

Course: Yarning and Traditional Doll Making		Lesson Two: Exploring Threads and Textiles	
Learning Area: The Arts, English	Subjects/Strands: Music, 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	
Content Descriptor: - Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) - 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: 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 that some artists use textiles in their artwork. To explore different textiles and share discoveries through yarning.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Introduce the students to the Textile Artist (Marcelle Riley) and Teaching Artist (Yolande Yarran-Ward) by reading their statements. View the Yarning on Wiilmen Boodjar and Traditional Dollmaking video In the video the women are yarning on Wiilmen Boodjar, in the town of Narrogin, in Western Australia. Locate the area on Google Earth or Google Maps, and the AITSIS Map of Indigenous Australia. What do Marcelle and Yolande tell us while yarning?		Relevant online resources Yarning on Wiilmen Boodjar and Traditional Dollmaking video Marcelle's Statement Yolande's Statement AITSIS Map of Indigenous Australia (Schools can purchase a map or share it digitally via the website)

	• Why do you think it is important to listen to the artists? • What surprised you about their artwork? • What are they doing? • What materials do Marcelle and Yolande use to make their dolls/artwork?	Additional resources required • Small samples of different fabrics and threads such as (cotton, hessian, calico, silk, wool, polyester etc.) • A small piece of hessian per student • Fabric scissors • PVA glue • Cover paper • Powerhouse collection of textiles
40 minutes	Exploring threads and textiles Provide students a range of different textiles to explore. • What do they feel like? • What is the difference between a thread and a textile? • What are your clothes made from? • How do you think the material is made? Provide each student with a piece of hessian. Explain that material is woven together with threads or yarn. Clarify that there are different meanings of the word 'yarn' and 'yarning' depending on context. Yarn (noun): a fine cord of twisted fibres (of cotton or silk or wool or nylon etc.) used in sewing and weaving. Synonym: thread Yarn can be made from natural and synthetic fibres. Yarn (verb): to chat, talk, to tell a tale or story. Encourage students to pull out the threads from the fabric samples to see the weft and warp. • How do you think the material was made? • Is it possible to you put it back together? • How is fabric made? Share a YouTube clip about how fabric is made and the process of weaving on a loom. Students use the threads and fabric samples to create a mixed media collage of themselves. Provide each student with a small piece of fabric to stick on the paper as their body. You may need to cut small shapes for younger students.	Preparation Cut the hessian into small pieces approximately 15 x 15cms Read about the Noongar Doll Makers exhibition at the Australian Design Centre Going further Share with your class samples of textiles from different countries. e.g. Thai silk, Indonesian batik, Scottish tartan material or material from your local community and explore how some materials can tell us about a person's identity/culture.

	Students use the threads and fabric scraps to complete their mixed media collage. They can draw details with a variety of drawing media e.g. crayons, pencils or textas. Extension ideas Foundation Encourage students to tie knots with the yarn. Weave assorted materials, such as leaves or ribbons through wire. Year 1/2 Students explore weaving with paper. Explore weaving with wool on sticks or on a cardboard loom.	This is a great opportunity to connect with members of your community and for students to listen to people and learn how they express their identity. (HASS) Send letters to parents and invite them to share and talk about specific textiles associated with their culture.
10 minutes	Reflection Sit in a circle and yarn about what students have discovered. Remind students to be active listeners throughout the process. Share textile images from the Powerhouse collection • Do you recognise any of these textiles? • What might textiles tell us about the person's identity? • What do you think Marcelle and Yolande's eco-dyeing fabric tells us about them, their culture or identity? • What have you learned about threads and textiles?	The students explore different materials and their properties. (Science) Students sort and classify different fabrics based on different criteria. (Mathematics/Science) Explore contemporary Aboriginal artists use of textiles from the MCA's String Theory exhibition.