

Course: Yarning and Traditional Doll Making		Lesson Five: Connections	
Learning Area: The Arts, English	Subjects/Strands: Visual Arts, 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	
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) - Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113) - 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 reflect on my connections to place, people and my community. - To use a variety of sewing skills, techniques and materials to create an artwork.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Read Yolande’s Statement: <i>Everyone has their own story, their own connection to land, connection to family and community.</i> - What story will you tell with your doll? - Who is significant to you? - Where do you feel connected?		Relevant online resources - Planning Sheet - Traditional Doll Making Instructions. - Yolande’s Statement Additional resources required - Fabric scissors

Read through the Planning Sheet.

Students draw or write about how their identity is influenced by the different people and places they belong to and describe the person/people or place and explain why it is significant to them e.g.

People/Groups of People	Place Name	Why the people/place are significant
Sport Team	Park	I play with my team at the park every week. Our coach supports us and teaches us new skills. If we lose she still encourages us. I feel like I belong when I play here.

- Needles
- Thread
- Stuffing
- Fabric Glue

Preparation

Invite community members to assist in the process of making the dolls. The opportunity for students to work with a parent or grandparent develops strong connections between generations. Parents or family members who know the child will be able to pass on information about their culture during the process of making a doll.

40 minutes

Creating My Doll

Revisit the Traditional Doll Making Instructions.

- What do you need to do next to create your traditional doll?

Depending on students' previous sewing experiences you may need to demonstrate some simple skills such as:

- Threading needles
- Tying knots

	Simple stitching (running and/or blanket stitch) Model to students how to stuff the doll. You may need to assist students to pin the final edge before sewing the doll closed. Encourage students to use this as an opportunity to be persistent and collaborative. Students work together to share their skills. Parent/Community members assist students to hand sew their dolls or use a sewing machine to facilitate the process. Students may require additional time to sew their doll together.	
10 minutes	Reflection Discuss and plan what other materials and techniques could be added to the dolls. e.g. buttons, wool, fabric for clothes or accessories. - What else can you add to your doll to express your identity? - How will your connection to a place or person/people be expressed?	