

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

YEAR 9 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>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making</p>	<ul style="list-style-type: none"> • Uses new terminology accurately and consistently • Explains the textile processes techniques used in viewed artworks, suggesting how these processes enhance the meaning of the work • Makes observations and forms opinions about viewed artworks, and considers how these might influence might influence their own artmaking. For example, <i>"I have noticed that a lot of the artworks use applique. I like the way the artists have used this technique to add different colours into their artworks. I would like to try that process myself."</i>
	<p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making</p>	<ul style="list-style-type: none"> • Discusses how viewed artworks represent stories that are culturally specific, 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>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts</p>	<ul style="list-style-type: none"> • Describes the structure of the Hero's Journey using modelled vocabulary with reference to examples • Explains why the Hero's Journey is presented as a circle, identifying the similarities between the beginning and end points of the journey with reference to one or more examples • Compares how different literary genres follow the Hero's Journey, referencing specific examples • Compares the features of heroes and anti-heroes, how each follows the Hero's journey in different texts
	<p>Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation</p>	<ul style="list-style-type: none"> • Plans an interview with their chosen hero including questions with specific references to different stages in the Hero's Journey • Writes imaginative questions and answers which express their ideas about the motivations, opinions, and emotions of their chosen character • Includes direct references to the text in their interview, such as quotes or paraphrasing and uses referencing techniques appropriate to the presentation format. • 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. • Applies interview language conventions with a clear differentiation between the role of the interviewer and interviewee, for example the interviewer introducing and thanking the interviewee. • Uses language to establish the relationship between the interviewer and interviewee, for example to suggest if the interview is friendly, hostile or if the interviewee is trying to present a different version of events.

ACTIVITY 2 – ARTISTIC ACTIVISM

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</p>	<p>Develop and refine techniques and processes to represent ideas and subject matter</p>	<ul style="list-style-type: none"> • Develops and refines skills in a chosen textile technique • Experiments using a textile technique in a range of contexts, for example using different materials, tools, or combining it with other techniques and media such as drawing or painting with inks or using dyes.
	<p>Plan and design artworks that represent artistic intention</p>	<ul style="list-style-type: none"> • Analyses how viewed examples have used colours, symbols and other imagery to promote an idea • Designs an artwork that uses colours, symbols and other imagery to promote an idea • Combine textile techniques to create an artwork which represents a social cause • Uses textiles to symbolically represent an idea
	<p>Present ideas for displaying artworks and evaluate displays of artworks</p>	<ul style="list-style-type: none"> • Proposes how their artwork could be used as part of an activist movement to promote an idea or advocate for change • Describe how their intended means of display would enhance the meaning of their work • Explain the intended audience and impact of their artwork • Evaluates how historical and contemporary activist groups have displayed textile artworks to further their causes
<p>Civics and Citizenship</p>	<p>How and why individuals and groups, including religious groups, participate in and contribute to civic life</p>	<ul style="list-style-type: none"> • Investigates and describes how and why a particular group has advocated for change

ACTIVITY 3 – MYTHOLOGY AND FOLKTALE TAPESTRY

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
<p>Visual Art</p>	<p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists</p>	<ul style="list-style-type: none"> Analyses how viewed artists and artworks represent different myths and folktales Experiments with different ways of representing features of their chosen myth or folktale, focussing on characters, symbols, colours and iconography
	<p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions</p>	<ul style="list-style-type: none"> Experiments with applique techniques Experiments with a range of fabrics and other materials Develops processes for creating their chosen symbols and icons through applique techniques
	<p>Plan and design artworks that represent artistic intention</p>	<ul style="list-style-type: none"> Experiments with different compositions Selects compositions and techniques which best communicate their ideas Applies skills, techniques, materials and designs to create a resolved artwork which represents their chosen myth or folktale Explains their ideas and processes through a practitioner statement
<p>English</p>	<p>Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes</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 use of various conventions including metaphor and symbolism. 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 and describes if it can be categorised as metaphorical or allegorical. Considers how the message of the story might have changed over time, comparing the likely meaning in relation to its cultural origins and how it might be used and interpreted today. Experiments with using similar symbols, metaphors and allegories in their artwork