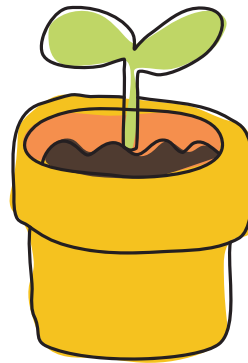
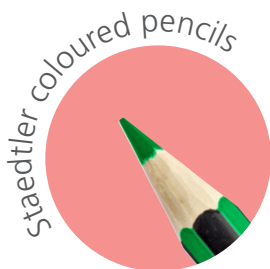


# SEEDS, WONDERFUL SEEDS!



Create a colourful seed mosaic  
inspired by nature!

## What you'll need:



- + Collected seeds, seed pods, flowers, unique stones, and other interesting natural objects
- + Packets of native seeds, as well as sunflower seeds, pumpkin seeds, popping corn, etc

## Method:

**STEP 1:** Consider the central role nature plays in the students' lives and investigate and discuss the vitality of seeds and flowers.

**STEP 2:** Explore the school playground, observing and collecting seeds, seed pods, flowers, unique stones, and other interesting natural objects.

**STEP 3:** Investigate the nature of what the students find. *What plant is it from? What is its purpose? What familiar shapes and patterns can students find in their collected objects?*

**STEP 4:** Using the seeds and other collected items, **students create an artwork inspired by the nature they observed and collected on their playground walk.**

**STEP 5:** Draw an animal, tree, flower or another plant.

**STEP 6:** Glue favourite found items and different seeds onto the drawing in patterns to create a beautiful natural mosaic.



# SEEDS, WONDERFUL SEEDS!

Year group Stage 2 - Year 3-4

Curriculum HASS | Visual Arts | Sustainability | ATSI Cultures

## Extension Opportunities

Extension students and fast finishers could:

- Recreate some of the natural objects from the playground using FIMOair Light.
- Create interdependence diagrams showing how animals, insects and plants depend on each other for life.

## Inspiration

You will find lots of examples of gorgeous seed mosaics online or look for Sally McKay's seed pattern photographs.

## Learning Intentions

Students will:

- Consider the importance of the natural environment and the vitality of seeds and flowers
- Explore their local environment collecting seeds, flowers and other natural objects
- Draw and create a mosaic artwork based on their observations of their local environment

## Curriculum Links

### HASS

- Pose questions to investigate people, events, places and issues (ACHASSI052)
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

### Science

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)
- Science knowledge helps people to understand the effect of their actions (ACSHE062)

### Visual Arts

- 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 (ACAVAM110)
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

### Cross-Curriculum Priorities

- Sustainability