



Mapoon Campus

Year Level:	1	2	3	4	5	6	7
Implemented in Y2005, 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

The Wonderful World of Weaving!



Investigation Questions:

- INVESTIGATION 1: Art Vs Craft?
- INVESTIGATION 2: What is Weaving? What can you make?
- INVESTIGATION 3: Who Weaves?
- INVESTIGATION 4: What are the Historical and Social Aspects of Weaving?
- INVESTIGATION 5: What did I enjoy about Weaving and why?
- INVESTIGATION 6: How can I showcase my Weaving?

Corresponding TROP	Investigation 1: Art Vs Craft?
1	Explore differences between Art and Craft (e.g Art for decorative reasons, Craft for practical purposes)
	Brainstorm crafts from around the world. Locate and mark on world map.
	Introduce Poi and explore New Zealand culture (Invite in Miss Carrie as guest). Add information to rough draft craft album.
	Explore Puppet making and its origins. Follow procedures to make different kinds of puppets.
	Teacher guided introduction to Dreamcatchers. Discuss purpose and make one as a group.

Corresponding TROP	Investigation 2: What is Weaving and what can you make?
	Discuss definition of Weaving.
	Brainstorm things you can make from Weaving?
	Discuss the different types of Weaving and the variety of materials used.
1 5 7	Invite in local Elder Nana Zoe to come in and teach the children some simple weaving tasks. Fish and Windmill.
	Add all information gathered to the rough draft craft album.

Corresponding TROP	Investigation 3: Who Weaves and Why?
1	Explore the many cultures that Weave. Focus on Aboriginal and Torres Strait Islander cultures. Locate Torres Strait on map, colour flag, play Islander music. Expose students to concept of `culture`.
	Add information to rough draft craft album

Corresponding TROP	Investigation 4: What are the Historical and Social Aspects of Weaving?
1	Investigate the history of Weaving. Where it began and the first things woven.
	Discuss materials used traditionally compared to modern day. Add information to draft craft album.
	Make comparisons between the NOW and THEN. Manual Vs Machinery. Explore the social effects from then to now. (e.g once it was a time to get together and socialise and that's lost

Corresponding TROP	Investigation 5: What did you enjoy about Weaving? Why?
7	Students reflect upon what they enjoyed about weaving. Complete individual reflections to add to their craft album.

Corresponding TROP	Investigation 6: How can I showcase my Weaving?
2 3 4 5 6 8	Students select their Objet D'art for craft stall
	Students make decisions about how they want to have craft stall. Teacher guided discussion prompting issues like formal, informal, computer generated, handwritten, where, when, time, who's invited...
	Students then choose information to go into good copy of craft album which will be used in their craft stall display. Design format (big book concept)
	Teacher assists students in constructing script and assigning group roles for design of craft album and presentation of Objet D'art.

