

CHILDREN'S ARTSPACE
LEGENDARY TEXTILE TALES
LEARNING RESOURCE

YEAR 8 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>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"> • Uses modelled terminology accurately and consistently • Identifies and describes the different textile techniques used in viewed artworks • 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." • Expresses personal opinions about an artwork, referring to visible elements of the artwork to support their ideas. • Describes connections between viewed artworks or parts of viewed artworks and their own prior knowledge and experiences.

ACTIVITY 1 – INTERVIEWING A HERO

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>English</p>	<p>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities</p>	<ul style="list-style-type: none"> • Explains, using examples, how different texts use the structure of the Hero's Journey using specific vocabulary • Explains why the Hero's Journey is presented as a circle, identifying the similarities between the beginning and end points of the journey referencing specific examples from familiar texts. • Compares how familiar texts use the Hero's Journey, • Suggests some ideas about how familiarity with this structure impacts the expectations of readers • Compares how different literary genres follow the Hero's Journey
	<p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate</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 • Writes imaginative questions and answers which express their ideas about the motivations of their chosen character • 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. • Draws on prior knowledge of interview language conventions and includes introductions, a logical sequence of questions and a concluding statement from the interviewer.

ACTIVITY 2 – ARTISTIC ACTIVISM

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</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"> • Explains how activist groups have used textiles to communicate their views with reference to viewed examples • Describes why a particular technique was used by an activist group, for example referencing the available technology or the durability of the materials. • Analyses the colours and symbols used by activist groups in textile artworks and explains they communicate the message of the group • Experiments with colours and symbols to design an artwork with represents a chosen social cause.
	<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"> • Develops textile techniques to replicate a design, for example, experimenting with a range of: <ul style="list-style-type: none"> • fabric types • stitching and sewing techniques • layering • embellishments • colour combinations • Evaluates their experiments and rates the effectiveness of each in representing their social issue • Selects most effective techniques and applies them in a resolved artwork • Evaluates their success in using textile techniques to represent their social issue
	<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"> • Makes a proposal for the display of their work • Evaluates their proposal, considering: <ul style="list-style-type: none"> • How the display method would enhance their ideas about a social issue • The intended audience and how they would be impacted by the display • The intended effect: is it to inspire action, raise awareness, or challenge an idea? • Any challenges to this display method including laws, costs and logistics

ACTIVITY 2 – ARTISTIC ACTIVISM (CONTINUED)

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	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	<ul style="list-style-type: none"> • Compares contemporary and historical examples of art activism describing their similarities and what makes them unique • Describes the traditions and timeline of using textiles in activism
Civics and Citizenship	How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa	<ul style="list-style-type: none"> • Identifies how activist groups have used symbols, artworks, colours and flags to express their beliefs and to try to influence others

ACTIVITY 3 – MYTHOLOGY AND FOLKTALE TAPESTRY

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</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"> • Experiments with a range of applique techniques, including layering, composition and mixed media techniques • Identifies and selects symbols, colours, icons and other visual elements associated with their chosen myth or folktale • Experiments with different ways of representing these through applique
	<p>Practise techniques and processes to enhance representation of ideas in their art-making</p>	<ul style="list-style-type: none"> • Develops skills with applique techniques including experimenting with a range of: <ul style="list-style-type: none"> • fabric types • stitching techniques • layering • embellishments • Evaluates their experiments and rates the effectiveness of each in representing their chosen myth or folktale • Selects most effective techniques and applies them in a resolved artwork • Explains how their artwork, including its subject and techniques represents their chosen myth or folktale either verbally or through a written practitioner statement
<p>English</p>	<p>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays</p>	<ul style="list-style-type: none"> • Analyses a chosen text and explains whether it is a myth or a folktale, with reference to specific text structures • Describes the cultural origins of their chosen story and how it is connected to their own cultural or family history • Summarises the main points of the story using subject specific terminology • Compares the way the protagonist and antagonist are characterised through different language features • Analyses how any symbols or talismans are used within the story, suggesting how they are used to convey meaning. • Analyses the message or moral of the story in the context of its cultural origins • Considers how the message of the story might be relevant today or how the meaning may have changed in a contemporary context