

Course: Yarning and Traditional Doll Making		Lesson Four: My Doll My Identity	
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 appreciate the significance of a ‘story doll’ and storytelling to Noongar textile artists. - To understand the process of creating a traditional doll with a template.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Watch the Yarning and Traditional Doll Making video to the end. Sit in a circle and ask students to reflect on Marcelle’s statement: <i>My story doll tells people – Who I am and where I come from.</i> Marcelle explains that her story dolls tell us who she is and where she comes from. Her identity and culture are expressed through her artwork. Her knowledge of plants, the gathering process of plants from Country, her use of Noongar language all form an integral part of her artwork and she shares her knowledge and experiences through the stories she tells. The students will learn how to make a traditional doll.	Relevant online resources - Yarning on Wiilmen Boodjar and Traditional Doll Making video - Traditional Doll Making Instructions - Doll Templates - Marcelle’s Statement - Yolande’s Statement Noongar Doll Makers exhibition at the Australian Design Centre	

	As an artist, they will create a doll to express information about their identity. Through their doll they can share a story about a memory, or an experience or a connection they have to a place or family member. The students can use the fabric created in the previous session to symbolise their connection to the place where they are learning or living. Alternatively, students could use a new piece of calico.	Additional resources required • Fabric (the material used from last week or additional calico) • Doll Templates • Pen • Fabric scissors • Pins • Fabric glue Preparation Photocopy the Doll Templates onto card. Cut out sufficient templates for your class to share.
40 minutes	Making a doll View the Traditional Doll Making Instructions Read through the process step by step. Students use the fabric they created last week or a new piece of fabric to trace on.. 1. Trace around the template. 2. Cut out the shape. 3. Pin the fabric together. (If students are not sewing their doll the edges can be glued together. Remember to leave one side open for stuffing.) The following session students will sew their dolls. If students have not had much experience sewing organise parent helpers to assist. This is an opportunity for students to work with family members and share information.	Going further Compare dolls from different cultures (HASS) Explore contemporary Aboriginal artists use of textiles from the MCA's String Theory exhibition.

	Alternatively, the edges of the doll could be glued with fabric glue this session. Remember to leave one edge open so the students can stuff their doll in the following session.	
10 minutes	Reflection Sit in a yarnning circle and share what students think when Marcelle states: <i>Making a doll and putting your story in to this doll will carry your story.</i> - When Marcelle uses the word 'story' what do you think she means? Read Marcelle's Statement about story and storytelling. - What is special about you, your culture and identity? What 'story' will you share?	