

**CHILDREN'S ARTSPACE**  
**LEGENDARY TEXTILE TALES**  
**LEARNING RESOURCE**

**YEAR 5 ASSESSMENT TABLES**

Indicators of success are examples of how students might meet the requirements of the content descriptors. It is not an exhaustive list and students do not need demonstrate every indicator to be successful.

**DISCUSSION QUESTIONS**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>Visual Art</b></p>	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions</p>	<ul style="list-style-type: none"> <li>• Uses modelled terminology accurately</li> <li>• Identifies the different textile techniques used in viewed artworks</li> <li>• Expresses ideas and makes comparisons using examples from viewed artworks as evidence  <i>"the artwork is different from other artworks I have seen because it is a 3D work made from soft materials, most sculptures I have seen are made from hard materials."</i></li> </ul>
	<p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks</p>	<ul style="list-style-type: none"> <li>• Articulates connections between viewed artworks or parts of viewed artworks and their own prior knowledge and experiences for example <i>"I can see how the work was inspired by a folk tale. I can see symbols that are from stories I heard when I was a little kid"</i></li> </ul>

**ACTIVITY 1 – INTERVIEWING A HERO**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>English</b></p>	<p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<ul style="list-style-type: none"> <li>• Describes the basic structure of the Hero's Journey using some modelled vocabulary</li> <li>• Identifies parts of a familiar text that align with the Hero's Journey</li> <li>• Identifies the characteristics of an adventure story</li> <li>• Compares features adventure stories and the Hero's Journey with other familiar text types and genres</li> </ul>
	<p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	<ul style="list-style-type: none"> <li>• Plans an interview with their chosen hero including questions specific to their chosen text</li> <li>• Creates an interview in a chosen format (such as a video, audio recording or written transcript)</li> </ul>

**ACTIVITY 2 – ARTISTIC ACTIVISM**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>Visual Art</b></p>	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions</p>	<ul style="list-style-type: none"> <li>Identifies the textile techniques used in one or more of the viewed examples of art activism</li> <li>Describes the cause promoted by one or more of the viewed examples which have used art in their activism</li> </ul>
	<p>Develop and apply techniques and processes when making their artwork</p>	<ul style="list-style-type: none"> <li>Practises demonstrated textile techniques</li> <li>Uses textile techniques to create a resolved artwork</li> </ul>
	<p>Plan the display of artworks to enhance their meaning for an audience</p>	<ul style="list-style-type: none"> <li>Describes how their artwork could be displayed to:                             <ul style="list-style-type: none"> <li>Convey their ideas about a social issue</li> <li>Reach a desired audience</li> </ul> </li> </ul>
	<p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks</p>	<ul style="list-style-type: none"> <li>Compares examples of art activism describing their similarities and what makes them unique</li> <li>Describes how different groups have used textiles to promote a social issue</li> </ul>
<p><b>Civics and Citizenship</b></p>	<p>The key values that underpin Australia’s democracy</p>	<ul style="list-style-type: none"> <li>Discusses the importance of the right of assembly in Australian democracy</li> </ul>
	<p>How people with shared beliefs and values work together to achieve a civic goal</p>	<ul style="list-style-type: none"> <li>Identifies a social issue they care about</li> <li>Describes examples of how groups have worked together to achieve a goal in response to a social issue</li> </ul>

**ACTIVITY 3 – MYTHOLOGY AND FOLKTALE TAPESTRY**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>Visual Art</b></p>	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinion</p>	<ul style="list-style-type: none"> <li>• Attempts and practises applique techniques</li> <li>• Experiments with composition</li> <li>• Considers own cultural heritage when selecting subject matter</li> </ul>
	<p>Develop and apply techniques and processes when making their artworks</p>	<ul style="list-style-type: none"> <li>• Uses applique techniques to create a resolved artwork</li> <li>• Considers composition and uses available space effectively</li> </ul>
<p><b>English</b></p>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p>	<ul style="list-style-type: none"> <li>• Describes the cultural origins of their chosen story</li> <li>• Summarises the main points of the story</li> <li>• Identifies and describes characters and their role in the story</li> <li>• Identifies any symbols used in the story</li> <li>• Identifies any talismans in the story and describes how they are used</li> <li>• Identifies the key message or moral of the story and suggests the significance of this message in the context of the cultural origins of the story, for example identifying that the message of Little Red Riding Hood is to be wary of dangers lurking in the forest and why that might have been important to early European people.</li> </ul>