



Ghost Net Collective Education Overview Years 5 - 6

| 5 & 6 | 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 |
| Curriculum links | | | LOOK | DISCUSS/THINK | CREATE |
| ART Yr 5 – 6 ACAVAM114 | | Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions | Look at the ghost net art of Erub Arts, Lynnette Griffiths and Marion Gaemers – The Ghost Net Collective. www.ghostnetcollective.com.au | Discuss the ghost net art by Erub artists – is their work communicating ideas about the environment? How is ghost net art helping to communicate environmental ideas? Discuss how making art collaboratively can help spread environmental messages. | Design an artwork to make out of ghost net. In your planning include some research on the net such as its origin and where it was found. |
| ACAVAM115 | | Develop and apply techniques and processes when making their artworks | Watch the instructional video's on making the ghost net sculptures | While creating the sculptures, talk about the techniques used and what other applications those techniques and materials could be used for. | Follow the instructional sheets to create some of the ghost net sculptures. How does using the ghost net material help you understand the issues of ghost net? https://www.ghostnetcollective.com.au/downloads-shop-1 |
| ACAVAM116 | | Plan the display of artworks to enhance their meaning for an audience | Watch <i>Caught in the Net</i> and Ghost Nets of the Ocean at https://www.erubarts.com.au www.ghostnetcollective.com.au | Discuss how displaying work as a group would give a different message to displaying the work as individual pieces. | Create a collaborative display of the class sculptures. Incorporate the time line posters depicting the problems with ghost net. |
| ACAVAR117 | | Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks | Research Traditional Aboriginal and Torres Strait Islander weaving and Erub Arts ghost net weaving | Compare examples of traditional Torres Strait weaving with contemporary ghost net art. What are the similarities and what are the differences. Consider the context for the works. | Try some traditional weaving with green palm fronds |
| SCIENCE Yr 5 ACSSU043 | SU Biological sciences | Living things have structural features and adaptations that help them to survive in their environment <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited 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 how Aboriginal and Torres Strait Islander Peoples' used biomimicry. 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 | Scientists often look to how nature has developed solutions to problems to inform strategies for new technologies and processes. One aspect of this is the investigation of unusual and interesting structural adaptations of organisms and how these have evolved. Biomimicry is the “examination of nature, its models, systems, processes, and elements to emulate or take inspiration from in order to solve human problems”. | Design a tool based off the features of a blacktip reef shark. |



| | | | | | |
|------------------|----------------------------------|--|---|---|--|
| | | torres-strait-islander-histories-and-cultures/?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP | | | |
| ACSHE083 | SHE Use and influence of science | <p>Scientific knowledge is used to solve problems and inform personal and community decisions.</p> <ul style="list-style-type: none"> investigating how Torres Strait Islander Peoples and Aboriginal Peoples of arid regions of Australia use scientific knowledge to manage precious water resources <p>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</p> | <p>Watch The Australian Coral Reef Resilience Initiative in the Keppel Islands. AIMS</p> <p>https://www.youtube.com/watch?v=H5QbMXEQ4o4</p> | <p>Discuss how science is being used to solve problems and is changing the way individuals and communities interact with scientists. Explain what Citizen Science is.</p> | <p>Join Lids4Kids - an initiative that uses science to inform community action</p> <p>https://www.lids4kids.org.au/</p> |
| ACSHE217 | SHE Use and influence of science | <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives</p> <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples' traditional ecological and zoological knowledge informs sustainable harvesting practices of certain species, such as dugongs and turtles <p>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</p> | <p>Research sustainable practices in your area. Discuss why the development of such practices are important both for the environment and the community</p> | <p>Discuss - Recent research pertaining to dugong and turtle populations has confirmed that traditional hunting rights of Aboriginal and Torres Strait Islander Peoples are not responsible for recent population declines, rather these species are being impacted on by contemporary issues, such as climate change affecting native habitats, marine debris including ghost nets, pollution, commercial fishing, feral animals that destroy turtle nests, and strikes from marine vessels.</p> | <p>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/</p> |
| AC SIS093 | SIS Communicating | <p>Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts</p> <ul style="list-style-type: none"> Acknowledging and exploring Aboriginal and Torres Strait Islander Peoples' ways of representing and communicating information about anatomical features, including structural adaptations <p>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</p> | <p>Watch Sea Country.</p> <p>https://www.youtube.com/watch?v=TDa-regWCcs</p> <p>Sharing Marine Monitoring in Bardi Jawi Sea Country. AIMS</p> | <p>Discuss all the different ways you can see scientific ideas being represented – e.g graphs, art works, video</p> <p>Discuss how the artwork represents an alternative way of representing scientific information about anatomical features, including structural adaptations</p> | <p>Create a class mural of a reef system. Add ghost net sculptures, photos, paintings and drawings, information, data, about the plants and animals that live around the reef. Use as many different ideas to present scientific information regarding reef systems as you can think of.</p> |
| Yr 6 ACSSU094 | SU Biological sciences | <p>The growth and survival of living things are affected by physical conditions of their environment.</p> <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions | <p>Look around your own area and find out who the local Aboriginal or Torres Strait Islander People are.</p> <p>Invite a representative in to talk about their country and how contemporary living is affecting their lands and oceans.</p> | <p>Investigate Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment.</p> <p>Seasons and stars in the Torres Strait Islands</p> | <p>Use the seasonal calendars to inform your information mural on reef systems.</p> |



| | | | | | |
|----------|------------------------------------|--|---|---|---|
| | | necessary for the survival of certain plants and animals in 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 | 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 | https://www.gcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/seasons-stars Indigenous Weather Knowledge http://www.bom.gov.au/iwk/calendars/masig.shtml https://www.csiro.au/en/research/indigenous-science/Indigenous-knowledge/Calendars/About | |
| ACSSU096 | SU Earth and space sciences | Sudden geological changes and extreme weather events can affect Earth’s surface • researching Aboriginal and Torres Strait Islander Peoples’ cultural stories that provide evidence of geological 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 | Research Aboriginal and Torres Strait Islander Peoples’ cultural stories that provide evidence of geological events | Investigate stories about the creation of the Great Barrier Reef or other areas that came into existence with the melting of the ice age. | Create a timeline map of the changing coastline of Australia. |

