

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

**YEAR 7 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>Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples</p>	<ul style="list-style-type: none"> <li>• Uses modelled terminology accurately and consistently</li> <li>• Identifies and describes the different textile techniques used in viewed artworks</li> <li>• Expresses ideas and makes comparisons using examples from viewed artworks as evidence "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."</li> <li>• Expresses personal opinions about an artwork, referring to visible elements of the artwork to support their ideas.</li> <li>• Describes connections between viewed artworks or parts of viewed artworks and their own prior knowledge and experiences.</li> </ul>

**ACTIVITY 1 – INTERVIEWING A HERO**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>English</b></p>	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</p>	<ul style="list-style-type: none"> <li>• Describes the structure of the Hero's Journey using modelled vocabulary with reference to examples</li> <li>• Explains why the Hero's Journey is presented as a circle, identifying the similarities between the beginning and end points of the journey</li> <li>• Describes how a familiar text uses the Hero's Journey, identifying where the story may divert from the structure</li> <li>• Compares how different literary genres follow the Hero's Journey</li> <li>• Compares the definition of a hero in a literary sense with the understanding and use of the term in everyday life</li> </ul>
	<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p>	<ul style="list-style-type: none"> <li>• Plans an interview with their chosen hero including questions specific to different stages in the Hero's Journey</li> <li>• 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.</li> </ul>

**ACTIVITY 2 – ARTISTIC ACTIVISM**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>Visual Art</b></p>	<p>Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork</p>	<ul style="list-style-type: none"> <li>• Explains how activist groups have used textiles to communicate their views</li> <li>• Suggests why a particular technique was used by an activist group, for example referencing the available technology or the durability of the materials.</li> <li>• Analyses the colours and symbols used by activist groups in textile artworks and explains how these help to communicate the message of the group.</li> </ul>
	<p>Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes</p>	<ul style="list-style-type: none"> <li>• Explores and develops textile techniques as applicable, for example, experimenting with a range of:                             <ul style="list-style-type: none"> <li>• fabric types</li> <li>• stitching and sewing techniques</li> <li>• layering</li> <li>• embellishments</li> <li>• colour combinations</li> </ul> </li> <li>• Evaluates their experiments and considers the effectiveness of each in communicating their feelings about their social issue</li> <li>• Selects most effective techniques and applies them in a resolved artwork</li> <li>• Explains how their artwork represents their social issue</li> </ul>
	<p>Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience</p>	<ul style="list-style-type: none"> <li>• Makes a proposal for the display of their work</li> <li>• Explains how their proposal will:                             <ul style="list-style-type: none"> <li>• Promote their ideas about a social issue</li> <li>• Reach and influence an identified audience</li> </ul> </li> </ul>
	<p>Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples</p>	<ul style="list-style-type: none"> <li>• Compares contemporary and historical examples of art activism describing their similarities and what makes them unique</li> </ul>
<p><b>Civics and Citizenship</b></p>	<p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa</p>	<ul style="list-style-type: none"> <li>• Identifies how activist groups have used symbols, artworks, colours and flags to express their beliefs and to try to influence others</li> </ul>

**ACTIVITY 3 – MYTHOLOGY AND FOLKTALE TAPESTRY**

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p><b>Visual Art</b></p>	<p>Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork</p>	<ul style="list-style-type: none"> <li>• Experiments with a range of applique techniques, including layering and composition</li> <li>• Identifies symbols, colours, icons and other visual elements associate with their chosen myth or folktale and experiments with different way of representing these with textiles</li> </ul>
	<p>Practise techniques and processes to enhance representation of ideas in their art-making</p>	<ul style="list-style-type: none"> <li>• Explores and develops skills with applique techniques including experimenting with a range of:                             <ul style="list-style-type: none"> <li>• fabric types</li> <li>• stitching techniques</li> <li>• layering</li> <li>• embellishments</li> </ul> </li> <li>• Evaluates their experiments and considers the effectiveness of each in representing elements of their chosen myth or folktale</li> <li>• Selects most effective techniques and applies them in a resolved artwork</li> <li>• Explains how their artwork, including its subject and techniques represents their chosen myth or folktale</li> </ul>
<p><b>English</b></p>	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</p>	<ul style="list-style-type: none"> <li>• Describes the characteristics of a myth and a folktale</li> <li>• Describes the cultural origins of their chosen story</li> <li>• Identifies whether their chosen story is a myth or a folktale</li> <li>• Summarises the main points of the story</li> <li>• Identifies and describes different characters</li> <li>• Compares the way the protagonist and antagonist are characterised</li> <li>• Analyses how any symbols or talismans are used within the story, suggesting how they are used to convey meaning.</li> <li>• Identifies any talismans in the story and interprets how they are used</li> <li>• Analyses the message or moral of the story in the context of its cultural origins.</li> </ul>