



## Teacher Pack



**Collection:** Deadly Arts

**Course:** Yarning on Wiilmen Boodjar and Traditional Doll Making

**Year Level:** F-2

**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 and are invited to create their own dolls. This is a wonderful opportunity to invite parent helpers or community members to assist and be involved with the students' learning. The opportunity for students to work with a parent, family member or grandparent contributes towards developing stronger connections between generations to share their knowledge.

The learning experiences that accompany the video invite teachers and students 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.

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| <b>Course:</b> Yarning and Traditional Doll Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Lesson One:</b> Yarning and Listening                                                                                                                                                                                                                                                                                                                                           |                        |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Subject/Strands:</b> Visual Arts, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                                                                                            | <b>Year Level:</b> F-2 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a>                                                                                                                                                                                                                                                                  |                        |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li><li>Foundation – Year 2: Create and display artworks to communicate ideas to an audience (<a href="#">ACAVAM108</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                    |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To develop an understanding of the importance of listening and what it feels like to be listened to when yarning</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                    |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                                                                                  |                        |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Introduction</b></p> <p>Sit in a circle outside. Begin the session with an Acknowledgement of Country, recognising the Country on which students are learning and playing.</p> <p>Yarning is a practice that 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.</p> <p>The colloquial expression, to have a 'yarn,' means to have a chat or talk.</p> <p>Ask your students to listen carefully. Explain that you will now introduce yourself to the group and share some information about yourself.</p> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"><li><a href="#">Reflection Sheet</a></li><li><a href="#">Perth Zoo website</a></li></ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"><li>Paper or brown cover paper</li><li>Scissors</li><li>Stapler</li><li>Masking Tape or Sticky tape</li><li>Glue sticks</li></ul> |                        |

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|            | <p>My name is.....<br/>I am on .....Country.<br/>I love listening to stories.<br/>My favourite food is.....and ...I like to play....</p> <ul style="list-style-type: none"> <li>• What helped you to listen carefully?</li> <li>• What did your ears do?</li> <li>• What did your eyes do?</li> <li>• What did your bodies do?</li> </ul> <p>Explain that when we listen carefully that this is sometimes referred to as 'active' listening.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Preparation</b></p> <p>Watch the <a href="#">Deadly Arts Welcome to Whadjuk Country</a> on ARTS:LIVE</p> <p>Contact traditional custodians or Elders and invite them to your setting to speak about their community and the importance of listening.</p> <p>Read the following websites to learn more about yarning circles:</p> <ul style="list-style-type: none"> <li>• <a href="#">Implementing Yarning Circles: QCAA</a></li> <li>• <a href="#">About Yarning Circles</a></li> <li>• <a href="#">NSW Reconciliation</a></li> </ul> <p>Going further</p> <p>Yarning circles can be incorporated into the contemporary classroom setting and provides an opportunity for students to understand Aboriginal and Torres Strait Islander knowledge and ways of working.</p> <p>Integrate Aboriginal pedagogies into your classroom practice.</p> <ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Pedagogy</a></li> <li>• <a href="#">The no language method AITSL</a></li> </ul> |
| 40 minutes | <p><b>Numbat ears and listening</b></p> <p>The numbat is the animal emblem of Western Australia. Show students what numbats look like using the <a href="#">Perth Zoo</a> website. Conduct some simple web-based research as a class to find out some numbat facts and discuss the key physical features of this amazing endangered animal using a Google image search. There are less than 1000 numbats left in the wild.</p> <p>Numbats are very good listeners.</p> <p>Invite students to imagine being a numbat using their senses to help them listen carefully.</p> <p>When I listen carefully...</p> <ul style="list-style-type: none"> <li>• My eyes are open</li> <li>• My ears are alert</li> <li>• My body sits quietly</li> <li>• My body faces the speaker</li> </ul> <p>Students create their own 'numbat' ears. Examine the numbat images found on the <a href="#">Perth Zoo</a> website and in your class research to help students understand the shapes they will need to cut.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|            | <p>Provide paper, scissors, and access to a range of joining tools and materials such as staplers, masking tape, sticky tape or glue. Allow children time to explore how to create a headband that fits them.</p> <ul style="list-style-type: none"> <li>• How many strips of paper will you need to cut to make your headband?</li> <li>• How can you make the paper head band long enough?</li> <li>• How can you make the ears with the rest of the paper?</li> <li>• What shapes will you cut?</li> <li>• How could you cut two shapes the same size?</li> </ul> <p>Model how children could work collaboratively on this task and demonstrate how they could ask their peers for assistance or ideas.</p> <p>Remind students to listen to each other when having these conversations.</p> | <p>Develop with your class a visual language map to recall how to facilitate a yarnning circle. Create symbols to represent each step e.g. 1. Sit in a circle.</p> <p>Create your own Numbat drawings and share them with <a href="#">Project Numbat</a>.</p> <p>Research as a class how students can help save the numbat from extinction. The <a href="#">project numbat</a> website or <a href="#">Perth Zoo</a> website are good places to start. (<a href="#">Science</a>)</p> <p>Explore the <a href="#">Symbols of Western Australia and</a> research the symbols on the Aboriginal and Torres Strait Islander flags. What symbols are special to the state that you live in?</p> |
| 10 minutes | <p><b>Reflection</b></p> <p>Students wear their numbat ears and take turns going around the circle to share some information about themselves.</p> <ul style="list-style-type: none"> <li>• What did it feel like to yarn together?</li> <li>• Why do you think it is important to listen carefully to each other when we yarn?</li> <li>• How can you tell if someone is actively listening?</li> </ul> <p>Extension</p> <p>Using the <a href="#">Reflection Sheet</a>, students record what it feels like when someone listens to them. They draw or write about an experience where they felt they were listened to and how it made them feel.</p>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Course:</b> Yarning and Traditional Doll Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Lesson Two:</b> Exploring Threads and Textiles                                                                 |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Subjects/Strands:</b> Music, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Time:</b> 60 Minutes                                                                                           | <b>Year Level:</b> F-2                                                                                                                                                                                                                                                                                                                                                              |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li><li>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 (<a href="#">ACAVAR109</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To appreciate that some artists use textiles in their artwork. To explore different textiles and share discoveries through yarning.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                     |
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| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Introduction</b> <p>Introduce the students to the Textile Artist (Marcelle Riley) and Teaching Artist (Yolande Yarran-Ward) by reading their statements.</p> <p>View the <a href="#">Yarning on Wiilmen Boodjar and Traditional Dollmaking video</a></p> <p>In the video the women are yarning on Wiilmen Boodjar, in the town of Narrogin, in Western Australia. Locate the area on <a href="#">Google Earth</a> or <a href="#">Google Maps</a>, and the <a href="#">AITSIS Map of Indigenous Australia</a>.</p> <ul style="list-style-type: none"><li>What do Marcelle and Yolande tell us while yarning?</li></ul> |                                                                                                                   | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Yarning on Wiilmen Boodjar and Traditional Dollmaking video</a></li><li><a href="#">Marcelle's Statement</a></li><li><a href="#">Yolande's Statement</a></li><li><a href="#">AITSIS Map of Indigenous Australia</a> (Schools can purchase a map or share it digitally via the website)</li></ul> |

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|            | <ul style="list-style-type: none"> <li>• Why do you think it is important to listen to the artists?</li> <li>• What surprised you about their artwork?</li> <li>• What are they doing?</li> <li>• What materials do Marcelle and Yolande use to make their dolls/artwork?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Additional resources required</b> <ul style="list-style-type: none"> <li>• Small samples of different fabrics and threads such as (cotton, hessian, calico, silk, wool, polyester etc.)</li> <li>• A small piece of hessian per student</li> <li>• Fabric scissors</li> <li>• PVA glue</li> <li>• Cover paper</li> <li>• <a href="#">Powerhouse collection</a> of textiles</li> </ul>                                                                                               |
| 40 minutes | <p><b>Exploring threads and textiles</b></p> <p>Provide students a range of different textiles to explore.</p> <ul style="list-style-type: none"> <li>• What do they feel like?</li> <li>• What is the difference between a thread and a textile?</li> <li>• What are your clothes made from?</li> <li>• How do you think the material is made?</li> </ul> <p>Provide each student with a piece of hessian. Explain that material is woven together with threads or yarn.</p> <p>Clarify that there are different meanings of the word 'yarn' and 'yarning' depending on context.<br/> <b>Yarn</b> (noun): a fine cord of twisted fibres (of cotton or silk or wool or nylon etc.) used in sewing and weaving. Synonym: thread<br/> <a href="#">Yarn</a> can be made from natural and synthetic fibres.<br/> <b>Yarn</b> (verb): to chat, talk, to tell a tale or story.</p> <p>Encourage students to pull out the threads from the fabric samples to see the <a href="#">weft and warp</a>.</p> <ul style="list-style-type: none"> <li>• How do you think the material was made?</li> <li>• Is it possible to you put it back together?</li> <li>• How is fabric made?</li> </ul> <p>Share a YouTube clip about how fabric is made and the process of weaving on a loom.</p> <p>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.</p> | <p><b>Preparation</b></p> <p>Cut the hessian into small pieces approximately 15 x 15cms</p> <p>Read about the <a href="#">Noongar Doll Makers</a> exhibition at the Australian Design Centre</p> <p><b>Going further</b></p> <p>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.</p> |

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|            | <p>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.</p> <p><b>Extension ideas</b></p> <p>Foundation<br/>Encourage students to tie knots with the yarn.<br/>Weave assorted materials, such as leaves or ribbons through wire.</p> <p>Year 1/2<br/>Students explore weaving with paper.<br/>Explore weaving with wool on sticks or on a cardboard loom.</p>                                                                                                          | <p>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. (<a href="#">HASS</a>)</p> <p>Send letters to parents and invite them to share and talk about specific textiles associated with their culture.</p>                                    |
| 10 minutes | <p><b>Reflection</b></p> <p>Sit in a circle and yarn about what students have discovered. Remind students to be active listeners throughout the process.</p> <p>Share textile images from the <a href="#">Powerhouse collection</a></p> <ul style="list-style-type: none"> <li>• Do you recognise any of these textiles?</li> <li>• What might textiles tell us about the person's identity?</li> <li>• What do you think Marcelle and Yolande's eco-dyeing fabric tells us about them, their culture or identity?</li> <li>• What have you learned about threads and textiles?</li> </ul> | <p>The students explore different materials and their properties. (<a href="#">Science</a>)</p> <p>Students sort and classify different fabrics based on different criteria. (<a href="#">Mathematics/Science</a>)</p> <p>Explore contemporary Aboriginal artists use of textiles from the MCA's <a href="#">String Theory exhibition</a>.</p> |

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| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Subjects/Strands:</b> Visual Arts, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Year Level:</b> F-2 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a>                                                                                                                                                                                                                                                                                           |                        |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>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 (<a href="#">ACAVAR109</a>)</li><li>Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To appreciate how art can express information and explore and reflect on the experience of using natural materials to dye fabric.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                                                                                                                                            |                        |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Introduction</b> <ul style="list-style-type: none"><li>What do you remember about Marcelle and Yolande’s artwork?</li><li>How did they make their dolls?</li></ul> Re-watch the <a href="#">Yarning on Wiilmen Boodjar and Traditional Doll Making Video</a> to 2:38. <ul style="list-style-type: none"><li>What materials did Marcelle and Yolande use to make their dolls?</li><li>What processes and techniques did they use?</li><li>How did Marcelle and Yolande change the colour of fabric?</li></ul><br>Read Marcelle’s Quote: | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Yarning on Wiilmen Boodjar and Traditional Dollmaking video</a></li><li><a href="#">Hapa Zome Instructions</a></li></ul> <b>Additional resources required</b> <ul style="list-style-type: none"><li>Calico material</li><li>Pounding tools such as, hammers, mallets, rolling pins or even hand-sized rocks</li><li>Assorted leaves and flowers</li></ul> |                        |

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|            | <p><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></p> <ul style="list-style-type: none"> <li>• How do you think gathering plants from the land connects Marcelle and Yolande to Noongar boodja (Country)?</li> <li>• How could we change the colour of fabric using the plants from our area?</li> <li>• What will we discover about our land?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Preparation</b></p> <p>Small pieces of calico or torn cotton sheet for experiments.</p> <p>One A4 size piece of calico per student.</p> <p>Collect suitable flowers/plants if your setting does not have enough natural materials to use for the activity.</p>                                                                                                                                                                                                                                                                                                   |
| 40 minutes | <p><b>Dyeing fabric</b></p> <p>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.</p> <p>Hapa Zome is a Japanese term which means 'leaf dye'.</p> <p>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.</p> <p>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.</p> <p>Share the <a href="#">Hapa Zome Instructions</a> in the resource section.</p> <p>Demonstrate the process and discuss safety issues e.g., hammering, not eating the plants and washing hands after the process.</p> <p>Before starting, students could predict what colour each plant might produce.</p> <p>Allow time for students to experiment with small scraps of material before they work on a final piece.</p> <p>Record the students' discoveries by asking questions throughout the process.</p> | <p><b>Going further</b></p> <p>Explore natural dyes from fruits and vegetables or kitchen ingredients including coffee or spices such as turmeric. (<a href="#">Science</a>). The following websites provide good starting points:</p> <p><a href="#">Exploring Plant Dyes</a></p> <p><a href="#">Harvesting Colour Gardening Australia</a></p> <p>Explore the seasonal flowers and biodiversity. (<a href="#">Sustainability</a>)</p> <p>Explore how Aboriginal artists have used natural dyeing techniques. The following websites provide good starting points:</p> |

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|            | <ul style="list-style-type: none"> <li>• What have you discovered about dyeing with natural materials?</li> <li>• What surprised you?</li> <li>• What did you notice about your print?</li> <li>• What did you find challenging?</li> <li>• What would you do differently next time?</li> </ul>                                                                                                                                                                                                                                                                                    | <a href="#">ABC: Artist explains natural dyeing technique</a><br><a href="#">Cultural Connection Gardening Australia</a><br><a href="#">The Conversation: Be rooted: learning from Aboriginal dyeing and weaving</a> |
| 10 minutes | <p><b>Reflection</b></p> <p>Yolande explains that:</p> <p><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></p> <ul style="list-style-type: none"> <li>• How do you feel about our land and environment after exploring nature?</li> <li>• What is special about our place?</li> </ul> <p>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.</p> | <p>Discuss the use of symmetry, patterns and shapes in the prints (<a href="#">Mathematics</a>) or write a procedural text based on the process. (<a href="#">English</a>).</p>                                      |

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| <b>Course:</b> Yarning and Traditional Doll Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Lesson Four:</b> Making a Traditional Doll                                                                                                                                                                                                                                                                      |                        |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Subjects/Strands:</b> Visual Arts, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                            | <b>Year Level:</b> F-2 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a>                                                                                                                                                                 |                        |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>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 (<a href="#">ACAVAR109</a>)</li><li>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 (<a href="#">ACAVAM106</a>)</li><li>Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                    |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To discuss how artists express their ideas and to learn how to create a traditional doll using a template.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                    |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                  |                        |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Introduction</b> <p>Share examples of the students’ dyed calico fabric from the previous session.</p> <ul style="list-style-type: none"><li>What information did we learn about our environment from the dyeing process?</li><li>What do you think the material tells the viewer about our land?</li></ul> <p>Reflect on Marcelle’s statement:</p> <p><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></p> | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Six Seasons on Noongar Country</a> video</li><li><a href="#">Yarning on Wiilmen Boodjar and Traditional Dollmaking video</a></li><li><a href="#">Marcelle’s Statement</a></li><li><a href="#">Yolande’s Statement</a></li></ul> |                        |

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|            | <p>plant tells a story and each season has different colours, in different places, this creates very different fabrics and textures.</p> <ul style="list-style-type: none"> <li>What do you know about the Noongar six seasons?</li> </ul> <p>Share the <a href="#">Six Seasons on Noongar Country</a> video.</p> <p>Discuss <a href="#">Marcelle's Statement</a>:</p> <p><i>I'm on a journey finding out who I am, my connection to Country and to my culture and to my language.</i></p> <ul style="list-style-type: none"> <li>What do you think this means?</li> <li>How do you think the artists' cultural kaartijin (knowledge) is expressed through their dollmaking?</li> <li>How do you think Marcelle expresses these ideas through her dolls?</li> <li>What do you think the dolls tells us about the Noongar culture and boodja (Country)?</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">How To Make A Traditional Doll</a> instructions</li> <li><a href="#">Doll template</a></li> </ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>Plain fabric e.g. calico or the dyed fabric the students made in the previous session,</li> <li>Fabric scissors</li> <li>Pens or pencil</li> <li>Card</li> </ul> <p><b>Preparation</b></p> <p>Photocopy the doll template onto card. Provide 1 template per 2-3 students.</p> <p>Invite community members to assist in the process of making the dolls or organise a 'buddy' activity where older students assist younger students.</p> <p><b>Going further</b></p> <p>Read <a href="#">Marcelle</a> and <a href="#">Yolande's</a> Statements to understand their special connection to Country and what story means to them.</p> |
| 40 minutes | <p><b>How to Make A Traditional Doll</b></p> <p>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.</p> <p>View the <a href="#">How To Make A Traditional Doll</a> instructions.</p> <p>Discuss the steps with your students.</p> <p>Demonstrate how to use the <a href="#">doll template</a> with a partner.</p> <p>Pair students so that they can work collaboratively and help one another trace around the doll template on to fabric.</p> <p>Students might use the dyed fabric from the previous session or a new piece of calico.</p>                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|            | <p>Students cut around the doll shape. Depending on their cutting skills, students may need assistance from an older buddy or community members.</p> <p>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.</p> <p>If time is limited, students could create a peg doll and decorate their doll with the fabric they dyed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 10 minutes | <p>Reflection</p> <p><b>Share Marcelle's Statement:</b></p> <p><i>My story doll tells people – who I am, where I come from.</i></p> <ul style="list-style-type: none"> <li>• How does Marcelle tell us information about her identity through her dolls?</li> </ul> <p>Encourage students to think how they might express something about their identity, their culture or background.</p> <ul style="list-style-type: none"> <li>• Who is your doll?</li> <li>• What is special about you?</li> <li>• What story will you share?</li> </ul> <p>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 <a href="#">Marcelle</a> and <a href="#">Yolande's explanation</a> of what Story and Storytelling means to them.</p> |  |

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| <b>Course:</b> Yarning and Traditional Doll Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Lesson Five:</b> My Doll                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Subjects/Strands:</b> Visual Arts, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Time:</b> 60 Minutes                                                                                           | <b>Year Level:</b> F-2                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>Foundation – Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li><li>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 (<a href="#">ACAVAR109</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To create and reflect on making a traditional doll.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                   | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                                                                                                       |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Introduction</b><br><br>Marcelle states that:<br><br><i>Making a doll and putting your story into this doll will carry your story.</i><br><br>Model sharing information about yourself and a story that you could tell the class.<br>Pose questions and ask students to think about what they will share. <ul style="list-style-type: none"><li>Tell us about your doll.</li><li>Where do they live?</li><li>What do they like to do?</li><li>What do you care about?</li><li>What is special about your family?</li><li>What languages do they speak?</li></ul> |                                                                                                                   | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Story Doll Planning Sheet</a></li><li><a href="#">WOW reflection</a></li></ul><br><b>Additional resources required</b> <ul style="list-style-type: none"><li>Buttons</li><li>Fabric glue</li><li>Yarn, wool,</li><li>Small pieces of fabric off cuts</li><li>Scissors</li><li>Fabric glue</li><li>Stuffing</li></ul> |

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|            | <ul style="list-style-type: none"> <li>What place makes you feel happy?</li> <li>What story would you like to share?</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Needle and thread or sewing machine</li> </ul>                                                                                                                                                                         |
| 40 minutes | <p><b>Heading</b></p> <p>Students draw/write about their doll and the story they will share on the <a href="#">Story Doll Planning Sheet</a>.</p> <p>Students use the session to doll stuff their doll and sew the final edge with community/parental assistance.</p> <p>Students can then decorate their doll with buttons for eyes, add wool for hair and cut out fabric shapes for clothes and accessories.</p> | <p><b>Going further</b></p> <p>Use the dolls as provocations for oral storytelling and writing activities. (<a href="#">English</a>)</p> <p>Provide opportunities for the dolls to be used for role play and in drama activities. (<a href="#">Drama</a>)</p> |
| 10 minutes | <p><b>Reflection</b></p> <p>Students reflect on the process of making a doll on the Wins, Obstacles and Wonderings (<a href="#">WOW</a>) <a href="#">Reflection Sheet</a>.</p> <p>Wins: What did you enjoy, learn, find positive?</p> <p>Obstacles: What was difficult or challenging?</p> <p>Wonderings: What surprised you or what would you like to know more about?</p>                                        |                                                                                                                                                                                                                                                               |

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| <b>Course:</b> Yarning and Traditional Doll Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Lesson Six:</b> Yarning with My Doll                                                                                                                                                                                                                                                           |                        |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Strands:</b> Visual Arts, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                           | <b>Year Level:</b> F-2 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a>                                                                                                                                                                                 |                        |
| <b>Content Descriptor:</b> <ul style="list-style-type: none"><li>Foundation – Year 2: Create and display artworks to communicate ideas to an audience (<a href="#">ACAVAM108</a>)</li><li>Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (<a href="#">ACELY1784</a>)</li><li>Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li><li>Year 2: Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (<a href="#">ACELY1789</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To engage in a yarning circle and present my doll and story.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                 |                        |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Introduction</b></p> <p>Read Marcelle’s Statement:</p> <p style="text-align: center;"><i>A story doll can “carry your yarns for you so you don’t have to carry it anymore.”</i></p> <p>View the Story Doll Community Reflections and share Yolande’s Statement.</p> <p style="text-align: center;"><i>Story to me means yarning and yarning circles. It’s having a yarn with people and sharing your little travels and stories. Story telling is healing because you have a voice to share your emotions, you feel free. You mainly share with your family and with people you trust.</i></p> <ul style="list-style-type: none"><li>Why do you think it is important to share stories through yarning?</li><li>Why is it important to listen?</li></ul> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"><li><a href="#">Story Doll Community Reflections</a></li></ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"><li>Recording device to record each student’s story and artwork.</li></ul> |                        |

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|            | <ul style="list-style-type: none"> <li>How could sharing a story make you feel better?</li> <li>What can we learn about each other by listening?</li> <li>How can we create a safe place to yarn?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Going further</b><br>Explore with the class how they could share their artwork and stories.                                                                                                                                                                                                                                                                                                                          |
| 40 minutes | <b>Presenting our Dolls and Yarning</b><br>Invite students to sit in a yarnning circle.<br>Remind students to be respectful listeners whilst each student shares their story doll. <ul style="list-style-type: none"> <li>How can you show others that you are actively listening?</li> <li>What can we do to make each other feel safe when sharing our stories?</li> </ul> Recall what an active listener does by referring back to the 'numbat' ears they made in the beginning of the course.<br>Allow time for each student to share their story with their doll.<br>Digitally record each student's story using available technology and photograph the student with their doll. | Record and present the students' artwork and stories by drawing, writing or using media such as photography or a digital recording. ( <a href="#">Media Arts</a> )<br>Create a book of the stories to share with your community. ( <a href="#">English</a> )<br>Display the dolls with the artists' reflections and invite community members to share the students artwork and stories. ( <a href="#">Visual Arts</a> ) |
| 10 minutes | <b>Reflection</b> <ul style="list-style-type: none"> <li>How did you feel sharing your story?</li> <li>Why is it important that we listen to each other?</li> <li>How did it make you feel when we listened to your story?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Explore the F-2 Deadly Arts Courses: <a href="#">Together we sing on Noongar Boodja</a> , <a href="#">Welcome to Whadjuk Country</a> and <a href="#">Artists in our Community</a> .                                                                                                                                                                                                                                     |

| Curriculum Alignment                                                                                                                                                                                                                                             |                                                                                                            |          |          |          |          |          |
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| Course: Yarning and Traditional Doll Making                                                                                                                                                                                                                      | Year level: F-2                                                                                            |          |          |          |          |          |
| Learning Area: The Arts, English                                                                                                                                                                                                                                 | Subjects/Strands: Visual Arts, Literacy                                                                    |          |          |          |          |          |
| General Capabilities: <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                              | Cross-Curriculum Priorities: <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> |          |          |          |          |          |
| Content Descriptors:                                                                                                                                                                                                                                             | Lesson 1                                                                                                   | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Visual Arts</b>                                                                                                                                                                                                                                               |                                                                                                            |          |          |          |          |          |
| Foundation – Year Two: Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ( <a href="#">ACAVAM106</a> )                     | ●                                                                                                          |          | ●        | ●        |          |          |
| Foundation – Year Two: Use and experiment with different materials, techniques, technologies and processes to make artworks ( <a href="#">ACAVAM107</a> )                                                                                                        | ●                                                                                                          | ●        | ●        | ●        | ●        |          |
| Foundation – Year Two: Create and display artworks to communicate ideas to an audience ( <a href="#">ACAVAM108</a> )                                                                                                                                             | ●                                                                                                          |          |          |          |          | ●        |
| Foundation – Year Two: 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 ( <a href="#">ACAVAR109</a> ) | ●                                                                                                          | ●        | ●        | ●        | ●        | ●        |

| English                                                                                                                                                                                           |   |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ( <a href="#">ACELY1784</a> ) | ● | ● | ● | ● | ● | ● |
| Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ( <a href="#">ACELY1656</a> )             | ● | ● | ● | ● | ● | ● |
| Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ( <a href="#">ACELY1666</a> )                             | ● | ● | ● | ● | ● | ● |