




## 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"> <li>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</li> </ul>	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"> <li>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</li> <li>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</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.


YEAR 5					
VISUAL STIMULUS TITLE: ABORIGINAL ART STYLES (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 Australian CURRICULUM  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"> <li>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</li> <li>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?</li> </ul>	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"> <li>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</li> <li>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?</li> <li>analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others</li> </ul>	


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"> <li>identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management</li> </ul>	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"> <li>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</li> <li>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</li> </ul>	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"> <li>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</li> </ul>	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"> <li>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</li> </ul>	<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"> <li>investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change</li> </ul>	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"> <li>learning how Aboriginal and Torres Strait Islander Peoples used observation of the night sky to assist with navigation</li> </ul>	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"> <li>identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management</li> </ul>	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"> <li>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</li> </ul>	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"> <li>considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods</li> </ul>	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"> <li>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?</li> </ul>	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"> <li>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</li> </ul>	<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"> <li>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</li> <li>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</li> </ul>	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"> <li>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</li> </ul>	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"> <li>exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</li> <li>discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds</li> </ul>				
	ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	<ul style="list-style-type: none"> <li>discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment</li> <li>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</li> <li>exploring and celebrating how cultures differ in behaviours, beliefs and values</li> </ul>	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.	
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"> <li>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</li> </ul>	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"> <li>identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management</li> </ul>	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.
	ACAAM114	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"> <li>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</li> <li>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?</li> </ul>	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.
	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"> <li>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</li> <li>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?</li> <li>analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others</li> </ul>	