

Course: Yarning and Traditional Doll Making		Lesson Three: Seasonal Dyes		
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 , 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) - 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 explore and reflect on the process of collecting seasonal plants and using different dyeing processes.				
Time	Learning Experiences			Preparation and Resources:
10 minutes	Introduction Sit in a circle and yarn about last week’s session. What season are we in? What are the names of the Aboriginal or Torres Strait Islander seasons in our Country? Were any of the plants you drew last week particular to that season? How do the seasons affect the plants and environment? Read Marcelle’s Statement about Country/boodja. <i>Everything about Country is very important. Following nature, knowing the six seasons, what is abundant, what is to be left alone to make unique storydolls with eco dye, as each</i>			Relevant online resources - Yarning on Wiilmna Boodjar and Traditional Doll Making video - Marcelle’s Statement - Six Seasons on Noongar Boodja video - Rickeeta’s Statement - Hapa Zome Instructions - Sun Dyeing Instructions

	<i>plant tells a story and each season has different colours, in different places, this creates very different fabrics and textures.</i> - What do you know about the six seasons that Marcelle refers to? Watch the Six Seasons on Noongar Boodja video with Rickeeta Walley. - How would knowledge of the six seasons assist Marcelle and Yolande during the process of ecodyeing? - How do you think the eco-dyeing and doll making reflects the artists' identity?	Additional resources required - Calico fabric - An assortment of plant material including leaves and flowers - Mallets, hammers or rolling pins Preparation Check student allergies before experimenting with the plants in your setting. Notify parents about the session to ensure they are aware of the activity. Cut the calico fabric into A3 piece for each student Ascertain if you have enough natural materials for the students,
40 minutes	Colours from our Place Discuss potential risks when dyeing fabric e.g. allergies, noxious plants, heat/steaming, chemicals and fumes. How could we extract the colours from the plants we observed and experiment dyeing fabric without steaming the material? There are two different processes in the resource section students could explore. The first - Hapa Zome - takes place during this session. The second - Sun Dyeing - is optional. It uses the sun's heat as part of the dyeing process. It will take several weeks for the natural dyes to change the colour of the fabric. It is a great experience for students to observe during the course. 1. Hapa Zome	Going further Read Rickeeta's Statement to appreciate the significance of King's Park, the importance of the natural environment to animals and people and to learn about Noongar people's knowledge of the natural environment. (HASS/Science) Research different types of dyeing practices such as batik, Shibori or Tie dye. (HASS, Visual Arts)

	Hapa Zome is a Japanese term which means 'leaf dye'. Although the colours are not fixed - as there is no mordant being used - the results are very exciting and immediate! Assorted flowers and leaves are collected. The flora is then pounded onto material with hammers, mallets, rolling pins or rocks. The natural colours from the flora are absorbed into the fabric. 2. Sun Dyeing Plants are crushed and placed in jars with fabric and warm water. The jars are left in the sun for several weeks. Two versions of the process are outlined in the Resource section. The first does not require a mordant. The second uses alum to fix the dye. Please ensure you follow your school's educational safety requirements when using chemicals. Encourage students to be respectful of the plants in their environment and only collect what they need. If there are limited plants at school students could collect a selection of plants or flowers from home. Before demonstrating either method ensure you are familiar with safety procedures. Ensure students wash their hands before and after the session. For assessment purposes encourage students to draw, write or use digital media to record the dyeing process. Students can make notes, jot down their observations or write down their questions throughout the session.	Explore the history and symbolism of colour e.g. purple (HASS/Visual Arts) Research how native plants are used as inspiration by artists e.g. Australian natives inspire textile designs Discuss the problem of Fast Fashion and the use of chemicals in the environment. (Ethical Understandings)
10 minutes	Reflection • What did you discover when dyeing fabric with natural materials? • What did you learn about your environment? • How can gathering plants connect us to Country/place? • What would you do differently next time • What would you like to know more about?	