

Course: Yarning and Traditional Doll Making		Lesson Two: Connecting to place	
Learning Area: The Arts, English	Subjects/Strands: Music, Literacy	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability	
Content Descriptor: - 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) - Year 3: Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) - Year 4: Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)			
Learning Intention: - To appreciate that eco-dyeing can connect Noongar artists to Country and reflect on my own connections to place. - To research plants in our area through observational drawing.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction - Has anyone ever dyed fabric? - How did you do it? - What materials or tools did you use? - What is the difference between natural (made from natural substances) and synthetic dyes (combines two or more chemicals)? - Where did the colours for dyeing originate from? (early dyes were made with natural materials that were either pounded, boiled or soaked to draw out the colour) 		

	Reflect on the eco-dyeing process and discuss the steps the artists use. Explain any terms the students are unfamiliar with. One key term that they may be unfamiliar with is 'mordant'. A mordant is a substance that sets or fixes a dye. A mordant acts as a binding agent to help natural dyes adhere to fibres. In this example the artists are using copper sulphate. To ensure the safety of students two alternative natural dyeing methods are explained below which can be explored in the classroom with adult support.) • How did Marcelle and Yolande dye their material? • What surprised you? • What did they do first? • What materials and tools did they use? • What knowledge or safety considerations did the artists employ? (cultural, scientific and mathematical) • What are you wondering about dyeing with natural materials?	Preparation Contact community members to assist with identifying plants in your setting.
40 minutes	Research Before exploring different dyeing techniques in the following session students research the plants in their environment. This presents an opportunity to learn about the plants and identify any toxic plants. • What do we know about the plants in our environment? • Are they native or introduced species? • Are they endemic to our area? Remind students that artists often undertake research when creating. If your students haven't already completed a Thinking Like an Artist Continuum reflection sheet in the 'Artists in our Community' course on ARTS:LIVE this would be a good opportunity for them to complete the self-reflection sheet to identify where they see themselves as a visual arts learner. Students document some of the plants in their setting on the Plants in our Environment Sheet. They draw, label and predict the colour each plant may produce. (This activity could also connect to a science unit)	Going further Read the Cultural Connection Gardening Australia and The Conversation: Be rooted: learning from Aboriginal dyeing and weaving articles to appreciate the significance of natural materials in First Nation culture. Explore examples of eco-dyeing: ABC: Artist explains natural dyeing technique Harvesting Colour Gardening Australia Eco dyeing Exploring Plant Dyes

	Provide opportunities for students to identify the plants they are drawing by having available an assortment of books, magazines, online identification apps such as INaturalist or involve a community member to assist.	Research how natural pigments such as ochre and dyes have been used by First Nation people for thousands of years. Research different artforms including painting or weaving where natural pigments are used. Read the scientific knowledge and skills of Aboriginal and Torres Strait Islander Peoples on the Common Grounds website.
10 minutes	Reflection Sit outside in a circle. What did you learn about the plants in our environment? Read Yolande and Marcelle's Statements about Country/Boodja: <i>Yolande: Boodja is our land, our earth which we walk on. When I take my shoes off I feel at peace with the earth, connected, blessed with the land we have.</i> <i>Marcelle: Connection to Country is our belonging, we care for country, we don't own Country, Country owns us. In our hearts it's very sacred, we are the caretakers.</i> Think about a place you have a connection to. • Why is it significant? • How does it make you feel? • How do you think collecting or gathering plants enable Marcelle and Yolande to connect to Country?	