









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"> <li>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</li> </ul>	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"> <li>identifying and using the name of the local Aboriginal or Torres Strait Islander language group</li> <li>identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong</li> <li>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</li> </ul>	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"> <li>learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them</li> </ul>	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)					
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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"> <li>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</li> </ul>	<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"> <li>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)</li> </ul>	<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"> <li>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</li> </ul>	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"> <li>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</li> <li>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?</li> </ul>	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)					
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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"> <li>playing traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials</li> </ul>	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"> <li>viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources</li> </ul>	<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"> <li>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</li> </ul>	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"> <li>investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals</li> <li>learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them</li> </ul>	<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"> <li>drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical</li> </ul>	
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)					
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AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACARA CODE 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"> <li>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</li> <li>recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages</li> </ul>	<i>The Legend of Kwilena</i> is a great example of Aboriginal storytelling and introduces Aboriginal English and language words to students.
	ACSSU004	SCIENCE	Daily and seasonal changes in our environment affect everyday life	<ul style="list-style-type: none"> <li>learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them</li> </ul>	
FOUNDATION					
VISUAL STIMULUS TITLE: INDIGENOUS MUSICAL PAIRS (GAME)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACARA CODE 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"> <li>identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge</li> <li>listening to and talking about music and musical instruments from different contexts and cultures</li> </ul>	<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.
	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"> <li>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</li> </ul>	

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"> <li>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</li> </ul>	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.
				<ul style="list-style-type: none"> <li>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</li> </ul>	

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"> <li>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)</li> </ul>	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"> <li>identifying and using the name of the local Aboriginal or Torres Strait Islander language group</li> <li>identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong</li> </ul>	
	ACMNA002	MATHS	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	<ul style="list-style-type: none"> <li>using scenarios to help students recognise that other cultures count in a variety of ways, such as the Wotjoballum number systems</li> </ul>	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> .