

Course: Yarning and Traditional Doll Making		Lesson Three: Connecting to place	
Learning Area: The Arts, English	Subjects/Strands: Visual Arts, Literacy	Time: 60 Minutes	Year Level: 5-6
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 practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) - Develop and apply techniques and processes when making their artworks (ACAVAM115) - Year 5: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) - Year 6: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)			
Learning Intention: To appreciate how artists can express their identity through their knowledge of Country.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit outside on Country. Begin the session with an Acknowledgement of Country. Take time to quietly sit and experience stillness. Encourage students to close their eyes, place their feet on the ground and connect with the land where they learn and/or live. Share Marcelle's Statement: <i>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> Share Yolande's Statement.	Relevant online resources - Yolande's Statement - Marcelle's Statement Additional resources required Visual Diary or Paper Pencil Digital recording device to take photos and record sound.	

	<i>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> • Is there a place where you feel connected? • Why is it important? • How does it make you feel?	
40 minutes	Connecting to place Explain that over the next few sessions students will be exploring and creating an artwork that expresses their identity. In this session they think of a place at school which is special to them and research different ways to record it through words, drawing, photos and recordings. • What part of the school is important to you? • Why is it important? • What memories make it special to you? • How does it make you feel either thinking about it or being there? • How do you look after it? • How could you care for it? Students might choose a previous classroom, a place outside, the art room, sports oval etc. Students work in pairs to collect all their information. 1. Students sit in their special place and take a few minutes to respond to the place using their senses. They are to listen to the sounds, close their eyes and reflect on what makes this place special to them. 2. On the My Place reflection sheet students write and draw their ideas and thoughts while they are in the space. 3. Students take a series of 3-4 photos of the place from different perspectives and record the sounds they hear. 4. Using Google maps, students locate their place and print two copies of the map on to A4 paper.	Going further Explore how your environment has changed (HASS)
10 minutes	Reflection • Why do you think it was important to spend time to reflect and observe the place?	

- Would anyone like to share their observations or explain why their place is significant?
- How do Marcelle and Yolande express their knowledge of Country through their art practice?

The process of gathering plants on Country, the types of flora associated with that place, the language used to describe their doll and the yarnning of stories enables the artists to explore and express their identity.