



Teacher Pack



Collection: Deadly Arts

Course: Yarning on Wiilmen Boodjar and Traditional Doll Making

Year Level: 5-6

Lessons: 6 x 60 Minutes



Overview

In this video Marcelle, a textile artist from Wiilmen and Ballardong Boodjar, explains the significance of yarning and dollmaking. Marcelle demonstrates the process of eco-dyeing with her niece Yolande. Yolande's knowledge of ecodyeing, doll making and storytelling was passed down to her from her Aunt. The dolls are strongly connected to the artists' Noongar identity and culture. Marcelle and Yolande explain that, *"sitting together, telling stories, passing down stories"* are an integral part of their Noongar culture.

Students explore a range of Visual Art experiences throughout the course. They are invited to take these experiences and think how they can combine, select or reimagine these ideas to create and present an artwork that expresses information about their own identity – their connection to place, people or culture. Creating these opportunities for students to talk and listen to each other builds trust, empathy, stronger connections and greater cultural awareness.

The learning experiences that accompany the video invite teachers and students the opportunity to develop stronger connections with their own community and learn and share information through yarning about the cultures and stories within their class and community. A strong 'thread' that runs throughout the learning experiences is the importance of listening and respecting each other's voice - listening to the artists in the video, listening to their peers and listening to other voices in their community. The course encourages students to develop a respectful space where they feel safe to share their stories.

Course: Yarning and Traditional Doll Making		Lesson One: Yarning and Listening	
Learning Area: The Arts, English	Subject/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: 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 importance of listening to each other when yarning and to represent this idea visually.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit in a circle outside on Country. Begin the session with an Acknowledgement of Country, recognising the Country on which students are learning and playing. What do you know about yarning and/or yarning circles? Students take turns to add their thoughts or comments around the circle. Yarning has been used in Indigenous cultures for generations. A yarning circle is traditionally used to share Aboriginal and Torres Strait Islander peoples’ culture and stories in an inclusive, respectful, collaborative way. Yarning Circles allow all students to have their say in a safe space without judgement. A yarning circle can be used to share stories and have discussions	Relevant online resources - Yarning on Wiilmen Boodjar and Traditional Dollmaking video AITSIL Map of Indigenous Australia (Schools can purchase a map or share it digitally via the hyperlinked website) - Marcelle’s Statement - Yolande’s Statement Additional resources required - A4 paper	

	with your class. Yarning Circles allow all students to have their say in a safe space without judgement. For additional information see the online resources in the Going further section. Explain that students will now view a video with two Noongar artists - Marcelle Riley and Yolande Ward - who are yarning on Wiilmen Boodjar, in the town of Narrogin, in Western Australia. 'Boodja' is the Noongar word for Country. Read the artists' 'Who Am I?' Statements. Locate the town of Narrogin on Google Earth or Google Maps. Compare where you are located and appreciate the number of First Nation People language groups that make up Australia on the AITSIL Map of Indigenous Australia. Discuss with your students what languages they know for the words for talking e.g. the Noongar word for talking is: waangkaniny. The words moort wangkiny means people talking.	• Coloured pencils and textas • Watercolour paints and brushes(optional) Preparation Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE. Wherever possible connect with your local community. Contact indigenous education workers in your area to learn more about your local indigenous culture Talk to local Aboriginal and Torres Strait Islander community members and ask how they might like to share their culture with you. Invite parents to share their culture and language with the class
40 minutes	Yarning and Yarning Circles Watch the introduction of the Yarning on Wiilmen Boodjar and Traditional Dollmaking video to 1:07. • What do Marcelle and Yolande tell us about yarning and yarning circles? • Why is yarning important to them? Explain to students that they will respond to four questions. They will represent what listening means to them visually through a combination of images and words. At the end of the process the students will share one of their responses with the group.	Going further Create an agreed set of expectations to ensure students feel safe to share their ideas in a yarning circle based on the students' visual responses. Explore more about yarning circles with your students • How could we learn more about yarning circles?

	Ask students to fold an A4 piece of paper into quarters. In each section students respond to one of the following questions through drawing, painting or writing. Students could respond to this question abstractly or realistically. The art elements of line, shape and colour could express these feelings and emotions. Also, encourage students to think of ways they could represent their ideas using symbols. 1. Think of a time when you felt you were really listened to. How did it make you feel? 2. Think of a time when you really listened to someone else. How did it make you feel? 3. How do you know if someone is really listening to you? How could you represent this? 4. Imagine our class listening and sharing our stories respectfully, where everyone feels safe to share their thoughts and ideas. How could you represent this? What symbols, colours, shapes, lines or words would you use? Ask each student to select one of their images that best demonstrates a positive, respectful listening experience and place their artwork in the middle of the circle. Ask students to look carefully at the artwork made up of everyone's responses. Start the conversation by sharing your story and then invite students going around the circle to contribute their own stories, thoughts or ideas	• When could we use yarning circles in our classroom? • Who else could be part of our yarning circles? Additional online resources: • Implementing Yarning Circles: QCAA • About Yarning Circles • Aboriginal Pedagogy • The no language method AITSL • NSW Reconciliation: Yarning Circles
10 minutes	Reflection Share the students' visual representation of what respectful listening looks like. Invite students to talk about their artwork or share their thoughts and ideas. • What do you notice? • Are there any similarities? Why or why not? • Are there any surprises? • Would the artwork look the same if we didn't listen to each other respectfully? • What might happen if we don't listen to each other respectfully?	

- What do you think we need to do as a class to ensure we have a safe space for yarning?

Consider using a 'talking stick' during the yarning circle. Only the person holding the stick can speak. The 'talking stick' is passed clockwise around the circle. The rest of the group actively listens to the speaker.

Course: Yarning and Traditional Doll Making		Lesson Two: Art Analysis	
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) - 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: 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 different art forms and explore how artists express ideas about their identity through their practice.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Watch the Yarning on Wiilmen Boodjar and Traditional Dollmaking video to 2:37 to learn about the practice of Eco dyeing from the artists. Eco dyeing is a form of dyeing where the colours or natural dyes from plant materials are transferred by steaming or boiling to fabric. - What materials and tools do the artists use? (fabric, leaves, flowers, mordant, threads, steamer, string, needles) - What processes and techniques do they employ? (steaming, dyeing, stitching, sewing) - What art forms are they using? (soft sculpture, threads and textiles) Stop the video to discuss the processes, materials and techniques the artists employ.	Relevant online resources - Yarning on Wiilmen Boodjar and Traditional Dollmaking video - Art Chat questions - Visual Art Analysis Sheet Additional resources required - Clipboard - Pen/Pencil	

		Preparation Place the printed Art Chat questions around the room.
40 minutes	Art Chat Place the 'Art Chat' questions around the room on large paper. Explain to students they will reflect on the video and participate in an 'Art Chat' to discuss the artists' intentions and ideas. They are to read the questions and quotes from the artists and discuss them in their allocated groups. Divide the class into small groups between 2-4. Watch the last section of the video. Students walk around the room with their group to discuss each question and record their thoughts on their Visual Art Analysis Sheet. 1. What surprised you about the artwork? 2. <i>"My story doll tells people – Who I am, where I come from."</i> (Marcelle Riley) Why do you think the artist chose this art form to express her ideas? 3. <i>"Culture and language are important to me"</i>? (Marcelle Riley) How is this evident in the artists' work? 4. <i>"(I am) On a journey finding out who I am, my connection to Country and to my culture and to my language."</i> Marcelle Riley What do you think the dolls tell us about the artists? How do the dolls convey meaning? 5. <i>"Making a doll and putting your story in to this doll will carry your story."</i> (Marcelle Riley)	Going further Learn more about Noongar Doll Makers from an exhibition at the Australian Design Centre Explore how the use of resources reflects Aboriginal and Torres Strait islanders Peoples' spiritual connection to the land, sea, sky and waterways. (HASS) • Cultural Connection Gardening Australia • The Conversation: Be rooted: learning from Aboriginal dyeing and weaving Explore the process of eco-dyeing: • ABC: Artist explains natural dyeing technique • Harvesting Colour Gardening Australia • Eco dyeing • Exploring Plant Dyes • Read the scientific knowledge and skills of Aboriginal and Torres Strait Islander Peoples on the Common Grounds website.

	What do you think this means? Who benefits from listening to these stories?	
10 minutes	6. What questions or wonderings do you have about the art work? Reflection Read through each question and ask each group to summarise and share their thoughts and ideas. Exit ticket What are three things you have learned this lesson?	

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.

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.	

Course: Yarning and Traditional Doll Making		Lesson Five: Sharing Stories	
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: Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) - 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: 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) - 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 share objects that represent information about my identity and plan how to present an artwork that represents my identity.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Read Marcelle’s quote: <i>Making a doll and putting your story in to this doll will carry your story.</i> - What do you think the word ‘story’ mean in this context? - Why do you think the artists use dolls to convey their stories? - What do you think the significance of using a doll might be to the artist and the viewer?		Relevant online resources - Marcelle’s Statement - Yolande’s Statement - Community Reflections - My Special Objects Sheet

	Marcelle states: <i>Learning story is about how my people and family lived back then and connections to song and story lines, so I know my connection to place through the stories we're told, so we know how we're related to family and country. And when you visit places, you know where you're from and who you are to tell others.</i> <i>Telling story is very important so we can pass on knowledge and learning Kaartijin (knowledge) from generation to generation.</i> • Can you think of story or learning that you have been told by your family? • Who told you? • Why is it important to you? Remind students that when sharing their objects in the yarning circle it is not a time for questions or discussion. Unless you are the speaker everyone else's role in the circle is to listen. It is an inclusive space where people can be feel safe to share their stories and trust one another.	Additional resources required • Pencils • Visual Diary or paper • Digital device to take photos Preparation Bring in two objects to share with your class. One represents your family, the other symbolises something that represents you.
40 minutes	Sharing stories Students draw a picture of their objects on the My Special Objects sheet. They note down any information about the objects. Student could write in their first language, include lyrics to songs or anecdotes that are special to them. Commence the yarning circle and explain why you selected your objects and how they reflect something about you and your family. Explain what they represent and why they have meaning to you. Students share information about the objects they brought in. • Why did you choose these objects? • What do they represent? • What does the object tell us about your family? • What do the objects tell us about you?	Going further Students write about the significance of the objects they brought in and describe what they symbolise.

	Students take photos of their objects and a photo of each student with their objects. These photos will be required next session when the students create their final art work. Explain to the students that the following session they will create an art work that tells the viewer something about themselves and their identity. The photos of the objects they brought in will form part of their art work.	
10 minutes	Reflection Marcelle stated that the dolls: <i>Carry your yarns for you so you don't have to carry it anymore.</i> • How can carrying a story be 'heavy'? • Why is it helpful to share our stories? Share the Community Reflections • What did you learn from listening to this community's stories? • What can we learn from listening to one another?	

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?	
------------	--	--

Curriculum Alignment

Course: Yarning and Traditional Doll Making	Year level: 5-6					
Learning Area: The Arts, English	Subjects/Strands: Visual Arts, Literacy					
Content Descriptor:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Visual Arts						
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)		●		●		
English						
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 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 5: Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)					●	●
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)	●			●		
Year 6: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)		●	●		●	
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)					●	●