

Course: Yarning and Traditional Doll Making		Lesson Three: Colours from our land	
Learning Area: The Arts, English	Subjects/Strands: Visual Arts, Literacy	Time: 60 Minutes	Year Level: F-2
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: - Foundation – Year 2: Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109) - Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) - Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) - Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) - Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)			
Learning Intention: To appreciate how art can express information and explore and reflect on the experience of using natural materials to dye fabric.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction - What do you remember about Marcelle and Yolande's artwork? - How did they make their dolls? Re-watch the Yarning on Wiilmen Boodjar and Traditional Doll Making Video to 2:38. - What materials did Marcelle and Yolande use to make their dolls? - What processes and techniques did they use? - How did Marcelle and Yolande change the colour of fabric? Read Marcelle's Quote:	Relevant online resources Yarning on Wiilmen Boodjar and Traditional Dollmaking video Hapa Zome Instructions Additional resources required - Calico material - Pounding tools such as, hammers, mallets, rolling pins or even hand-sized rocks - Assorted leaves and flowers	

	<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> • How do you think gathering plants from the land connects Marcelle and Yolande to Noongar boodja (Country)? • How could we change the colour of fabric using the plants from our area? • What will we discover about our land?	Preparation Small pieces of calico or torn cotton sheet for experiments. One A4 size piece of calico per student. Collect suitable flowers/plants if your setting does not have enough natural materials to use for the activity.
40 minutes	Dyeing fabric The following natural dyeing activity 'Hapa Zome' can be explored by children independently. It produces great results using the natural colours found in plants and flowers. Hapa Zome is a Japanese term which means 'leaf dye'. Assorted flowers and leaves are collected. The flora is then pounded onto material with hammers, mallets, rolling pins or rocks. The natural colours and pigments from flora are absorbed into the fabric. The colours are not fixed - as there is no mordant being used. A mordant is a substance that sets or fixes a dye. A mordant acts as a binding agent to help natural dyes adhere to fibres. Share the Hapa Zome Instructions in the resource section. Demonstrate the process and discuss safety issues e.g., hammering, not eating the plants and washing hands after the process. Before starting, students could predict what colour each plant might produce. Allow time for students to experiment with small scraps of material before they work on a final piece. Record the students' discoveries by asking questions throughout the process.	Going further Explore natural dyes from fruits and vegetables or kitchen ingredients including coffee or spices such as turmeric. (Science). The following websites provide good starting points: Exploring Plant Dyes Harvesting Colour Gardening Australia Explore the seasonal flowers and biodiversity. (Sustainability) Explore how Aboriginal artists have used natural dyeing techniques. The following websites provide good starting points:

	• What have you discovered about dyeing with natural materials? • What surprised you? • What did you notice about your print? • What did you find challenging? • What would you do differently next time?	ABC: Artist explains natural dyeing technique Cultural Connection Gardening Australia The Conversation: Be rooted: learning from Aboriginal dyeing and weaving
10 minutes	Reflection Yolande explains that: <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> • How do you feel about our land and environment after exploring nature? • What is special about our place? The students' material can be displayed and used as evidence of learning. Students write or record digitally what they have observed and discovered throughout the process.	Discuss the use of symmetry, patterns and shapes in the prints (Mathematics) or write a procedural text based on the process. (English).