









FOUNDATION					
VISUAL STIMULUS TITLE: THE STORY OF THE SOUTHERN CROSS (VIDEO)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACHASSK013	HISTORY	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums	<ul style="list-style-type: none"> engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation 	In the story, a group of girls sent on a special errand disobey instructions and are blown up into the sky to join the stars. It is one version of a traditional Aboriginal story about how the Southern Cross came into being and why it is different from other stars.
	ACHASSK016	GEOGRAPHY	The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying and using the name of the local Aboriginal or Torres Strait Islander language group identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the Aboriginal or Torres Strait Islander community in the local neighbourhood, suburb, town or rural area 	This animated Dreaming story is from the Wiilman (Wheelman) people of the South West region of Western Australia (near Perth). The Wiilman are a dialectical group of the Noongar people of Western Australia.
	ACSSU004	SCIENCE	Daily and seasonal changes in our environment affect everyday life	<ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them 	Aboriginal & Torres Strait Islander people applied knowledge of particular stars and constellations for many important purposes, including a calendar for the changing seasons.



FOUNDATION					
VISUAL STIMULUS TITLE: THE SAND SYMBOLS (VIDEO)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACHASSK013	HISTORY	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums	<ul style="list-style-type: none"> engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation 	<i>The Sand Symbols</i> tells the story of traditional Aboriginal & Torres Strait Islander paintings that depict everyday events such as hunting and corroborees, as well as myths and legends. We discover the importance of handing down the knowledge of Aboriginal art, which is the only way to keep it alive.
	ACHASSK014	GEOGRAPHY	The representation of the location of places and their features on simple maps and models	<ul style="list-style-type: none"> identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance) 	<i>The Sand Symbols</i> introduces Aboriginal family heritage, language, traditional daily lives, sand drawings and symbols into the classroom. Aboriginal Elder Sarah shows how the features of the landscape can be represented through art.
	ACAVAM106	VISUAL ARTS	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	<ul style="list-style-type: none"> identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia 	Students complete activities to emulate Aboriginal cave art, such as X-ray art and paint blowing. They discuss symbols from the story and their meanings, and learn about the connection between Aboriginal art symmetry, symbolism and iconography.
	ACAVAR109		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	<ul style="list-style-type: none"> identifying where they might experience art in their lives and communities, for example, keeping a diary of 'art experiences' and combining to create a class list and then discussing how visual artworks sustain and communicate cultural knowledge Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed? 	Aboriginal art was meaningful. Every dot, every dash and every colour had a meaning. It could range from a single line to a complex image of a hunting scene. Aboriginal people did not do art as a hobby. Their art told of the Dreaming, their way of life, traditions and laws.



FOUNDATION					
VISUAL STIMULUS TITLE: BUSH FOOD DELIGHT (eBOOK)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACPPS007	HEALTH & PHYSICAL EDUCATION	Participate in play that promotes engagement with outdoor settings and the natural environment	<ul style="list-style-type: none"> playing traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials 	The <i>Bush Food Delight Movements</i> activity teaches students about traditional Indigenous games and outdoor activities. Like many Indigenous dances, hunting games and stories, it involves movements relating to animals.
	ACELT1575	ENGLISH	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	<ul style="list-style-type: none"> viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources 	<i>Bush Food Delight</i> uses descriptive language written by Aboriginal author Nola Turner-Jensen to explain the different types of bush foods that can be found in the Australian bush.
	ACTDEK003	DESIGN & TECHNOLOGIES	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating	<ul style="list-style-type: none"> identifying and categorising a wide range of foods, including Aboriginal bush foods, into food groups and describing tools and equipment needed to prepare these for healthy eating 	To feed a group, it was the responsibility of the mothers, fathers and older people of the group to hunt larger or more plentiful game so there was enough food for everyone.
FOUNDATION					
VISUAL STIMULUS TITLE: ONE GREEN FROG (eBOOK)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACSSU004	SCIENCE	Daily and seasonal changes in our environment affect everyday life	<ul style="list-style-type: none"> investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them 	<i>One Green Frog</i> introduces students to Aboriginal animal weather indicators. These are living creatures whose behaviour or production is predictable at certain times of the year.
	ACELY1650	ENGLISH	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<ul style="list-style-type: none"> drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical 	The weather indicators observed by Aboriginal & Torres Strait Islander people are often cyclical, which means that they happen in regular patterns or intervals. <i>One Green Frog</i> highlights how stories about native animals, plants or the Australian landscape can hold the knowledge of ancient Australian people.

FOUNDATION					
VISUAL STIMULUS TITLE: THE LEGEND OF KWILENA (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACELA1426	ENGLISH	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	<ul style="list-style-type: none">learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language	<i>The Legend of Kwilena</i> is a great example of Aboriginal storytelling and introduces Aboriginal English and language words to students.
				<ul style="list-style-type: none">recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages	
	ACSSU004	SCIENCE	Daily and seasonal changes in our environment affect everyday life	<ul style="list-style-type: none">learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them	
FOUNDATION					
VISUAL STIMULUS TITLE: INDIGENOUS MUSICAL PAIRS (GAME)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACAMUR083	MUSIC	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none">identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge	<i>Indigenous Musical Pairs</i> helps students learn to identify and match the sounds and images of traditional Aboriginal & Torres Strait Islander musical instruments, such as the bull-roarer, didgeridoo and clap sticks.
				<ul style="list-style-type: none">listening to and talking about music and musical instruments from different contexts and cultures	
	ACHASSK013	HISTORY	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums	<ul style="list-style-type: none">engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation	Music was not just used for recreation in Aboriginal & Torres Strait Islander culture. It was also a way of telling sacred stories, and of praising the spirits so they would be happy and keep families safe. Today, music is a way of keeping Aboriginal & Torres Strait Islander culture alive.

FOUNDATION					
VISUAL STIMULUS TITLE: CULTURAL EVENTS CALENDAR (INTERACTIVE)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACHASSK012	HISTORY	How they, their family and friends commemorate past events that are important to them	<ul style="list-style-type: none"> making a calendar of commemorative events that students, their family and friends celebrate (for example, birthdays, religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover; family reunions and community commemorations such as NAIDOC week and Anzac Day) and discussing why they are important 	<p>Aboriginal people held special events where they dressed up in costumes and danced to tell stories, learn the law and keep the gods or spirits happy. These special events were called ceremonies. Ceremonial performances are the centre of cultural life for Indigenous people.</p>
				<ul style="list-style-type: none"> recognising 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to recognise that the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged 	

FOUNDATION					
VISUAL STIMULUS TITLE: ABORIGINAL CULTURAL SITES MAP F–2 (INTERACTIVE)					
KNOWLEDGE AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK014	GEOGRAPHY	The representation of the location of places and their features on simple maps and models	<ul style="list-style-type: none"> identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance) 	Sacred sites are places within the landscape that have a special meaning or significance under Aboriginal tradition. Hills, rocks, waterholes, trees, plains and other natural features may be sacred sites. Carvings on rock are found in caves and rock shelters. People, animal shapes, tracks and non-figurative designs like circles were common.
	ACHASSK016		The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying and using the name of the local Aboriginal or Torres Strait Islander language group identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the Aboriginal or Torres Strait Islander community in the local neighbourhood, suburb, town or rural area 	Aboriginal people developed an intimate relationship with the environment and ecosystems over thousands of generations. The evidence of Aboriginal occupation in Australia is present throughout the landscape in the form of Aboriginal cultural sites and in the personal, family and community histories of Aboriginal people.
	ACMNA002	MATHS	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	<ul style="list-style-type: none"> using scenarios to help students recognise that other cultures count in a variety of ways, such as the Wotjoballum number systems 	In Wiradjuri language, there are individual words for numerals up to five. If they needed to count any higher, Wiradjuri people doubled or combined those five numerals. The Wiradjuri language word for five is <i>mara</i> — it is also the word for 'hand'. Therefore, five fingers on each hand make <i>mara mara</i> .


YEAR 1					
VISUAL STIMULUS TITLE: LOONGIE THE GREEDY CROCODILE (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACELY1655	ENGLISH	Respond to texts drawn from a range of cultures and experiences	<ul style="list-style-type: none"> exploring some of the meanings and teachings embedded in Dreaming stories 	Dreaming stories are handed down to children from their parents and Elders to show the location of sacred places, how to stay safe, and to teach the difference between good and bad behaviour.
YEAR 1					
VISUAL STIMULUS TITLE: ONE FLUFFY POSSUM (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACELT1586	ENGLISH	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	<ul style="list-style-type: none"> creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures 	<i>One Fluffy Possum</i> is a visual literary resource. Students are provided with stimulus to inspire them to create their own stories, artworks and performances based around Aboriginal native animals.
	ACELT1585		Listen to, recite, and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<ul style="list-style-type: none"> exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures 	<i>One Fluffy Possum</i> is a great way to introduce poetry and counting into your classroom using simplified text, colourful images showing highlighted numerals, number words and groupings. Discover pictures of wonderful Aussie animals and associated text describing their actions and behaviours.
	ACAVAM106	VISUAL ARTS	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	<ul style="list-style-type: none"> identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia 	Many native animals are Aboriginal totems. Totems are represented in Aboriginal art, such as paintings and rock carvings. In Aboriginal X-ray art, artists show the outside of the animal as well as the internal organs and skeleton. This type of art was mainly found in Arnhem Land, Northern Territory, where huge murals can be seen on rock walls.


YEAR 1					
VISUAL STIMULUS TITLE: TRADITIONAL ABORIGINAL TOOLS (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACTDEK003	DESIGN & TECHNOLOGIES	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating	<ul style="list-style-type: none"> identifying and categorising a wide range of foods, including Aboriginal bush foods, into food groups and describing tools and equipment needed to prepare these for healthy eating 	An explanation of the different Aboriginal tools, how they were used and the natural materials they were made from using the technology of the time.
	ACSHE022	SCIENCE	People use science in their daily lives, including when caring for their environment and living things	<ul style="list-style-type: none"> considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks 	Ancient Australians were masters of utilising every inch of the natural materials in their area. They also established amazing trade routes to access certain natural materials that were necessary, but not available, in their local landscape. Coloured ochre for rock art or shells for spearheads are some examples from living in the desert.
YEAR 1					
VISUAL STIMULUS TITLE: ABORIGINAL WEATHER SEASONS INDICATOR MAP (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACHASSK029	HISTORY	How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons	<ul style="list-style-type: none"> examining seasonal calendars of Aboriginal and Torres Strait Islander groups (for example, the Gagudju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three 	The cycle of the weather seasons influenced where Aboriginal people lived, what they ate and helped them prepare for the changes in the weather. Instead of setting four seasons for the entire country, they allocated seasons depending on how the weather felt and acted.
	ACHASSK032	GEOGRAPHY	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them	<ul style="list-style-type: none"> comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four seasons calendar derived from Europe 	Most Aboriginal people had many more weather seasons than people of modern Australia. Instead of four main seasons (spring, summer, autumn, winter), Aboriginal people had names for hot weather, cold weather, just before the hot and windy season, summer storm season, and winter rain clouds, just to name a few. Some groups had up to twelve weather events they named and looked out for.
	ACSSU019	SCIENCE	Observable changes occur in the sky and landscape	<ul style="list-style-type: none"> recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons 	It was also important to look at environmental events — such as plants flowering or fruiting and animal behaviour patterns — to understand the weather and when to hunt or collect foods. The night sky was equally important.

YEAR 1

VISUAL STIMULUS TITLE: THROWING OUR BOOMERANG (eBOOK)

KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACSHE022	SCIENCE	People use science in their daily lives, including when caring for their environment and living things	<ul style="list-style-type: none"> considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks 	Boomerangs are made from tree roots or branches and they come in many different shapes and sizes. Within Aboriginal & Torres Strait Islander culture, a boomerang was a multifunctional tool. It was used for keeping time with music, cutting up game to eat, hunting and fighting.
	ACPPS015	HEALTH AND PHYSICAL EDUCATION	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	<ul style="list-style-type: none"> describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities 	In the story <i>Throwing Our Boomerang</i> , three children learn how to throw a boomerang. Their Uncle Tex is good at throwing the boomerang because he has been doing it for a long time. The story emphasises the idea that practise is important if you want to be good at something.
	ACTDEK002	DESIGN AND TECHNOLOGIES	Explore how technologies use forces to create movement in products	<ul style="list-style-type: none"> exploring how the principles of push and pull are used in the design of toys, for example in a spinning toy such as an Aboriginal mammandur 	Indigenous people also used the materials in nature around them to make different kinds of toys, such as spinning tops. One type of spinning top was made from a hollow plant gourd with a hole at both ends. A stick was pushed through the hole and kept in place with twine and beeswax. There were small holes in the side of the gourd, so when the stick was rubbed between the palms of two hands to twirl it, the spinning top made a whistling or humming sound.


YEAR 1					
VISUAL STIMULUS TITLE: COUNTING TORRES STRAIT ISLANDER (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACELT1585	ENGLISH	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<ul style="list-style-type: none"> exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures 	<i>Counting Torres Strait Islander</i> is a counting and rhyming poem about the Torres Strait Islands and the people who live there. This eBook is a great way to introduce poetry and counting into your classroom.
	ACADAM003	DANCE	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community	<ul style="list-style-type: none"> exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region 	Island dance is a major form of creative and competitive expression. Shakers, grass skirts, bracelets/anklets and intricately handmade headdresses vividly enhance Torres Strait Islander dance performances with colour, movement and sound. They create striking visual representations of land, water, and celestial environments. Traditional stories, as well as contemporary lifestyles are reflected in dance equipment.
	ACADAR004		Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge 	
	ACSHE022	SCIENCE	People use science in their daily lives, including when caring for their environment and living things	<ul style="list-style-type: none"> considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks 	To make a warup, a hollow log is carved, then a dried goanna, eel or snake skin is stretched over the mouth of the drum. This is what helps to make the sound. Beeswax is also deposited in the middle of the drum. This can change the sound or timbre of the warup.
	ACAVAM106	VISUAL ARTS	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	<ul style="list-style-type: none"> identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia 	Dhari are made from bird feathers with cane used to make the frame. Dhari are still used today in traditional dance and are also made for ornamental purposes. One type of drum, the hourglass shaped warup drum had carvings of animals, which sometimes referenced the owner's totem. Shells and nuts attached to these drums rattled with the beating of the drum and were not purely decorative.
	ACAVAR109		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	<ul style="list-style-type: none"> describing and interpreting representations in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make them think and feel in response to the artists' intentions 	

YEAR 1

VISUAL STIMULUS TITLE: I WANT TO DANCE (eBOOK)


KNOWLEDGE



AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	ACPPS024	HEALTH AND PHYSICAL EDUCATION	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	• examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different	When raising their children, Aboriginal & Torres Strait Islander people include not just their close family, but also the community they live in. This is quite different from most modern Australian families, who rely on only a few people with very specific roles to bring up a child (e.g. Mum, Dad, Grandma and Grandpa).
				• exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories	
	ACADAM003	DANCE	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community	• exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region	The word corroboree was first used by early European settlers to describe Aboriginal ceremonies that involved singing and dancing. These national dances are performed on ceremonial and festive occasions.
	ACADAR004		Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	• identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge	
	ACAMUM081	MUSIC	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	• learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols	<i>Taba Naba</i> is a traditional children’s song from the Torres Strait Islands. It is accompanied by a dance that is performed while sitting down. It is sung in Meriam Mir language.
	ACAMUR083		Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	• identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge	The most well known and common musical instruments Aboriginal people used across Australia were clap sticks, boomerangs, drums and didgeridoos. There were no traditional stringed instruments in Aboriginal history.
				• listening to and talking about music and musical instruments from different contexts and cultures	
	ACHASSK030	HISTORY	Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods	• comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed	Within Aboriginal and Torres Strait Islander culture, music was not just used for recreation, it was also a way of telling sacred stories and keeping culture alive. It was the responsibility of the Elders and older men to teach the young ones how to play these traditional instruments and sing these sacred songs.
• comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/ consumer habits)					

YEAR 1					
VISUAL STIMULUS TITLE: THE BE (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACPPS019	HEALTH AND PHYSICAL EDUCATION	Describe ways to include others to make them feel they belong	<ul style="list-style-type: none"> • talking about the role of kinship as an important part of Aboriginal and Torres Strait Islander cultures 	At the end of <i>The Be</i> , the mysterious thing just wanted to belong and connect up with his family. This was only able to happen when the brothers were kind and talked to him to find out his problem. This allowed them all to identify those with the same language songs and country — their family.
	ACPPS024		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	<ul style="list-style-type: none"> • exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories 	Aboriginal people have been connected by songs and language that are unique to each language or tribal group for thousands of years. The mysterious man knew the brothers' language and songs; therefore, he must have been connected in some way. There are many ways families are connected, no matter where they come from — through language, similar looks, place, shared knowledge and information.
	ACELY1655	ENGLISH	Respond to texts drawn from a range of cultures and experiences	<ul style="list-style-type: none"> • exploring some of the meanings and teachings embedded in Dreaming stories 	<i>The Be</i> is a Yirritja Dreaming story told in Dalabon language from Central Arnhem Land in the Northern Territory. The story explores kinship and identification with a community. It includes full narration to assist teachers with enunciation of language words and songs, and introduces Aboriginal language to students.

YEAR 2


VISUAL STIMULUS TITLE: ABORIGINAL CULTURAL SITES MAP F-2 (INTERACTIVE)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACHASSK048	GEOGRAPHY	The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales	<ul style="list-style-type: none"> investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples 	Sacred sites are places within the landscape that have a special meaning or significance under Aboriginal tradition. Hills, rocks, waterholes, trees, plains and other natural features may be sacred sites.
	ACHASSK045	HISTORY	The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved	<ul style="list-style-type: none"> discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) identifying, in consultation with Aboriginal and Torres Strait Islander Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains) 	The evidence of Aboriginal occupation in Australia is present throughout the landscape in the form of Aboriginal cultural sites and in the personal, family and community histories of Aboriginal people. These sites are vital not only for Aboriginal people, but for modern archaeologists to learn about Australia's history.

YEAR 2					
VISUAL STIMULUS TITLE: ABORIGINAL ART SYMBOLS F–2 (GAME)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACELA1460	ENGLISH	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	• identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities	This game will help students discover the meanings of many Aboriginal art symbols commonly used in paintings and rock art. They will learn to identify iconography and traditional representations used by the first Australians to communicate with each other using nonverbal, visual communication.
	ACELT1587		Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	• exploring iconography of Aboriginal and Torres Strait Islander cultures	Aboriginal symbols tell stories, relay information about events big and small, and communicate history. The paintings they appear in portray everyday events, such as hunting and corroborees, as well as myths and legends.
YEAR 2					
VISUAL STIMULUS TITLE: BARRAMUNDI FOR BREKKIE (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACSHE035	SCIENCE	People use science in their daily lives, including when caring for their environment and living things	• finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply	Experienced hunters had many clever tricks to catch their prey, including squeezing the juice from certain toxic plants into the water to knock out the fish for a short while and then scooping them up quickly as they floated to the top.
	ACSHASSK049	GEOGRAPHY	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	• describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources	The connections of Ancient Australians to their local animals were the basis for much of every child’s education. This was how they learned to survive in what were sometimes harsh conditions when compared to those of today. This education included storytelling, art, totems and dance.
	ACTDEK003	DESIGN & TECHNOLOGIES	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating	• identifying and categorising a wide range of foods, including Aboriginal bush foods, into food groups and describing tools and equipment needed to prepare these for healthy eating	For thousands of years, Aboriginal & Torres Strait Islander people of Australia lived off what nature provided. Their food was supplied by the flora and fauna within their tribal regions.


YEAR 2

VISUAL STIMULUS TITLE: THE STORY OF THE SOUTHERN CROSS (VIDEO)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACELT1591	ENGLISH	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	<ul style="list-style-type: none"> investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used 	<i>The Story of the Southern Cross</i> is one version of a traditional Aboriginal story about how the Southern Cross came into being and why it is different from other stars. It tells of a tribe that lives near the sea where the earth and the water touch the sky. Four girls from the tribe are sent to get water from the river. They are instructed not to go near the sacred waterhole, as it is forbidden to women. The girls disobey instructions and are blown up into the sky to join the stars.
	ACELT1460		Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities 	This animated Dreaming story is from the Wiilman people of the South West region of Western Australia (near Perth). The Wiilman are a dialectical group of the Noongar people of Western Australia. The video includes full narration to assist teachers with the enunciation of Aboriginal language and introduces Aboriginal English to students.
	ACHASSK049	GEOGRAPHY	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	<ul style="list-style-type: none"> describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/ Place, and how this influences their views on the use of environmental resources 	Indigenous language groups share the common belief that the land, sea and other natural phenomena are living things. Every tree, waterway or even a bush possesses the living essence of their ancestors. These ancestors are represented in Dreaming stories, songs, carvings, songlines and artwork.


YEAR 2


VISUAL STIMULUS TITLE: GRINDING OCHRE (VIDEO)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACAVAM106	VISUAL ARTS	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	<ul style="list-style-type: none"> identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia 	Aboriginal people created art using whatever things were available in the Australian bush around them. They chewed or hammered the ends of sticks to make paintbrushes. They also made colours from rocks, ash from fires or even used white clay to colour their bodies for ceremony.
	ACAVAR109		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	<ul style="list-style-type: none"> Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed? 	Aboriginal people painted and carved on rock and wood. They told stories through pictures they drew in the sand, and they painted their bodies in images and shapes that were thousands of years old. There was no paper or cardboard to decorate or paint on, so they used rock walls, trees or wooden items as their canvases.

YEAR 2


VISUAL STIMULUS TITLE: I WANT TO DANCE (eBOOK)



KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACPPS024	HEALTH AND PHYSICAL EDUCATION	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	<ul style="list-style-type: none"> exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories 	The ancient Indigenous ancestors created many of the Dreaming stories as elaborate song cycles (songlines) that relate to their specific place, group and individual. This was a way for people to learn their country and hand down knowledge by singing, thus connecting each generation to the group and country.
	ACADAM003	DANCE	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community	<ul style="list-style-type: none"> exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region 	The word corroboree was first used by early European settlers to describe Aboriginal ceremonies that involved singing and dancing. These regional dances are performed on ceremonial and festive occasions.
	ACADAR004		Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge 	
	ACAMUR083	MUSIC	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge listening to and talking about music and musical instruments from different contexts and cultures 	The most well known and common musical instruments Aboriginal people used across Australia were clap sticks, boomerangs, drums and didgeridoos. There were no traditional stringed instruments in Aboriginal history.
	ACELY1665	ENGLISH	Discuss different texts on a similar topic, identifying similarities and differences between the texts	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia 	Within Aboriginal and Torres Strait Islander culture, music was not just used for recreation; it was also a way of telling sacred stories and keeping culture alive. It was the responsibility of the Elders and older men to teach the young ones how to play these traditional instruments and sing these sacred songs.

YEAR 2					
VISUAL STIMULUS TITLE: ABORIGINAL BOY TRIBAL LIFE CYCLE (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACPPS016	HEALTH AND PHYSICAL EDUCATION	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	<ul style="list-style-type: none"> identifying and describing significant relationships in their lives and how these have evolved or changed over time discussing ways families and cultural groups acknowledge and celebrate major stages of development discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger 	Mimicking the routine and methods of his father, uncles and other older boys, the pre-teenager had already learned where to find water, and how to throw a boomerang and spear. In most tribal groups, the young boy prepared for initiation, where he would have to pass some tough tests, usually have his front teeth knocked out and follow traditional rules (lore) to prove he was ready to become a man of the group.
	ACPPS019		Describe ways to include others to make them feel they belong	<ul style="list-style-type: none"> talking about the role of kinship as an important part of Aboriginal and Torres Strait Islander cultures 	For thousands of years, the Aboriginal kinship system has had strict rules and laws for people to follow and live by. This system tells members of the tribal group/clan who they can and can't marry; who their relatives, skin name and totems are; and where their traditional lands are located.
	ACHASSK045	HISTORY	The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved	<ul style="list-style-type: none"> identifying, in consultation with Aboriginal and Torres Strait Islander Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains) 	As the Aboriginal male grew, part of his tribal training would include being taken to sacred areas to learn the secrets of the spiritual beings and their ancient Australian rituals and songs.
	ACHASSK046		How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)	<ul style="list-style-type: none"> examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example, Arrernte children learn to play string games so they can remember stories they have been told) 	Within Aboriginal & Torres Strait Islander culture, a boomerang was a multifunctional tool. It was used for keeping time with music, cutting up game to eat, hunting and fighting. In Northern Queensland near Cairns, cross boomerangs were often used by older Aboriginal boys in throwing competitions.
	ACHASSK049	GEOGRAPHY	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	<ul style="list-style-type: none"> explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement) discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country) describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/ Place, and how this influences their views on the use of environmental resources 	The provider of the large foods and meat for his family, the father spent his day fishing, tracking game, fixing and making tools and weapons, and hunting small animals. He was now more experienced with bush medicine, and at reading the stars and seasonal indicators.

YEAR 2

VISUAL STIMULUS TITLE: ABORIGINAL GIRL TRIBAL LIFE CYCLE (INTERACTIVE)


KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACPPS016	HEALTH AND PHYSICAL EDUCATION	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	<ul style="list-style-type: none"> identifying and describing significant relationships in their lives and how these have evolved or changed over time discussing ways families and cultural groups acknowledge and celebrate major stages of development discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger 	Mimicking the routine and methods of her mother, aunties and other older girls, the pre-teenager had already learned where to find water and food for the tribal group. In some tribal groups, the young girl prepared for initiation or womanhood, where she would have to pass some tough tests, and follow traditional rules (lore) to prove she was ready to become a woman of the group.
	ACPPS019		Describe ways to include others to make them feel they belong	<ul style="list-style-type: none"> talking about the role of kinship as an important part of Aboriginal and Torres Strait Islander cultures 	For thousands of years, the Aboriginal kinship system has had strict rules and laws for people to follow and live by. This system tells members of the tribal group/clan who they can and can't marry; who their relatives, skin name and totems are; and where their traditional lands are located.
	ACHASSK049	GEOGRAPHY	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	<ul style="list-style-type: none"> explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement) discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country) describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/ Place, and how this influences their views on the use of environmental resources 	The main provider of the daily foods for her family, the mother collected seeds, berries, fruit, eggs and small animals. Still learning about the traditions of her group, she was now more experienced with bush medicine, and at reading the stars and seasonal indicators.


YEAR 3					
VISUAL STIMULUS TITLE: WAITJ AND THE DJINDONG (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACSHE050	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people 	Aboriginal knowledge about particular stars and constellations helped them to find their way in the dark, tell the time and know what the weather would be like. Many of their Dreaming stories are about how the stars and planets were made.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to 	<i>Waitj and the Djindong</i> is one version of a traditional Aboriginal story about the stars, planets and weather. Aboriginal people were an oral society. They communicated their beliefs, rules and law through stories handed down to each generation.
YEAR 3					
VISUAL STIMULUS TITLE: ABORIGINAL ART SYMBOLS 3–6 (GAME)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACTDIK008	DIGITAL TECHNOLOGIES	Recognise different types of data and explore how the same data can be represented in different ways	<ul style="list-style-type: none"> exploring codes and symbols that are representations of data, for example morse code and semaphore and how similar symbols in Aboriginal and Torres Strait Islander art can represent different concepts depending on the context, for example three circles, drawn as lines, can represent ants, fruit, flowers or eggs depending on the art region 	This game will help students discover the meanings of many Aboriginal art symbols commonly used in paintings and rock art. They will learn to identify iconography and traditional representations used by the first Australians to communicate with each other using non-verbal, visual communication.
	ACELA1475	ENGLISH	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	<ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately 	Aboriginal symbols tell stories, relay information about events big and small, and communicate history. The paintings they appear in portray everyday events, such as hunting and corroborees, as well as myths and legends.



YEAR 3

VISUAL STIMULUS TITLE: MY HOME IN KAKADU (VIDEO)

KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> liasing with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another <u>representative area may be studied.</u>) listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local <u>language groups and the land they belong to</u> discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky 	<p><i>My Home in Kakadu</i> is written by respected Bunitj Elder Jane Christophersen through the eyes of her granddaughter, and is illustrated by Christine Christophersen. In the story, Tarrah goes out with her family gathering bush tucker, fishing and hunting.</p>
	ACSHE051	SCIENCE	Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals 	Aboriginal people who live in Kakadu recognise six different weather seasons (not the four common European seasons recognised in Australia). Aboriginal people look to the native bush fruit plants to tell them when a different season is coming. Tarrah tells us where she lives and highlights the first weather indicator in the story of flowering trees that tell her that the plums are ripe to eat.


YEAR 3					
VISUAL STIMULUS TITLE: TORRES STRAIT ISLANDS WEATHER SEASONS WHEEL (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACSHE050	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people 	There were no compasses or maps, so Torres Strait Islander people navigated by the stars when they were out at sea fishing and hunting. Their knowledge of where the different star systems and planets sat at various times of day was incredible.
	ACSHE051		Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals 	Reading landscapes, seasons and environments has long been a tradition for Torres Strait Islanders through their close relationships with their islands and seas. The information varies from details on the migration and nesting patterns of key totem birds, to the movement of the Tagai star constellation, to the onset of wind patterns indicating certain planting or fishing cycles.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area maybe studied.) listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to 	The Tagai consists of stories which are the cornerstone of Torres Strait Islanders' spiritual beliefs. These stories focus on the origins of these stars and identify Torres Strait Islanders as sea people who share a common way of life. Language was used to identify Island groups, totems, kinships, oral traditions, creation stories, ceremonies and seasons.


YEAR 3					
VISUAL STIMULUS TITLE: KANGAROO POSTER (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACTDEP014	DESIGN AND TECHNOLOGIES	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions	<ul style="list-style-type: none"> exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia 	Some of the ways kangaroo parts were used include for weapons (bones), food (meat), dress (fur), decoration (claws), jewellery (teeth) or tools (muscle sinew for string).
	ACSHE051	SCIENCE	Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals 	The kangaroo was one of the main food sources of Aboriginal Australia. It sustained large groups and every single part of the kangaroo was eaten and utilised. It was usually roasted whole in a ground oven or over a fire.
YEAR 3					
VISUAL STIMULUS TITLE: CULTURAL EVENTS CALENDAR (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACHASSK064	HISTORY	Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems	<ul style="list-style-type: none"> examining the symbolism of flags (for example, the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day) 	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement.

YEAR 3

VISUAL STIMULUS TITLE: TELL ME WHY (VIDEO)


KNOWLEDGE



AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/ or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none">• listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to• discussing when to use ‘Acknowledgement of Country’ and ‘Welcome to Country’ at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky	Grandma Doris is an Elder of Sarah’s family. An Elder is a respected older person who is thought of as wise and knowledgeable by the Aboriginal community they live in.
	ACHASSK064		Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems	<ul style="list-style-type: none">• recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia’s Indigenous Peoples of 2008, National Reconciliation Week, International Women’s Day, Labour Day and Harmony Day)	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement.
	ACAVAM110	VISUAL ARTS	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	<ul style="list-style-type: none">• Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?	Tree carving was practised by the Wiradjuri and Kamilaroi groups of New South Wales. Designs were carved into the trunks of trees using stone tools to mark sacred place.
	ACELT1594	ENGLISH	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons	<ul style="list-style-type: none">• reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students’ own lives, noting similarities	The main character of Tell Me Why is a half-Aboriginal girl named Sarah. The book highlights several important issues relevant to Indigenous people living in Australia today, such as the Stolen Generations, having a light skin colour and no longer living under traditional law.
	ACELT1596		Draw connections between personal experiences and the worlds of texts, and share responses with others	<ul style="list-style-type: none">• discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text• exploring texts that highlight issues and problems in making moral decisions and discussing these with others	
				<ul style="list-style-type: none">• drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view	

YEAR 3					
VISUAL STIMULUS TITLE: FAIR SKIN BLACK FELLA (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACELT1594	ENGLISH	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	<ul style="list-style-type: none"> reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities 	The main theme of the story Fair Skin Black Fella is to not judge a book by its cover, and that not all Aboriginal people have dark skin and live a traditional life. The character Old Ned tells the girls to treat everyone equally, no matter what they look like, and to get to know a person before you judge them.
	ACELT1596		Draw connections between personal experiences and the worlds of texts, and share responses with others	<ul style="list-style-type: none"> drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view 	The story highlights the issues of contemporary Aboriginal people of all ages who no longer have very black skin or live under traditional law. It introduces the concepts of Aboriginal family heritage, language and structure.
	ACELA1475		Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	<ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately 	Aboriginal & Torres Strait Islander peoples' culture is based on oral traditions. They had many ways of communicating with each other, such as through artwork and storytelling.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to 	In the story, the character Old Ned is an Elder. Elders are the wise ones in Aboriginal society. Quite often, they are the only ones who know the sacred sites, stories or songs attached to a tribal region. Old Ned is responsible for sharing his knowledge and experience. He is also responsible for keeping traditions and stories alive to pass down to future generations.
	ACHASSK066	GEOGRAPHY	The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human	<ul style="list-style-type: none"> describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes 	Aboriginal people speak lots of different languages. Some of the words in the story are from the Wiradjuri people of Central West New South Wales, which is just one of many Aboriginal language groups around Australia. Wiradjuri is one of the largest language groups in New South Wales. It is spoken over much of the central southern region of the

YEAR 4


VISUAL STIMULUS TITLE: THE LEGEND OF KWILENA (VIDEO)


KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) 	Indigenous Australian Stephen (Bambaa) Albert introduces a Dreaming story about how dolphins (<i>kwilena</i>) helped the Noongar people of Western Australia know the weather seasons and when to hunt for fish.
				<ul style="list-style-type: none"> recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples 	
				<ul style="list-style-type: none"> studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country 	
				<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity 	
	ACPPS042	HEALTH & PHYSICAL EDUCATION	Research own heritage and cultural identities, and explore strategies to respect and value diversity	<ul style="list-style-type: none"> reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures 	<i>The Legend of Kwilena</i> is a Dreaming story that uses amazing animated imagery of Australian landscapes, people and animals. It is a great example of Aboriginal storytelling and introduces Aboriginal English and language words to students.
	ACSHE061	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life 	This Dreaming story tells how the dolphins and stinging March flies help the Noongar people of Western Australia know the weather seasons and when to hunt for fish.


YEAR 4					
VISUAL STIMULUS TITLE: THE SAND SYMBOLS (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACTDIK008	DIGITAL TECHNOLOGIES	Recognise different types of data and explore how the same data can be represented in different ways	<ul style="list-style-type: none"> exploring codes and symbols that are representations of data; for example, Morse code and semaphore and how similar symbols in Aboriginal and Torres Strait Islander art can represent different concepts depending on the context, for example three circles, drawn as lines, can represent ants, fruit, flowers or eggs depending on the art region 	Students discuss symbols from the story and their meanings. They learn about the connection between Aboriginal art symmetry, symbolism and iconography.
	ACAVAM110	VISUAL ARTS	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	<ul style="list-style-type: none"> Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice? 	Aboriginal art was meaningful. Every dot, every dash and every colour had a meaning. It could range from a single line to a complex image of a hunting scene. Aboriginal people did not do art as a hobby. Their art told of the Dreaming, their way of life, traditions and laws.
YEAR 4					
VISUAL STIMULUS TITLE: ANIMAL NAME ORIGINS MAP (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACELA1487	ENGLISH	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	<ul style="list-style-type: none"> identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage; for example, ‘kangaroo’, ‘tsunami’, ‘typhoon’, ‘amok’, ‘orang-utan’ 	In early settlement times, European explorers would come across an unfamiliar animal and ask Aboriginal tribesmen what the animal was. Due to language barriers, what the explorers recorded was a mixed-up version of what they heard.
	ACHASSK083	HISTORY	The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) 	There were over 500 language groups in Australia for thousands of years. Many words and places in modern-day Australian language can trace their origins back to traditional Aboriginal language names.



YEAR 4

VISUAL STIMULUS TITLE: ABORIGINAL SUSTAINABILITY (eBOOK)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACMNA078	MATHEMATICS	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line	<ul style="list-style-type: none"> investigating the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations 	Sustainable practices by Aboriginal & Torres Strait Islander people included not eating the young of animals, spreading seeds for more food plants to grow, leaving some eggs still in the nests to keep species strong and reburying part of the yam to ensure that their food supply would be replenished for the following year.
	ACTDEK012	DESIGN & TECHNOLOGIES	Investigate food and fibre production and food technologies used in modern and traditional societies	<ul style="list-style-type: none"> describing ideal conditions for successful plant and animal production including how climate and soils affect production and availability of foods, for example Aboriginal seasons and food availability 	By moving with the seasons, Aboriginal & Torres Strait Islander people allowed plants and animals in an area to return to a state of abundance. This proved sustainable for each region, and ensured there was enough to eat and enough left for future hunting.
	ACHASSK089	GEOGRAPHY	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability	<ul style="list-style-type: none"> investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands) 	Aboriginal people were excellent conservationists who practised sustainability. They never took more than they needed and always left plants, or parts of plants, to grow for the next season. Fire was systematically used to burn off areas to promote new plant growth. This new growth attracted animals that could be hunted or trapped for food.

YEAR 4					
VISUAL STIMULUS TITLE: TRADITIONAL ABORIGINAL TOOLS (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACHASSK088	GEOGRAPHY	The importance of environments, including natural vegetation, to animals and people	<ul style="list-style-type: none"> explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/ or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons) 	Ancient Australians were masters of utilising every inch of the natural materials in their area. They also established amazing trade routes to access certain natural materials that were necessary, but not available, in their local landscape. Some examples from living in the desert are coloured ochre for rock art or shells for spearheads.
	ACTDEP014	DESIGN AND TECHNOLOGIES	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions	<ul style="list-style-type: none"> exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia exploring and testing a range of materials under different conditions for suitability including sustainability considerations and identifying appropriate tools, equipment and techniques 	Thousands of years ago, ancient Australians could only make their tools using the materials nature provided. These materials included wood from trees, stone, vines from plants, glue from the sticky sap that leaks out of certain trees, and animal bones. They used these materials to make baskets, fishing lines, weapons, canoes, dishes and many other items.
	ACSSU074	SCIENCE	Natural and processed materials have a range of physical properties that can influence their use	<ul style="list-style-type: none"> selecting materials for uses based on their properties 	The materials used to make spears were wood, reed, bamboo, cane and grass tree stems. Aboriginal binding agents included spinifex resin or tree sap. Grinding stones were used to crush, grind or pound different materials.


YEAR 4					
VISUAL STIMULUS TITLE: ABORIGINAL BOY TRIBAL LIFE CYCLE (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/ Place, People, Culture and Identity 	The <i>Aboriginal Boy Tribal Life Cycle interactive</i> features images and text about the stages in the life of an Aboriginal male, and the skills, knowledge and activities associated with each stage. It is a historical portrayal of life in Australia over thousands of years and how this culture continues today.
	ACHASSK088	GEOGRAPHY	The importance of environments, including natural vegetation, to animals and people	<ul style="list-style-type: none"> explaining how people's connections with their environment can also be aesthetic, emotional and spiritual explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons) 	The provider of the large foods and meat for his family, the father spent his day fishing, tracking game, fixing and making tools and weapons, and hunting small animals. He was now more experienced with bush medicine, and at reading the stars and seasonal indicators.
	ACAMUR087	MUSIC	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying meaning and describing purposes in music from different social, cultural or historical contexts comparing the expectations and requirements of performers and audiences in different cultural settings 	A songline, like that used by Indigenous people, is a map of each language (tribal) group. This map is told orally by the words in songs. The songs can describe areas of significance, places where water can be found and the location of sacred areas that were created by the spiritual beings.


YEAR 4					
VISUAL STIMULUS TITLE: THE BE (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACHASSK093	CIVICS AND CITIZENSHIP	The different cultural, religious and/or social groups to which they and others in the community belong	<ul style="list-style-type: none"> recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions 	'The Be' in the story reminds us that humans and animals are connected and belong to a tribal or language area, and that language, songs and dances help build and maintain the necessary relationships between humans, nature and country.
	ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems 	A totem is a natural object, plant or animal that is inherited by members of a clan or family as their spiritual emblem. Totems define peoples' roles and responsibilities, and their relationships with each other and creation.
YEAR 4					
VISUAL STIMULUS TITLE: STOLEN GIRL (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK093	CIVICS AND CITIZENSHIP	The different cultural, religious and/or social groups to which they and others in the community belong	<ul style="list-style-type: none"> recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions 	The children of the Stolen Generations were not allowed to use the names given to them by their parents. They were also told not to speak in their own language. Language is the key to the unique identity of any culture or group. Banning or ignoring the language of a group of people is one of the most destructive strategies or undertakings possible, and it is key to dismantling a cultural belief system.
	ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity 	The Indigenous cultures of Australia go back at least 50,000 years and possibly as far as 65,000 years. In <i>Stolen Girl</i> , the girl's mother taught her the traditions of her ancestors, such as hunting, gathering and fishing. The girl also listened to the Elders in her community tell stories about the past.
	ACHASSK086		The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments	<ul style="list-style-type: none"> exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines) considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects 	From the early 1900s to the late 1960s, the Australian government passed policies that allowed authorities to take Aboriginal & Torres Strait Islander children of mixed descent (part Indigenous and part white) from their families. They referred to the children by the offensive term 'half-caste'. The children were sent to live in institutions, foster homes or missions. These children later came to be known as the 'Stolen Generations'.

YEAR 5

VISUAL STIMULUS TITLE: MORNING STAR (VIDEO)

KNOWLEDGE


AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACADRR038	DRAMA	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama	<ul style="list-style-type: none"> understanding that the drama of Aboriginal and Torres Strait Islander Peoples is unique to the Country and/or Place of a particular group or groups, while also considering the protocols for particular performance styles and traditions such as Aboriginal and Torres Strait Islander customary practices 	Indigenous Australian Victor Hood tells a very ancient story that is told in the Rembarrnga language in parts of Arnhem Land in the Northern Territory. The story is about a traditional funeral ceremony and ritualistic burial rite practices.
	ACADAR012	DANCE	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance	<ul style="list-style-type: none"> identifying and discussing meanings and significance intended by the choreographer's use of movement, space and energy, referring to their knowledge of the context in which the dance was created, for example, an Aboriginal or Torres Strait Islander dance, a Chinese ribbon dance, or a Sumatran tambourine dance discussing social and cultural influences to recognise the role of dance and dancers in societies, cultures, environments and times, for example, conventions of a Kecak dance from Bali, or the protocols for performing Aboriginal and Torres Strait Islander dance, including when it is not able to be viewed 	Aboriginal people held special events where they dressed up in costumes and danced to tell stories, learn the law and keep the gods or spirits happy. These special events were called ceremonies.

YEAR 5					
VISUAL STIMULUS TITLE: ABORIGINAL ART STYLES (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACAVAM114	VISUAL ARTS	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	<ul style="list-style-type: none"> exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture? 	Aboriginal people created art using whatever materials were available in the natural environment around them. There are many different Aboriginal art styles. These include X-ray art, Mimi art, stencilling, rock carvings and tree carvings.
	ACAVAR117		Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist's perspective about the environment? How did the audience react to the artwork when it was first displayed? analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others 	

YEAR 5

VISUAL STIMULUS TITLE: MY HOME IN KAKADU (VIDEO)


KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACHASSK112	GEOGRAPHY	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	<ul style="list-style-type: none"> identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management 	Tarrah goes out with her family to gather bush tucker, fish and hunt. Her family utilises their knowledge of the environment to find food, learn and play.
	ACELT1608	ENGLISH	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	<ul style="list-style-type: none"> describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples 	Storytelling in Indigenous Australia is still a very important way of passing on information to people. These stories keep alive the traditions and heritage of Indigenous Australia, not only within Indigenous communities but also within the wider community.
	ACHASSK120	ECONOMICS & BUSINESS	Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations	<ul style="list-style-type: none"> exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways 	In traditional Aboriginal & Torres Strait Islander society, they bartered, shared, predicted and grouped people and items of importance. Trade was vital to Aboriginal existence in some areas as it improved the quality of life for members of family groups.

YEAR 5

VISUAL STIMULUS TITLE: WAITJ AND THE DJINDONG (VIDEO)


KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACELT1610	ENGLISH	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	<ul style="list-style-type: none"> examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response 	<i>Waitj and the Djindong</i> is one version of a traditional Aboriginal story about the stars, planets and weather. It is narrated by Indigenous Australian Stephen (Bambaa) Albert, who talks about the Aboriginal belief in the skyworlds. Through the story, students are introduced to Aboriginal English and language words.
	ACMMG110	MATHEMATICS	Compare 12- and 24-hour time systems and convert between them	<ul style="list-style-type: none"> investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change 	Indigenous people used their knowledge of the stars and constellations to tell the time and as a calendar for the changing seasons. They looked at where star patterns and planets were positioned in the sky at certain times of year to help them do this.
	ACSHE081	SCIENCE	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions	<ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander Peoples used observation of the night sky to assist with navigation 	The knowledge of star patterns and constellations helped Indigenous Australians find their way in the dark. They also worked as a survival strategy if people were lost — the stars and planets could be used like a map.

YEAR 5

VISUAL STIMULUS TITLE: EMU POSTER (INTERACTIVE)


KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACHASSK112	GEOGRAPHY	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian place	<ul style="list-style-type: none"> identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management 	For thousands of years, Aboriginal & Torres Strait Islander people of Australia lived off what nature provided. Their food was supplied by the flora and fauna within their tribal regions.
	ACHASSK120	ECONOMICS AND BUSINESS	Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations	<ul style="list-style-type: none"> exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways 	Animals were very important to the lives of Indigenous Australians. They were not only a source of food, but different parts were used to make clothing, jewellery, medicines, and tools and weapons.
	ACTDEK021	DESIGN AND TECHNOLOGIES	Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy	<ul style="list-style-type: none"> considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods 	The emu was a large game bird and one of the few native animals that could feed a large group. Emu eggs were delicious bush tucker. They were also useful if there was not water around to get liquid. The oil of the emu was considered excellent bush medicine for joint pain. It was also used to coat fish when it was being cooked.
	ACAVAM115	VISUAL ARTS	Develop and apply techniques and processes when making their artworks	<ul style="list-style-type: none"> Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture? 	Aboriginal artists from south-east Australia and Western Australia carved emu eggs in the 20th century, and some continue to do so today. These carved emu eggs are known as <i>Kalti paarti</i> . Artists from different language groups create different styles of designs, sometimes creating scenes of landscapes all around the egg, or just concentrating on one or two pictures of animals.

YEAR 5

VISUAL STIMULUS TITLE: ANCIENT AUSTRALIA (eBOOK)


KNOWLEDGE


AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACELT1608	ENGLISH	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	<ul style="list-style-type: none"> identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples 	<i>Ancient Australia</i> is a rhyming poem about the many facets of Aboriginal traditional life and what makes it such a unique and special culture for all Australians to be proud of.
	ACADAR012	DANCE	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance	<ul style="list-style-type: none"> identifying and discussing meanings and significance intended by the choreographer's use of movement, space and energy, referring to their knowledge of the context in which the dance was created, for example, an Aboriginal or Torres Strait Islander dance, a Chinese ribbon dance, or a Sumatran tambourine dance discussing social and cultural influences to recognise the role of dance and dancers in societies, cultures, environments and times, for example, conventions of a Kecak dance from Bali, or the protocols for performing Aboriginal and Torres Strait Islander dance, including when it is not able to be viewed 	Ceremonial performances are the centre of cultural life for Indigenous people. These ceremonies bring together song, dance, body decoration, sculpture and painting, and are sometimes held at sacred places. Dances tell stories, and many Indigenous children learn dance from an early age. Dancers' bodies are often painted with designs, using ochre and pipeclay, which help tell the stories.

YEAR 5

VISUAL STIMULUS TITLE: FAIR SKIN BLACK FELLA (VIDEO)


KNOWLEDGE


AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACPPS051	HEALTH AND PHYSICAL EDUCATION	Examine how identities are influenced by people and places	<ul style="list-style-type: none"> investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected 	In the story <i>Fair Skin Black Fella</i> , the character Old Ned is an Elder. Elders are the wise ones in Aboriginal society. Quite often, they are the only ones who know the sacred sites, stories or songs attached to a tribal region. Old Ned is responsible for sharing his knowledge and experience. He is also responsible for keeping traditions and stories alive to pass down to future generations.
				<ul style="list-style-type: none"> exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations 	
				<ul style="list-style-type: none"> discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds 	
	ACPPS060	HEALTH AND PHYSICAL EDUCATION	Identify how valuing diversity positively influences the wellbeing of the community	<ul style="list-style-type: none"> discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment 	The main theme of the story is to not judge a book by its cover, and that not all Aboriginal people have dark skin and live a traditional life. The character Old Ned tells the girls to treat everyone equally, no matter what they look like, and to get to know a person before you judge them.
				<ul style="list-style-type: none"> proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism 	
				<ul style="list-style-type: none"> exploring and celebrating how cultures differ in behaviours, beliefs and values 	
	ACELT1608	ENGLISH	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	<ul style="list-style-type: none"> identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples 	The story highlights the issues of contemporary Aboriginal people of all ages who no longer have very black skin or live under traditional law. It introduces the concepts of Aboriginal family heritage, language and structure.

YEAR 5					
VISUAL STIMULUS TITLE: ABORIGINAL CULTURAL SITES MAP 3–6 (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK112	GEOGRAPHY	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	<ul style="list-style-type: none"> identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management 	Aboriginal people developed an intimate relationship with the environment and ecosystems over thousands of generations. The evidence of Aboriginal occupation in Australia is present throughout the landscape in the form of Aboriginal cultural sites and in the personal, family and community histories of Aboriginal people.
	ACAVAM114		Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	<ul style="list-style-type: none"> exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art 	There are many different Aboriginal art styles. These include X-ray art, Mimi art, stencilling, rock carvings and tree carvings. Carvings were made on flat, soft rock; or in rock overhangs. People, animal shapes, tracks and non-figurative designs like circles were common.
				<ul style="list-style-type: none"> Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture? 	
	ACAVAR117	VISUAL ARTS	Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art 	The knowledge of culture and custodial responsibilities to the land, its spirits and the ancestors were passed on through story-telling, rock paintings and ceremonial dances. Artwork like hand stencil paintings are a record of people who lived on the land for thousands of years.
				<ul style="list-style-type: none"> Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist's perspective about the environment? How did the audience react to the artwork when it was first displayed? 	
				<ul style="list-style-type: none"> analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others 	

YEAR 6


VISUAL STIMULUS TITLE: THE BE (VIDEO)



KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACELA1515	ENGLISH	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	<ul style="list-style-type: none"> recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example, the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours 	<i>The Be</i> is a Yirritja story told in Dalabon language from Central Arnhem Land in the Northern Territory. This animated Dreaming story includes full narration to assist teachers with enunciation of language words and songs and introduces Aboriginal language to students.
	ACAMUR091	MUSIC	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music	<ul style="list-style-type: none"> identifying and comparing how the elements of music are used and combined in different music styles from different cultures Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture? 	Aboriginal people have been connected by songs and language that are unique to each language or tribal group for thousands of years. The mysterious man in <i>The Be</i> knew the brothers' language and songs; therefore, he must have been connected in some way.

YEAR 6					
VISUAL STIMULUS TITLE: ABORIGINAL CULTURAL SITES MAP 3-6 (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACAVAM114	VISUAL ARTS	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	<ul style="list-style-type: none"> exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture? 	<p>There are many different Aboriginal art styles. These include X-ray art, Mimi art, stencilling, rock carvings and tree carvings. Carvings were made on flat, soft rock; or in rock overhangs. People, animal shapes, tracks and non-figurative designs like circles were common.</p>
	ACAVAR117		Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist's perspective about the environment? How did the audience react to the artwork when it was first displayed? analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others 	

YEAR 6


VISUAL STIMULUS TITLE: ANIMAL NAME ORIGINS MAP (INTERACTIVE)


KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACELA1526	ENGLISH	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words	<ul style="list-style-type: none"> • using a dictionary to explore and use knowledge of word origins, including some Greek roots, to spell words • learning about words from other languages, for example 'umbrella' comes from the Italian word ombrello, and the word for 'yabby' is derived from the Aboriginal word 'yabij' 	In early settlement times, European explorers would come across an unfamiliar animal and ask Aboriginal tribesmen what the animal was. Due to language barriers, what the explorers recorded was a mixed-up version of what they heard. The origins of many words and names of places within the Australian modern day language can be traced back to traditional Aboriginal language.
	ACELA1515		Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	<ul style="list-style-type: none"> • recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia • recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours 	There were over 500 language groups in Australia for thousands of years. Each of the different shaded or coloured-in areas on the Aboriginal Tribal Language Map represents a different Aboriginal or Torres Strait Islander language group.


YEAR 6					
VISUAL STIMULUS TITLE: TORRES STRAIT ISLANDS WEATHER SEASONS WHEEL (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACHASSK140	GEOGRAPHY	The world's cultural diversity, including that of its indigenous peoples	<ul style="list-style-type: none"> investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time 	Torres Strait Islander people have close relationships with their islands and seas. By reading the indicators in the landscape, seasons and the environment, they can determine the best time to plant and harvest their food sources.
	ACSSU094	SCIENCE	The growth and survival of living things are affected by physical conditions of their environment	<ul style="list-style-type: none"> considering the effects of physical conditions causing migration and hibernation 	Torres Strait Islander people tell the weather by looking at changes in nature, such as the migration and nesting patterns of birds, wind patterns, and the movement of constellations.
	ACELT1613	ENGLISH	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	<ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events 	Torres Strait Islander traditional stories are commonly called legends instead of creation or Dreaming stories. Storytelling is an important part of the culture of the Torres Strait Islands. Many of their stories are related to the Tagai constellation of stars and their way of life as people of the sea.
YEAR 6					
VISUAL STIMULUS TITLE: TELL MY WHY (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACTDEK021	DESIGN AND TECHNOLOGIES	Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy	<ul style="list-style-type: none"> considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods 	Grandma Doris gives Sarah a family history lesson about how past generations of Aboriginal Australians lived together in harmony with the land before Europeans came to this country. She explains the tools and weapons they used, as well as how they collected and prepared food.
	ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions 	In the story <i>Tell Me Why</i> , Sarah's great-great-grandma Rosie was part of the Stolen Generations. This was a time when many Indigenous children and babies were removed from their families so Europeans could bring them up in white culture.

YEAR 6

VISUAL STIMULUS TITLE: MORNING STAR (VIDEO)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACADRR038	DRAMA	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama	<ul style="list-style-type: none"> • understanding that the drama of Aboriginal and Torres Strait Islander Peoples is unique to the Country and/or Place of a particular group or groups, while also considering the protocols for particular performance styles and traditions such as Aboriginal and Torres Strait Islander customary practices 	Indigenous Australian Victor Hood tells a very ancient story that is told in the Rembarrnga language in parts of Arnhem Land in the Northern Territory. The story is about a traditional funeral ceremony and ritualistic burial rite practices.
	ACADAR012	DANCE	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance	<ul style="list-style-type: none"> • identifying and discussing meanings and significance intended by the choreographer's use of movement, space and energy, referring to their knowledge of the context in which the dance was created, for example, an Aboriginal or Torres Strait Islander dance, a Chinese ribbon dance, or a Sumatran tambourine dance • discussing social and cultural influences to recognise the role of dance and dancers in societies, cultures, environments and times, for example, conventions of a Kecak dance from Bali, or the protocols for performing Aboriginal and Torres Strait Islander dance, including when it is not able to be viewed 	Aboriginal people held special events where they dressed up in costumes and danced to tell stories, learn the law and keep the gods or spirits happy. These special events were called ceremonies.

YEAR 6					
VISUAL STIMULUS TITLE: STOLEN GIRL (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACPPS051	HEALTH AND PHYSICAL EDUCATION	Examine how identities are influenced by people and places	<ul style="list-style-type: none"> discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds 	The children of the Stolen Generations were taught to forget their Indigenous heritage. The authorities believed that Indigenous children of mixed heritage needed to assimilate into white society and learn white customs in order to be accepted.
	ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions describing the significance of the 1962 right to vote federally and the 1967 referendum investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association) investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions 	<p>From the early 1900s to the late 1960s, the Australian government passed policies that allowed authorities to take Aboriginal & Torres Strait Islander children of mixed descent (part Indigenous and part white) from their families. They referred to the children by the offensive term 'half-caste'.</p> <p>The children were sent to live in institutions, foster homes or missions. These children later came to be known as the 'Stolen Generations'.</p>

YEAR 6					
VISUAL STIMULUS TITLE: CULTURAL EVENT CALENDAR (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions describing the significance of the 1962 right to vote federally and the 1967 referendum investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association) investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions) 	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement. National Reconciliation Week celebrates the rich culture and history of the First Australians and is held from 27 May until 3 June each year. These two dates mark the 1967 Australian referendum relating to Indigenous Australians and the historic Mabo decision.
	ACHASSK137		The contribution of individuals and groups to the development of Australian society since Federation	<ul style="list-style-type: none"> investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry) considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists) 	In the 1960s, a group of students from the University of Sydney came together to form a group called Student Action for Aborigines (SAFA). They were led by an Aboriginal man named Charles Perkins. In 1965, the students of SAFA embarked on a bus tour of New South Wales to protest against the discrimination of Indigenous Australians.