

CHILDREN'S ARTSPACE
LEGENDARY TEXTILE TALES
LEARNING RESOURCE

YEAR 6 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>Visual Art</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"> • Uses modelled terminology accurately • Identifies the different textile techniques used in viewed artworks • 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>
	<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"> • 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>

ACTIVITY 1 – INTERVIEWING A HERO

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>English</p>	<p>Analyse how text structures and language features work together to meet the purpose of a text</p>	<ul style="list-style-type: none"> • Describes the structure of the Hero's Journey using some modelled vocabulary with reference to examples • Describes how a familiar text uses the Hero's Journey • Suggests some reasons why the Hero's Journey is presented as a circle, identifying the similarities between the beginning and end points of the journey. • Identifies the characteristics of an adventure story and a hero • Compares literary genres and identifies some ways in which other genres follow the Hero's Journey
	<p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p>	<ul style="list-style-type: none"> • Plans an interview with their chosen hero including questions specific to different stages in the Hero's Journey • Presents an interview in a chosen format (such as a video, audio recording or written transcript), selecting appropriate text structures to create an engaging interview for their audience.

ACTIVITY 2 – ARTISTIC ACTIVISM

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</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"> Identifies the textile techniques used in one or more of the viewed examples of art activism Describes the cause promoted by one or more of the viewed examples who have used art in their activism
	<p>Develop and apply techniques and processes when making their artwork</p>	<ul style="list-style-type: none"> Practises and refines demonstrated textile techniques Demonstrates skill with textile techniques to create a resolved artwork
	<p>Plan the display of artworks to enhance their meaning for an audience</p>	<ul style="list-style-type: none"> Explains how their artwork could be displayed to: <ul style="list-style-type: none"> Communicate their ideas about a social issue to maximum effect Target an identified audience
	<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"> Compares examples of art activism describing their similarities and what makes them unique Describes how different groups have used textiles to promote a social issue
<p>Civics and Citizenship</p>	<p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens</p>	<ul style="list-style-type: none"> Identifies a current global issue they feel is important
<p>History</p>	<p>The contribution of individuals and groups to the development of Australian society since Federation</p>	<ul style="list-style-type: none"> Considers examples of individuals or groups who have made positive contributions to Australian society through activism

ACTIVITY 3 – MYTHOLOGY AND FOLKTALE TAPESTRY

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</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"> • Experiments with a range of applique techniques • Trials different ways of representing stories from their own culture, such as using different symbols or colours, or representing different characters
	<p>Develop and apply techniques and processes when making their artworks</p>	<ul style="list-style-type: none"> • Selects and applies applique techniques to create a resolved artwork • Selects symbols or subjects which clearly represent their chosen story
<p>English</p>	<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts</p>	<ul style="list-style-type: none"> • Reads multiple versions of a chosen myth or folktale • Describes the cultural origins of their chosen story • Summarises the main points of the story • Identifies and describes different characters • Compares the characteristics and roles of the protagonist and antagonist • Identifies any symbols used in the story, including the use of colour where applicable • Identifies any talismans in the story and interprets how they are used • Identifies the key message or moral of the story and Analyses why this message would have been important 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 how that might relate to the challenges and dangers faced by early European peoples.