



WELCOME LETTER

Dear Educators,

Hi there and welcome to the Tree of Hope project where we invite children to create artworks while reflecting on the theme of Hope. Thank you for choosing to participate and inviting your young ones to be playful artists and collaborative dreamers.

We are all participating as educators, artists, and those who passionately care about the well-being of children. As an artist, educator, and creative wellbeing facilitator over many years, I reflect on how connection to playfulness, mindfulness, story, nature, and the arts, enables children to authentically experience belonging in the world, and encourages them to express themselves.

When talking about Hope we acknowledge with empathy children's diverse lived experiences. Hope can be for ourselves, and it can also be for others. We invite and welcome the idea that is a gift, we give as we share inspiration. We watch it grow and we help it grow.

Enclosed in this guide are recommended steps and links to resources for rich participation in the project. Educators and arts facilitators can choose to do any or all the activities with the children – and adapt the activities to suit the needs of their students. The videos are a few minutes long and aimed at both children and adults as a visual demonstration of creating art inspired by the theme of Hope.

Thank you so much for your involvement, your creative artistry, your treasured collaboration and your celebration of children's hopes.

Warmest regards,

Lucinda Shaw

Artist & Workshop Designer

OPTIONAL PRE-WORKSHOP ACTIVITIES

Here are some recommended and optional activities that can be facilitated with the children to prepare for the art making workshop. [You can access all of the resources here](#), or click the hyperlinks below for specific content. Feel free to choose whichever and however many of these activities best suit your cohort.

1. READ: “Hope is the Thing” by Johanna Bell and Erica Wagner

Use this book to prompt conversation amongst the group. That might include discussions about:

- What birds enjoy and hope for
- Feelings of freedom
- Connection to nature

You might collect a list of key words highlighted in your discussions which could be worked into your classroom’s leaf art. As artists, spend time appreciating the way paint is used for the background washes, talking about the colours of the world around us and provoking awe and wonder. This is an inspiration book, it’s abstract and open to interpretation.

2. WATCH: [Nature Walk Visualisation](#)

Chat briefly about how nature is all around us, a habitat for living things to grow, needing water, sunlight, soil. We might see the sand, plants, animals and fungus, or in the evening we might watch the sunset or see the stars. People need nature. Artists love to look and discover amazing things by observing closely and really noticing the world around them. “Let’s go for a slow walk and see what we have nearby.” If there are interesting sounds; birds, wind in trees, waves, planes, rain, children’s voices, you may wish to do some quiet attentive listening too.

Your nature walk may be within the school grounds looking at any trees or garden beds, exploring an adjacent park, or given as a takeaway task for families.

Follow up with nature walk with a word list, possibly creating a bank of vocabulary using wonderful describing words, collecting descriptions of vision, sound, feeling, and connection to place.

4. LISTEN: [Mindful Visualisation](#)

Find a place that is good to lie down and listen to the audio guided mindful visualisation. This audio track leads young listeners through deep breathing relaxation and suggests visual images to daydream on. Depending on your timetable this may be done on the same day as the art making or prior.

5. Scaffolding the Art Making

There are three video options - all short and suitable for children and/or adult facilitators as inspiration. Please watch all three and choose any/all that are most useful for you and your students. You will notice an increasing level of skill demonstrated in the videos (with #1 best suited for the least experienced art makers).

[WATCH: Making Art #1](#)

Firstly: taking inspiration from the watercolour washes from the book “Hope is the Thing”. This is suitable for all ages. This demonstration is to encourage relaxed and experimental application of paint. You can choose if you wish, to lay out the paper and make some of the artworks collaborative.

[WATCH: Making Art #2](#)

Secondly: this video has a combination of playful art making and also some fun light-hearted drawing and painting of a bold image of a butterfly. This might inspire fun and playfulness as well as dramatic image making that fills a page and models the influence of image, line and colour.

[WATCH: Making Art #3](#)

Thirdly: a more mature demonstration of process, intention and technique with a more narrative and/or pictorial outcome. This might motivate dialogue about why we make art and how it might express something about our lives.

CURRICULUM LINKS

GENERAL CAPABILITIES

Personal and Social Capability / Critical and Creative Thinking / Literacy

EARLY YEARS LEARNING FRAMEWORK V2.0

Children are connected with and contribute to their world.

Children have a strong sense of identity.

Children are confident and involved learners.

Children are effective communicators.

AUSTRALIAN CURRICULUM V9.0

This project will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the below examples from Prep to Year 2.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter
- use play, imagination, arts knowledge, processes and/ or skills to create and share arts works in different forms.

In The Arts Year 2 students:

- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create art works in a range of forms
- share their work in informal settings.

CONTENT DESCRIPTIONS

THE ARTS

Visual Arts: F-2 Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01).

In English Prep students:

- share thoughts and preferences, retell events and report information or key ideas to an audience
- read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences
- create short written texts, including retelling stories using words and images where appropriate.
- they retell, report information and state their thoughts, feelings and key ideas.

In English Year 2 students:

- share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts
- read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events
- create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.

CONTENT DESCRIPTION

English: F-2 Explore the contribution of images and words to meaning in stories and informative texts (AC9EFLA07)