

Course: Yarning and Traditional Doll Making		Lesson Six: My Art My Identity	
Learning Area: The Arts, English		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) - Plan the display of artworks to enhance their meaning for an audience (ACAVAM116) - Year 5: Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) - Year 6: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)			
Learning Intention: To create and present a mixed media artwork that conveys information about my identity.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Heading Read Yolande’s Statement: <i>Everyone has their own story, their own connection to land, connection to family and community.</i> Ask students to consider as an artist: - How could you express your history, culture or beliefs as an artwork? - How could you use the skills, techniques and ideas we have explored throughout the course? - What elements could you combine or use to convey your message? - What story would you share?		Relevant online resources - Yolande’s Statement - Planning Sheet - Peer Assessment Rubric Additional resources required - Glue - Scissors - Permanent marks. - Paper - Pencils

	What message would your artwork convey about your identity? Students create an artwork that tells the viewer something about their identity – their connection to land, family and community. Provide students time to plan their artwork before they commence making their artwork on the Planning Sheet.	Digital devices for recording or for editing photos/movies. Preparation Students art work, photos and recordings from previous sessions.
40 minutes	Creating my artwork Students collect all their drawings, plant dye samples, map images, photos, notes and any recordings they created throughout the course. They are to think how they can combine, select or reimagine these ideas e.g. - Create a mixed media collage combining the photographs and/or drawings and dye techniques. - Combine the images into a digital format to tell their story. They could use the recordings of their special place to symbolise their connection to their school community, or record words in their first language to convey information about their culture or family. - Use some of the techniques and processes explored throughout the course and take these ideas further e.g. students cut out their portrait of them holding their objects and glue the images onto their map. They draw and write words or symbols to represent information about their connections around them and use the dyes of plants in their environment to add colour and to symbolise their connection to school. Students will also come up with their own ideas. Encourage them to be creative and consider where they will display their finished art work e.g. in the space they identified as being special to them. The artwork doesn't have to be 2D. The students could even create an installation in the specific site. Students will require an additional session to complete and present their artwork.	Going further Students write an artist's statement to accompany the artwork. (English) Explore how the students could present their artwork to the community. (Visual Arts) Students create their own doll using the Traditional Doll Making instructions. (Visual Arts) Explore the Deadly Arts Courses: Together We Song on Noongar Boodja and Artists in our Community on ARTS:LIVE.

10 minutes

Reflection

Students present their artwork and story. They could consider presenting their artwork in the space that they identified as being significant to them.

Students complete a Peer Assessment Rubric during the presentations.

Students also independently reflect on the experience of making and presenting their own artwork. The following questions may assist them as they complete their WOW (Wins, Obstacles, Wonderings) reflection:

- How did you feel making your artwork?
- What was it like to tell your story after planning and creating an artwork?
- What did you learn by listening to each artist?
- What would you change if you could remake your artwork?
- What art elements or art principles did you use to convey your story?