Curious schools

TEACHER RESOURCE

Contents

CURIOCITY BRISBANE

Did you notice the spelling mistake? *Curiocity* is actually a *portmanteau*, or a blended word made of two or more other words. Portmanteaus take on the meaning of the words they are made from, and the English language is full of them. Portmanteaus you might use include, *fortnight* (fourteen and night), *smog* (smoke and fog), *twerk* (twist and jerk), or *Pokémon* (pocket and monster).

What two words have been blended to make *Curiocity*, and why do you think World Science Festival Brisbane has used this portmanteau to name their public art program?

Putting things together to make something new is the definition of creativity. [*Curiocity Brisbane* 2023](#) is jam-packed with multi-disciplinary artworks that blend science, technologies and art in creative and curious ways.

As you engage with these public artworks, what new things will you discover, and how will you respond in your own creative ways?

Curious schools

This resource is a practical guide for teachers to use when designing a response to World Science Festiva Brisbane's *Curiocity Brisbane* Schools Challenge. Teachers may use this resource to develop a response for future challenges (2024 and beyond), or as a rich learning experience.

Using this resource, schools, classes or individual students can develop ideas for an installation artwork. The installation can be physical or digital and must respond to one or more STEM domain (Science, Technology, Engineering and Mathematics).

About the challenge

In 2022, Queensland Museum Network invited Queensland primary and secondary schools to submit ideas for the 2023 *Curiocity Brisbane* Schools Challenge. Applications closed on 1 September 2022.

Curiocities are interactive digital and physical installations that celebrate the intersection of science, technology, engineering, art and math. Mind-blowing temporary outdoor installations that will transform Brisbane into a playground for the public to engage with and be inspired by the intersection of science and art.

Successful schools worked with a professional artist to develop and resolve their ideas. Their ideas came to life – specially built and displayed as part of *Curiocity Brisbane* at World Science Festival Brisbane 2023. They were even invited to take part in the official opening!

View the *Curiocity Brisbane* 2023 Schools Challenge artworks [here](#).

Curriculum links

Classroom teachers should find opportunities to adjust and align learning activities in accordance with the [Australian Curriculum](#) (F-Year 10) and [Senior secondary syllabuses](#) (Years 11-12).

Learning objectives

Students are learning:

- to explore and experiment with various art media and STEM ideas
- how artists use approaches and processes to communicate meaning
- how artists respond to STEM ideas
- how their own and others' viewpoints are represented within artworks

Success criteria

Students will be successful when they can:

- interpret and use elements and principles of art to communicate STEM ideas
- use and select media, technologies and skills to represent STEM ideas
- discuss the purpose of artworks and the use of STEM and visual arts elements, using vocabulary to label, categorise, describe and explain
- reflect on how subject matter is represented to make meaning.

Suggested process

1. Purpose

- What essential learning should take place? You could observe skills and interests of students as they engage with World Science Festival Brisbane 2023.

- How should this project align to curriculum? What content and outcomes and which learning areas does the project address? *Curiocity Brisbane* projects align well with the Science inquiry skills strand.

- Develop success criteria for the end result, e.g., will the installation be collaborative, community-based, educational, interactive, part of a scientific process, etc.

2. ART VS. SCIENCE

- What concept, theme or idea will link STEM domain/s with visual art? Consider how scientists and science communicators represent ideas and information graphically, as well as [artists who respond to STEM ideas](#).

- How do these connected ideas enrich student learning?

3. Planning

- Will you need to adjust the sequencing of your current teaching and learning program?

- Consider the general capabilities when designing learning: literacy, numeracy, information and communication, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.

4. Teaching and learning

- What learning experiences and activities will develop the required skills and knowledge? Consider using scientific inquiry methods. In a basic inquiry method, students will:
  - ask a question
  - form a hypothesis
  - experiment/test the hypothesis
  - make and record observations
  - form a conclusion.

- How can connections between STEM and visual art remain authentic, relevant and explicit?

- What resources, support or assistance are required to complete this project? Queensland Museum has an online collection [learning resources](#) which could be used as stimulus or support. Creating a free account means you can save, sort, manage and share your favourite collection items (audio and video, collection items, events, fact sheets, images, loan kits, etc.).

- How can students work collaboratively and be assessed individually? Which parts of the project will require independent work, and which will require group work?

- How can design intentions be articulated clearly in the form of a project proposal? Consider the development of maquettes or prototypes.

Note: If the school would like to submit a proposal for involvement in World Science Festival Brisbane 2024, this project could cease here.

5. Making and presenting

- What arts materials, technologies and skills are appropriate?

- How can the project be displayed or installed in a safe and appropriate manner to engage the intended audience or invite participation/response?

- What reflections or evaluations should students make once the installation is realised?