






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	 AC Australian CURRICULUM 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	<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 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	<ul style="list-style-type: none"> 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	 AC Australian CURRICULUM ACSHE035	SCIENCE	People use science in their daily lives, including when caring for their environment and living things	<ul style="list-style-type: none"> 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	<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 	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	<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 	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 	
	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) 	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.
				<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 	

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 	Mimicking the routine and methods of her mother, aunts 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.
				<ul style="list-style-type: none"> 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 	
	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 	
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.