PRIMARY

Year levels	5/6
Learning area	HASS (History) The Arts (Visual Arts)
Activity length	2x 60 min session
Key Curriculum	● ACHASSI133: Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions ● ACHASSK110: The role that a significant individual or group played in shaping a colony ● ACHASSI127: Examine different viewpoints on actions, events, issues and phenomena in the past and present ● ACAVAM114: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions ● ACAVAM116: Plan the display of artworks to enhance their meaning for an audience
Learning intention	● Students use visual literacy to represent the battle at Eureka by creating a diorama
Success criteria	● I can explain what occurred at the Eureka Stockade battle through different perspectives ● I can create my own visual interpretation of the Eureka Stockade event ● I can explain my 3D interpretation, referencing source material

Preparation:

● Access images of Browning's diorama at https://collections.museumsvictoria.com.au/items/250557
● Print copies of planning sheet
● Collect materials for dioramas – shoe boxes, photocopier paper boxes, paint, plasticine, sticks, dirt, rocks, scrap material (tents and flag), glue, string

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Time	Key learning	Teaching notes/Activities	Discussion questions	Learning form	Materials
5 min	Seeing the battle through different lenses	• Recap the similarities/ differences between Marlene Gilson's & George Browning's depictions of the Eureka battle	• Why are the images different? • Do the images portray facts? How do you know?	Whole Class	Images
10 min	Using models to interpret historical events	• Look at Browning's Eureka Stockade diorama in the Melbourne Museum. For a description of how it was made, see the video at 11:10min.	• What can you see? • What is happening in the diorama? • Do you recognise any of the people? How? • How is the diorama different from the paintings? • How has the artist used colour? Perspective? • What is included in this diorama? What's missing?	Whole class	Browning diorama image https://collections.museumsvictoria.com.au/items/250557
15 min	Planning perspectives	• Students plan out how they will create their own diorama of the Eureka battle. What perspective will they take, what will they include, what will they leave out or infer? • Use planning sheet for guidance	• What part of the Eureka battle are you going to represent? Overview, small part? Why? • Will you have the viewer look at the scene from above, below or directly? • What background will you use? • What key things/people should you include? • What materials can you use?	Individual or small groups	Planning sheet
Full session	Creating a 3D representation of the Eureka battle	• Students use the materials and their plan to create a diorama of the battle	• What part should you complete first? • How will you put it together?	Individual or small groups	Materials: shoe boxes, plasticine, sticks, found objects, paint
10 min	Gallery walk	• Students display their work for others to view • Students talk about the sources they used to help create their work	• How could you best present your work? • What questions might we ask about others' work?	Whole class	Tables, presentation space

Planning your Eureka Stockade diorama
Name:

What characters will you put in the battle?		What colour clothing will they have?
Will you convey a small part of the event or an overview?		
What things could you add to help the viewer understand: ● The time of day, ● the location & ● the size of objects? (E.g. The flag?)		

Draw a plan of your diorama

What materials will you need? Make a list.	