

Course: Yarning and Traditional Doll Making		Lesson Four: Seasonal Colours		
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 , Sustainability	
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) - Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117) - Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) - Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)				
Learning Intention: To explore the concept of place through drawing and using natural dyes.				
Time	Learning Experiences			Preparation and Resources:
10 minutes	Introduction Begin the session with An Acknowledgement of Country. Read Marcelle’s Statement: <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 story dolls with eco dye, as each plant tells a story and each season has different colours, in different places, this creates very different fabrics and textures.</i> What significance do the seasons have to the artists?			Relevant online resources - Marcelle’s Statement - Six Seasons on Noongar Country video Additional resources required - Permanent black markers - Visual Diary or Clipboard and paper

	- How do the seasons affect their artwork? - What do you know about the Noongar seasons? Share the Six Seasons on Noongar Country video. - How is this knowledge used by the artists? - What do you know about our seasons? - What are the seasonal plants found in our area?	A plant identifier app such as iNaturalist Preparation Collect a selection of native plants for students to draw. Check student allergies regarding use of plants. A4 maps from previous session.
40 minutes	Drawing seasonal plants Students explore drawing some of the plants their area with a permanent pen. If you do not have access to plants in your setting, provide a range of native plants for the students to observe and draw. Encourage students to look carefully at their subject and to draw the lines, textures and patterns they observe. Once they have had time to sketch some plants the students can then draw the subject on to one of their maps. Discuss where the students will draw the subject on the page. - What sort of composition will you create? (open or closed) - Will the subject fill the page? - Will the drawing be repeated so a pattern is formed? Using natural dyes - How could we colour these drawings naturally? - How could we extract the dyes from the plant? Demonstrate that by crushing the plants with your fingers onto paper you can extract the natural colours. The marks created are quite textural.	Going further A second dyeing technique, 'Sun Dyeing' could also be explored by the students. This method takes a few weeks as the sun's heat contributes to the dyeing process. (Science/Visual Arts) Research how natural pigments such as ochre and dyes have been used by First Nations' Australians for thousands of years. Research different artforms including painting or weaving where natural pigments are used. (HASS/Visual Arts) Read Rickeeta's Statement about Noongar sustainable practices and knowledge of natural materials. Research the sustained ways of living by Aboriginal and Torres Strait Islanders. (HASS/Science)

	Safety Check for student allergies and remind students to wash their hands after touching and using different vegetation. Allow time for students to explore the colours the plants produce on paper. Ask students to document their discoveries e.g. write the name of the plant as part of their research. Students can then colour their drawings with the natural dyes from the plants in their environment. The same technique could be explored further on fabric such as calico. The natural colours of the plants are extracted by being 'pounded' on to fabric with a mallet, hammer, or rock. See the Hapa Zome Instructions for more details.	Explore how native plants are used as inspiration by artists e.g. Margaret Preston or Jenny Kee, Australian natives inspire textile designs Read the article from Artspace, How Nature inspires Aboriginal Art
10 minutes	Reflection Lay out all the students' art experiments. Discuss how the artists have explored different techniques and that the process of exploring new materials is important. Lay out all the coloured map drawings. Invite students to comment on how the artists have used the art elements and principles. • What do you think this art work tells the viewer? • How have the artists used the art elements/art principles? • How does your artwork connect to place? For the following session Ask students to bring in two items that symbolise or represent something their identity. The first object is to represent something about them. The second object represents something about their family. Students will share with the class how these objects represent their identity. If students are unable to bring in the object they could take a photograph to share with the class. Ask students to select and bring in: ◦ An object that represents them. ◦ An object that represents their family.	