

Course: Yarning and Traditional Doll Making		Lesson Four: Making a Traditional Doll	
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: Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) - 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 discuss how artists express their ideas and to learn how to create a traditional doll using a template.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Share examples of the students’ dyed calico fabric from the previous session. - What information did we learn about our environment from the dyeing process? - What do you think the material tells the viewer about our land? Reflect on 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 storydolls with eco dye, as each</i>	Relevant online resources Six Seasons on Noongar Country video Yarning on Wiilmen Boodjar and Traditional Dollmaking video Marcelle’s Statement Yolande’s Statement	

	plant tells a story and each season has different colours, in different places, this creates very different fabrics and textures. - What do you know about the Noongar six seasons? Share the Six Seasons on Noongar Country video. Discuss Marcelle's Statement: <i>I'm on a journey finding out who I am, my connection to Country and to my culture and to my language.</i> - What do you think this means? - How do you think the artists' cultural kaartijin (knowledge) is expressed through their dollmaking? - How do you think Marcelle expresses these ideas through her dolls? - What do you think the dolls tells us about the Noongar culture and boodja (Country)?	How To Make A Traditional Doll instructions Doll template Additional resources required - Plain fabric e.g. calico or the dyed fabric the students made in the previous session, - Fabric scissors - Pens or pencil - Card Preparation Photocopy the doll template onto card. Provide 1 template per 2-3 students. Invite community members to assist in the process of making the dolls or organise a 'buddy' activity where older students assist younger students. Going further Read Marcelle and Yolande's Statements to understand their special connection to Country and what story means to them.
40 minutes	How to Make A Traditional Doll Explain to the students that they will be creating their own doll and telling their own story with their doll. The doll they create could represent them or be someone in their family or someone special to them. View the How To Make A Traditional Doll instructions. Discuss the steps with your students. Demonstrate how to use the doll template with a partner. Pair students so that they can work collaboratively and help one another trace around the doll template on to fabric. Students might use the dyed fabric from the previous session or a new piece of calico.	

	Students cut around the doll shape. Depending on their cutting skills, students may need assistance from an older buddy or community members. Invite community members to assist sewing the dolls or to glue three sides of the doll together with PVA or fabric glue. See the Preparation section. If time is limited, students could create a peg doll and decorate their doll with the fabric they dyed.	
10 minutes	Reflection Share Marcelle's Statement: <i>My story doll tells people – who I am, where I come from.</i> • How does Marcelle tell us information about her identity through her dolls? Encourage students to think how they might express something about their identity, their culture or background. • Who is your doll? • What is special about you? • What story will you share? The word 'story' in this context allows the artist to tell the audience something about them self, their culture or for them to express who they are. It can also be a way to express how they feel or a way for them to respond to the world. The story could be knowledge passed from a family member e.g. a story, a song or memorable experience or something about their family or cultural heritage. Read Marcelle and Yolande's explanation of what Story and Storytelling means to them.	