 10	Strand Sub strand	Content Descriptors	Methodology		
Curriculum links ART SCIENCE	• **Science Understanding (SU)** • **Science as a Human Endeavour (SHE)** • **Science Understanding (SU)** **Science Inquiry Skills (SIS)**	Science and Visual Art content descriptors are mostly based on the **F-10 Australian Curriculum Version 8**	LOOK www.ghostnetcollective.com.au	DISCUSS/THINK www.ghostnetcollective.com.au	CREATE www.ghostnetcollective.com.au
Curriculum links			LOOK	DISCUSS/THINK	CREATE
ART **Yr 9 – 10** ACAVAM125 ACAVAM128		Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists Plan and design artworks that represent artistic intention	Research the issues regarding ghost nets, plastic, micro plastics and marine debris in our marine environments. Research artists who's work reflects these environmental concerns such as ghost net art of Erub Arts, Lynnette Griffiths and Marion Gaemers – The Ghost Net Collective. www.ghostnetcollective.com.au https://www.erubarts.com.au	Conceptualise and develop representations of the theme – marine debris to experiment with developing a personal style. Use the ghost net instructions as a starting point to create your own reef based sculpture	Plan and design artworks that represent your ideas regarding marine debris. Consider the materials used. https://www.ghostnetcollective.com.au/downloads-shop-1
ACAVAM126		Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions	Research Traditional Aboriginal and Torres Strait Islander weaving and Erub Arts ghost net weaving. Consider what the different purposes are for creating works. www.ghostnetcollective.com.au https://www.erubarts.com.au	Compare examples of traditional Torres Straight weaving with contemporary ghost net art. What are the similarities and what are the differences. Consider the context for the works. When does a functional object become an artefact or art work?	Try some traditional weaving with green palm fronds. Experiment with other materials to weave.
ACAVAM129		Present ideas for displaying artworks and evaluate displays of artworks	Look at the displays of Erub Arts that have been exhibited both overseas and in Australia. How do these displays differ from a traditional gallery exhibition. www.ghostnetcollective.com.au https://www.erubarts.com.au	Plan for an online display of the collaborative works as well as a formal display. How does the format of display change? What are the pro's and con's of each method of display?	Set up both an online display as well as a more formal gallery display. Create a digital image from the collaborative works.
ACAVAR130		Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making	Consider your aesthetic. Look at the work of Erub artists and how their aesthetic has been shaped by their environment and traditional crafts such as weaving and carving.	Discuss how you could use the same techniques and materials to create other types of art. Document some of your ideas considering how the material is also the message.	Write an artist statement explaining the ideas behind your work, the materials used and how your art work communicates your ideas on marine debris

ACAVAR131		Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual artmaking, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks	Compare examples of traditional Torres Straight weaving with contemporary ghost net art. What are the similarities and what are the differences. Consider the context for the works. When does a functional object become an artefact or art work? www.ghostnetcollective.com.au https://www.erubarts.com.au	Consider the impact of ghost net art from Australia and the success Erub Arts has had on a global scale. Why do you think international institutions are interested in this work. Are there similar examples from other parts of the world? Are the themes of marine debris and plastic pollution universal.	Chose a contemporary Torres Strait ghost net art work and a traditional Torres Strait woven artefact to compare and contrast. Consider materials and techniques as well as intended purpose. www.ghostnetcollective.com.au https://www.erubarts.com.au/projects-exhibitions/
SCIENCE **Yr 9** ACSSU176	**SU** Biological sciences **Tangaroa Blue 7 - 10** https://www.tangaroablue.org/resources/education-kit-and-fact-sheets/senior-units-s-ten-year/	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems • investigating the interdependence of communities and the role of Aboriginal and Torres Strait Islander Peoples in maintaining their environment https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP	Look at data around the origins of ghost nets and compared to where they end up. Compare this to maps of ocean currents.	Discuss the interconnectedness through ocean currents and the effects that is having on our reef systems. Are introduced species carried on ghost nets?	Experiment – create a current using fluorescent dye to visualise water flow. https://www.youtube.com/watch?v=aB-gBvX-524
ACSIS170	**SIS** Processing and analysing data and information	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. Acknowledging and identifying the relationship between First Peoples' knowledges and contemporary science and the co-contributions in arriving at shared understanding when working "both-ways" https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP	Research records of Aboriginal and Torres Strait Islander peoples have used currents for transporting resources and for hunting and fishing. Research what modern medicines have originated from Aboriginal and Torres Strait Islander peoples knowledge of plants, animals and the environment.	Discuss how that knowledge can help understand currents from before western science started recording them in the Great Barrier Reef area and adds to our understanding of current	Create an infographic of currents throughout the Cape and Torres Strait and overlay that with traditional trade routes. Before ghost nets started appearing in these areas other artefacts from distant lands would wash up on these coast lines.
ACSIS164 ACSHE230	**SIS** Questioning and predicting	Formulate questions or hypotheses that can be investigated scientifically • acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to hypothesise about fauna or flora distributions Collaborate with Aboriginal and Torres Strait Islander Peoples to formulate questions and hypotheses	Formulate questions and hypotheses regarding plastic in the environment. Plastic is now found everywhere we look. In Antarctica it is in every organism and has now been found deep in human lungs.	Watch and follow Lisa Blair Sails the World https://lisablairsailstheworld.com/ Discuss what other biological systems have been shifted out of balance due to humans. What are the consequences?	Beach sieve exercise. Collect data about micro plastics found in different locations. These samples can be sent to the Australian Institute of Marine Sciences to be analysed. Develop and conduct tests to detect micro plastics in the school area.

		that can be investigated scientifically regarding disrupted ecosystems https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP			
Yr10 ACSHE192	**SHE** Nature and development ofscience	Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries • researching how technological advances in dating methods of Aboriginal Peoples' material culture are contributing to our understanding of the changing climatic conditions and human interaction with Australian megafauna https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP	Look at the short history of plastic and how initially the benefits outweighed the impacts.	Discuss the uses of plastic over the last 60 to 100 years and how it went from robust to disposable and single use plastic. Science is now having to find solutions to the immense problems that plastic has caused.	Try making bio plastics out of milk and vinegar or other natural ingredients.
ACSHE194	**SHE** Use and influence of science	People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities • considering how ecological sciences are recognising the efficacy of traditional ecological practices of Aboriginal and Torres Strait Islander Peoples and how restorative programs based on these practices are generating new career opportunities https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP	Consider how ecological sciences are recognising the efficacy of traditional ecological practices of Aboriginal and Torres Strait Islander Peoples and how restorative programs based on these practices are generating new career opportunities Watch Mapping Makarda: working with the Land and Sea Rangers of Groote Eylandt. AIMS https://www.youtube.com/watch?v=TDa-regWCcs Watch Sharing Marine Monitoring in Bardi Jawi Sea Country. AIMS https://www.youtube.com/watch?v=nzo4WDgkNPE	Aboriginal and Torres Strait Islander peoples possess in-depth ***traditional ecological knowledge - TEK*** - has been recognised as an invaluable contributor to scientific knowledge in this field. Ever-increasing numbers of restoration projects in Australia are undertaken in collaboration with local Aboriginal and Torres Strait Islander communities and rely heavily on the knowledge and expertise of Aboriginal and Torres Strait Islander ranger groups. Such restoration projects include rescue efforts for threatened plant and animal species, reintroduction of locally extinct species, prevention of saltwater ingress into coastal wetland areas, eradication of invasive weeds, biological control of feral predators, wildfire management through the reestablishment of traditional fire management regimes, habitat protection, monitoring endangered bird populations, and many other environmental protection and restoration efforts. Discuss how partnering with Aboriginal and Torres Strait Islander peoples adds value to scientific endeavours and that in turn can raise the profile of multiple knowledge systems.	Find out who the First Nation People are in your area and how they are partnering or working scientifically to protect their lands and oceans. Look for citizen science initiatives in your local area and become contributors to the data collection. Some citizen science initiatives are found at the The Australian Citizen Science Association https://citizenscience.org.au/ Watch and follow Lisa Blair Sails the World https://lisablairsailstheworld.com/