



Ghost Net Collective Education Overview Years Foundation – Year 4

F-2		Strand/ Sub-strand	Content Descriptors	Methodology		
Curriculum links ART SCIENCE	<ul style="list-style-type: none"> 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	
ART F – 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	Look at the art works by the Erub Artists. https://www.erubarts.com.au www.ghostnetcollective.com.au	Talk about what can be seen and how we can tell what type of animal it is even though its made of ghost net.	Use one of the Erub Arts ghost net art images to paint or draw. https://www.erubarts.com.au	
ACAVAM107		Use and experiment with different materials, techniques, technologies and processes to make artworks	Look around the playground and collect different types of leaves – focus on shape, size and colour.	Talk about why plants and animals are important to us.	Use leaves to create mono prints	
ACAVAR109		Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples	Look at the ghost net work of the ERUB artists. Name all the plants and animals can be seen? https://www.erubarts.com.au www.ghostnetcollective.com.au	Why do you think they have made these plants and animals? Why are these plants and animals important to them?	Draw the animals that are important to you. They could be your pet or your family totem or an animal we get food from like a chicken.	
SCIENCE Foundation ACSHE013 AC SIS233	<p>SHE Nature and development of science</p> <p>SIS Processing and analysing data and information</p>	Science involves observing, asking questions about, and describing changes in, objects and events. 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 Engage in discussions about observations and use methods such as drawing to represent ideas	Look around the playground and name all the living things that can be seen	Discuss how Torres Strait Islander Peoples learn about their world through looking closely at the world around them Think about what helps the living things to live – food, water, sunlight Discuss how we can get information about the world by looking and observing changes	Draw the plants you can find around your school – look at the different shapes, patterns and lines.	
ACSSU002	SU Biological sciences	Living things have basic needs, including food and water 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	Read The Lost Girl By: Ambelin Kwaymullina, Leanne Tobin (Illustrator) https://www.youtube.com/watch?v=G6UcLA01epM	Discuss how how Aboriginal and Torres Strait Islander Peoples gain knowledge about the land and its vital resources, such as water and food, through observation	Draw the plants you can find around your school – look at the different shapes, patterns and lines. Let the leaves dry out and draw them again. Put both pictures next to each other	



AC SIS011	SIS Planning and conducting	Explore and make observations by using the senses	Look at the cloud paintings by Segar Passi Read <i>Walking With the Seasons in Kakadu</i> By: Diane Lucas, Ken Searle (Illustrator)	Think about the clouds and what you already know about them like dark clouds mean rain	Paint the clouds you can see in the sky
YR 1 ACSSU019	SU Earth and space sciences	Observable changes occur in the sky and landscape • recognising the extensive knowledge of daily and seasonal changes in weather patterns and landscape held by Aboriginal and Torres Strait Islander Peoples 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 cloud paintings by Segar Passi that teach about clouds and what the cloud patterns tells people	Discuss the different cloud types and what they mean	Paint the clouds again – do this over a number of lessons
AC SIS029	SIS Communicating	Represent and communicate observations and ideas in a variety of 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	Look at the work of the Erub Artist and describe what you can see. What does it tell us about their life? Watch “Sharing Marine Monitoring in Bardi Jawi Sea Country” for mural ideas Sea Country. https://www.youtube.com/watch?v=TDa-regWCcs	What other ways can we learn about how people live?	Create a mural of a reef system. Add photos, paintings and drawings, information, observations, write stories and poems about the plants and animals that live in the reef.
Yr 2 ACSSU031	SU Chemical sciences	Different materials can be combined for a particular purpose •investigating the ways in which Aboriginal and Torres Strait Islander Peoples combine different materials to produce utensils (hafting, weaving, sewing and gluing) 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 examples of Aboriginal and Torres Strait Islander Peoples weaving such as fish scoops and baskets. Look at modern nets and the fibres they are made from.	Talk about the qualities of natural fibres and synthetic fibres. Discuss the pro’s and cons. Talk about using different fibres for weaving and how ghost net fibres can be used with the same skills as natural fibres	Learn how to weave a coconut leaf fish. Notice that you have to use green leaves to weave but it will get stiff when the leaves dry

3 – 4	Strand Sub strand	Content Descriptors	Methodology		
Curriculum links			LOOK	DISCUSS/THINK	CREATE
ART Yr 3 - 4 ACAVAM110		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	Look at the ghost net art of Erub Arts, Lynnette Griffiths and Marion Gaemers – The Ghost Net Collective. Look at how a large artwork is made from many small works. www.ghostnetcollective.com.au	Talk about this collaborative method of working and how it reflects the community and how the school and the classroom are also communities	Create a ghost net sculpture following the instruction sheets. Create a small reef system by joining everybody’s work together https://www.ghostnetcollective.com.au/downloads-shop-1



ACAVAM111		Use materials, techniques and processes to explore visual conventions when making artworks	Look at the ghost net art works that rely on repetition and movement to add information about the animals they represent.	How has repetition and movement been used to add to our understanding?	Create a class mural of a reef system. Add ghost net sculptures, photos, paintings and drawings, information, write stories and poems about the plants and animals that live around the reef. Consider ways to display the collective works that use repetition and movement.
ACAVAM112		Present artworks and describe how they have used visual conventions to represent their ideas	Watch "Caught in the Net" and "Ghost Nets of the Ocean" on the Erub Arts website https://www.erubarts.com.au www.ghostnetcollective.com.au	How does having a group display change the ideas of the artwork?	Create a collaborative display of the class sculptures.
ACAVAR113		Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples	Watch "Caught in the Net" and "Ghost Nets of the Ocean" on the Erub Arts website https://www.erubarts.com.au/projects-exhibitions/ www.ghostnetcollective.com.au	Discuss how using ghost net to make art can help get information about ghost nets to a wider audience	Create an information display explaining ghost net and the problems it is causing.
SCIENCE Yr 3 ACSSU044	SU Biological sciences	Living things can be grouped on the basis of observable features and can be distinguished from non-living things • recognising Aboriginal and Torres Strait Islander Peoples' use of observable features to group living things https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSIC%2CA_TSIC%2CA_TSIP	Look at the ghost net art of Erub Arts, Lynnette Griffiths and Marion Gaemers – The Ghost Net Collective. There are 2 main groups of sculptures – sea and land	Discuss how we can group living things based on observable features such as scales and feathers. Talk about the e.g. platypus and how it was difficult for Western science to classify it but Indigenous people already understood how it fitted into their understanding of the world	Create a class mural of a reef system. Add ghost net sculptures, photos, paintings and drawings, information, write stories and poems about the plants and animals that live around the reef. Make different groups of how you could classify them such as crustacean and vertebrae. Shore line and deeper water.
ACSHE051 Yr 4 ACSHE062	SHE Use and influence of science	Science knowledge helps people to understand the effect of their actions • researching Aboriginal and Torres Strait Islander Peoples' knowledge of the local natural environment, such as the characteristics of plants and animals https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/?organising-idea=A_TSIC%2CA_TSIC%2CA_TSIP	Research plastic in oceans – Watch and follow Lisa Blair Sails the World https://lisablairsailstheworld.com/	Discuss how science is helping us understand the effects of plastic on our marine environments	Create a poster that shows how plastic ends up in the ocean and what effects it can have. Include solutions. Add that to the class mural.
ACSSU072	SU Biological sciences	Living things have life cycles • investigating how Aboriginal and Torres Strait Islander Peoples understand and utilise the life cycles of certain species	Look for information on the Giant Triton Sea Snail Breeding Program https://fieldcapture.ala.org.au/merit/project/index/5f92de26-1090-49c4-a1f5-33cf4f8fd16f	Discuss why this program could be vital for the health of the Great Barrier Reef.	Create small posters of the life cycle of different reef creatures such as the Giant Triton. These can also be added to the class mural.



		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			
ACSSU073	SU Biological sciences Tangaroa Blue 4 -6 https://www.tangaroablue.org/resources/education-kit-and-fact-sheets/upper-primary-f-six-year/	Living things depend on each other and the environment to survive <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the 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 images of the Great Barrier Reef and look for all the different living things and their role in the food chain. Watch “Caught in the Net” and “Ghost Nets of the Ocean” on the Erub Arts website https://www.erubarts.com.au www.ghostnetcollective.com.au	Discuss how we are part of that food chain and how this knowledge is still very strong with Aboriginal and Torres Strait Islander Peoples as they are directly affected by change to their food source. Where does our food come from?	Create a diary of the food you eat every day and research where that food has come from.
ACSSU074	SU Chemical sciences	Natural and processed materials have a range of physical properties that can influence their use <ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples use natural and processed materials for different purposes, such as tools, clothing and shelter, based on their properties 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 for all the things made out of plastic in your class and home. Visit Tangaroa Blue for expanded Marine Debris Education Kit 4 – 6 https://tangaroablue.org/education-kit/	Why do we use plastic. How long have we been using plastic? How does plastic end up in the ocean? What did we use before plastic?	Find a broken plastic toy and think of ways to fix it or change its use. Test out some of the ideas.

