



Mapoon Campus

Year Level:	1	2	3	4	5	6	7
Implemented in Y2006, Term	1	2	3	4			

Planned and Implemented by: Alex Jennings

Rich Task: Historical and Social Aspects of Craft

Students will explore craft as a personal, social and cultural endeavour. They will prepare and run a stall that showcases a chosen craft and an objet d'art that they have made as an example of that craft.

Targeted Repertoires of Practice:

1. Appreciating the cultural and social significance of craft
2. Conceiving, designing and executing
3. Establishing personal criteria for decision making
4. Evaluating options
5. Experiencing personal benefits of creating an artefact
6. Explaining to others face-to-face and spontaneously
7. Objectively assessing one's own abilities and interests
8. Setting out/arranging/displaying

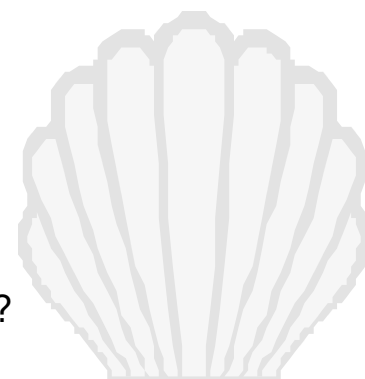
New Basics Referents:

- *Life Pathways and social futures
- *Multiliteracies & Communications Media
- *Active Citizenship
- *Environments and Technologies

Community Links:

- *Local Elder Nana Zoe DeJersey

How Can I Make That?



Investigation Questions:

INVESTIGATION 1: What is Craft?

INVESTIGATION 2: Why do Craft?

INVESTIGATION 3: What materials and equipment can we use?

What can we do with shells?

INVESTIGATION 4: How do procedures help us?

INVESTIGATION 5: How can I showcase my craft?

Corresponding TROP	Investigation 1: What is Craft?
1	Explore differences between Art and Craft (e.g Art for decorative reasons, Craft for practical purposes)
1	Brainstorm crafts from around the world. Locate and mark on world map.
1	Discuss concept of history and where crafts originated.
1 2 5	Explore Puppet making and its origins. Follow procedures to make different kinds of puppets. (Link to year 2 net)

Corresponding TROP	Investigation 2: Why do craft?
1 7	Class discussion on who likes craft and why. Draw out students reasons behind why they like to do craft? (e.g relaxing, find it easier than school-work, fun, you can chat as it's a social time, keep a culture alive, to earn money, a job etc...)
1	Focus on chosen craft—shell necklace making. Invite local elder Nana Zoe DeJersey in to interview her about her crafts (specifically shell necklaces) and the reasons behind why she does it and what she enjoys about it. Organise a list of questions also about the history and process of making shell necklaces.

Corresponding TROP	Investigation 3: What materials and equipment can we use? What else can we do with shells?
1	Collect a variety of shells used in Nana Zoe's shell necklaces and learn the stories behind each type of shell. E.g cockle shell, horn shell
4	Discuss what other things you could make using shells.
2	Focussing on chosen craft, brainstorm and list all materials and equipment needed to partake in this craft.
	Discuss whether or not materials and equipment has changed in the modern day of shell necklace making. Activity NOW V THEN

Corresponding TROP	Investigation 4: How do procedures help us?
2	Explain to students that once a goal has been set and the necessary materials and equipment have been gathered, a set of clear instructions is important. Discuss where students have used instructions and why they are essential.
2	Teach students some simple tasks to emphasise importance of instructions. E.g origami, fairy bread, washing a dog, puppets (link to year 2 net)
2	Students learn to write the procedure genre in correct structure and format. Title/goal, materials & equipment, steps
5	Follow set of instructions in order to work on objet d'art - shell necklace

Corresponding TROP	Investigation 5: How can I showcase my craft?
2	Students select their Objet D'art for craft stall
3 4 8	Students make decisions about how they want to have craft stall. (Guide them toward powerpoint presentation and quiz show concept) Teacher guided discussion prompting issues like formal, informal, computer generated, handwritten, where, when, time, who's invited..
1 2 4 7 8	Students then choose information to go into their presentation which will be used in their craft stall display. Information must include history, culture, materials and equipment, procedures and other aspects of shell necklace making.
7	Teacher assists students in constructing script and assigning group roles for design of craft album (powerpoint and quiz show) and the way they present their shell necklaces. Incorporate student reflections in presentation.
6 8	Students to make invitations and rehearse script and set up stall and present to audience