

Course: Yarning and Traditional Doll Making		Lesson Five: My 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	
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 create and reflect on making a traditional doll.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Marcelle states that: <i>Making a doll and putting your story into this doll will carry your story.</i> Model sharing information about yourself and a story that you could tell the class. Pose questions and ask students to think about what they will share. - Tell us about your doll. - Where do they live? - What do they like to do? - What do you care about? - What is special about your family? - What languages do they speak?	Relevant online resources Story Doll Planning Sheet WOW reflection Additional resources required - Buttons - Fabric glue - Yarn, wool, - Small pieces of fabric off cuts - Scissors - Fabric glue - Stuffing	

	- What place makes you feel happy? - What story would you like to share?	Needle and thread or sewing machine
40 minutes	Heading Students draw/write about their doll and the story they will share on the Story Doll Planning Sheet. Students use the session to doll stuff their doll and sew the final edge with community/parental assistance. Students can then decorate their doll with buttons for eyes, add wool for hair and cut out fabric shapes for clothes and accessories.	Going further Use the dolls as provocations for oral storytelling and writing activities. (English) Provide opportunities for the dolls to be used for role play and in drama activities. (Drama)
10 minutes	Reflection Students reflect on the process of making a doll on the Wins, Obstacles and Wonderings (WOW) Reflection Sheet. Wins: What did you enjoy, learn, find positive? Obstacles: What was difficult or challenging? Wonderings: What surprised you or what would you like to know more about?	