

# Aboriginal and Torres Strait Islander perspectives resources

Supporting the implementation of Essential Learnings

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August 2012

## What are the Essential Learnings?

The Essential Learnings identify what should be taught and what is important for students to have opportunities to know, understand and be able to do.

The components of the Essential Learnings are:

- Learning and assessment focus
- Ways of working
- Knowledge and understanding.

## How are Aboriginal and Torres Strait Islander Perspectives embedded in the Essential Learnings?

Across the suite of the Essential Learnings, Aboriginal and Torres Strait Islander knowledges and ways of working have been embedded. The following table highlights where Indigenous perspectives have been included in the Essential Learnings, presents some ideas for relevant learning experiences and links to useful web-based resources. Always remember, however, that these are not the only opportunities to embed Indigenous perspectives in the curriculum. Some resources are suitable for use with students, others are for teachers' background information.

This resource is recommended for use hand-in-hand with consultation with the local Aboriginal or Torres Strait Islander community.

All web addresses were correct at the time of publication.

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# Studies of Society and Environment (SOSE)

## Essential Learnings by the end of Years 3, 5, 7 and 9

SOSE has four organisers:

- Time, continuity and change
- Place and space
- Culture and identity
- Political and economic systems.

Select Knowledge and understanding (K&U) from one or more of these organisers. This helps to develop a depth of understanding by highlighting the interconnections important to the study of societies and environments.

The SOSE Ways of working highlight the importance of social and environmental inquiries, and can be used together to reflect an inquiry approach or inquiry model. Student learning can be planned to reflect real-world processes and how social scientists work (e.g. historians, geographers, anthropologists).

### SOSE — Essential Learnings by the end of Year 3

<p><b>Essential Learnings</b> <i>K&amp;U</i></p> <p><b>Time, continuity and change</b></p> <p>Changes and continuities are identified through events, people’s contributions and the stories of local communities.</p> <ul style="list-style-type: none"> <li>• Aboriginal peoples’ and Torres Strait Islander peoples’ continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation.</li> </ul>	<p><b>Example learning experience</b></p> <p>Invite an Aboriginal or Torres Strait Islander Elder to visit, tell a dreaming story and discuss the importance of sharing stories with the next generation.</p> <p>Plan an investigation into why and how Aboriginal people and Torres Strait Islander people associate with the land and sea in stories and events, e.g. rituals and ceremonies.</p> <p><b>Example online resource</b></p> <p>This site offers dreaming stories narrated by Aboriginal and Torres Strait Islander Elders. &lt;<a href="http://www.dreamtime.net.au/creation/index.cfm">www.dreamtime.net.au/creation/index.cfm</a>&gt;</p> <p>The Australian Culture Portal website provides extensive information about Australian Indigenous culture. It also offers links to other suitable websites. This section of the site offers information on Australia Indigenous ceremony — song, music and dance. &lt;<a href="http://www.cultureandrecreation.gov.au/articles/indigenous/ceremony/">http://www.cultureandrecreation.gov.au/articles/indigenous/ceremony/</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>The Indigenous Perspectives section of the Queensland Studies Authority website offers support materials and information on ceremonies along with other cultural information. &lt;<a href="http://www.qsa.qld.edu.au">http://www.qsa.qld.edu.au</a>&gt; Search on “Indigenous support”.</p> <p>Dust Echoes is a series of twelve beautifully animated dreamtime stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and Aboriginal custom and law. &lt;<a href="http://abc.net.au/dustechoes/">http://abc.net.au/dustechoes/</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 3 (continued)

<p><b>Essential Learnings</b> <i>K&amp;U</i></p> <p><b>Culture and identity</b></p> <p>Local communities have different groups with shared values and common interests.</p> <ul style="list-style-type: none"> <li>Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities.</li> </ul>	<p><b>Example learning experience</b></p> <p>Identify Aboriginal and Torres Strait Islander place names or places named after Aboriginal or Torres Strait Islander people within the community. Research the meaning or reason for this naming, e.g. town names, sporting field names and street names.</p> <p><b>Example online resource</b></p> <p>This Queensland Government site offers the opportunity to type in a Queensland town name and find information about the naming of the town. &lt;<a href="http://www.nrw.qld.gov.au/property/placenames/">http://www.nrw.qld.gov.au/property/placenames/</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>The Indigenous Perspectives section of the Queensland Studies Authority website offers support materials and information on ceremonies along with other cultural information. &lt;<a href="http://www.qsa.qld.edu.au">http://www.qsa.qld.edu.au</a>&gt; Search on "Indigenous support".</p> <p>Dust Echoes is a series of twelve beautifully animated dreamtime stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and Aboriginal custom and law. &lt;<a href="http://abc.net.au/dustechoes/">http://abc.net.au/dustechoes/</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 5

<p><b>Essential Learnings</b> <i>K&amp;U</i></p> <p><b>Time, continuity and change</b></p> <p>Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.</p> <ul style="list-style-type: none"> <li>British colonisation of Australia is connected with particular events and changes, including: European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.</li> <li>Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities.</li> </ul>	<p><b>Example learning experience</b></p> <p>Collect and organise information and evidence of Indigenous peoples and non-Indigenous people's perspectives on the colonisation of Australia.</p> <p><b>Example online resource</b></p> <p>This site provides video clips from the series "Captain Cook — Obsession and Discovery". It also offers curriculum links and classroom resources. &lt;<a href="http://dl.screenaustralia.gov.au/module/1313/">http://dl.screenaustralia.gov.au/module/1313/</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>This site offers information on the White Australia Policy and Australian history. &lt;<a href="http://racismnoway.com.au/classroom/factsheets/59.html">http://racismnoway.com.au/classroom/factsheets/59.html</a>&gt;</p> <p>The Human rights and equal opportunity commission website provides resources in relation to Queensland history. &lt;<a href="http://www.hreoc.gov.au/education/bth/download/laws/bth_lawshist_QLD_11r.pdf">http://www.hreoc.gov.au/education/bth/download/laws/bth_lawshist_QLD_11r.pdf</a>&gt;</p> <p>This website provides the lyrics to the song "From Little Things Big things Grow", by Paul Kelly and Kev Carmody, which tells the story of Vincent Lingiari's fight for land. &lt;<a href="http://thejanuscenter.com/heroworkshop/herolingiari.htm">http://thejanuscenter.com/heroworkshop/herolingiari.htm</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 5 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Culture and identity</b></p> <p>Communities contain cultures and groups that contribute to diversity and influence cohesion.</p> <ul style="list-style-type: none"><li>• Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities.</li></ul>	<p><b>Example learning experience</b></p> <p>Collect and organise information on Aboriginal and Torres Strait Islander celebrations that are embraced by the wider community, e.g. the Coming of the Light, Laura Aboriginal Dance and Culture Festival.</p> <p>Propose actions for a school-based celebration that the local community could be involved in.</p> <p><b>Example online resource</b></p> <p>The following is a list of names and websites of some of the celebrations of Aboriginal and or Torres Strait Islander identity and/or culture celebrated around Australia.</p> <ul style="list-style-type: none"><li>• Stylin' UP, Brisbane (May) &lt;<a href="http://www.abc.net.au/indigenous/stories/s2589342.htm">http://www.abc.net.au/indigenous/stories/s2589342.htm</a>&gt;</li><li>• Dreaming Festival (June) &lt;<a href="http://www.thedreamingfestival.com/">http://www.thedreamingfestival.com/</a>&gt;</li><li>• Laura Aboriginal Dance and Culture Festival, Laura (June) &lt;<a href="http://www.arts.qld.gov.au/arts/ladcf.html">http://www.arts.qld.gov.au/arts/ladcf.html</a>&gt;</li><li>• The Coming of the Light (July) &lt;<a href="http://www.southbank.qm.qld.gov.au/exhibitions/dandiiri/resilience/light.asp">http://www.southbank.qm.qld.gov.au/exhibitions/dandiiri/resilience/light.asp</a>&gt;</li><li>• NAIDOC week (July) &lt;<a href="http://www.naidoc.org.au/">http://www.naidoc.org.au/</a> &gt;</li></ul> <p><b>Other websites that may support this Essential Learning</b></p> <p>Information on National Reconciliation Week can be found at this website: &lt;<a href="http://www.reconciliation.org.au/home/reconciliation-resources/nrw-resources">http://www.reconciliation.org.au/home/reconciliation-resources/nrw-resources</a>&gt;</p> <p>This site offers information on some Australian Indigenous celebrations. &lt;<a href="http://www.teachers.ash.org.au/macslibrary/indigenous_celebrations.htm">http://www.teachers.ash.org.au/macslibrary/indigenous_celebrations.htm</a>&gt;</p> <p>The Link-Up website offers information about Sorry Day celebrations in Brisbane. &lt;<a href="http://www.link-upqld.org.au/sorry.html">http://www.link-upqld.org.au/sorry.html</a>&gt;</p> <p>Reconciliation Qld Incorporated website, events section lists Brisbane events that support Aboriginal and Torres Strait Islander peoples. &lt;<a href="http://www.rqi.org.au/Events.htm#558201">http://www.rqi.org.au/Events.htm#558201</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 5 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Culture and identity</b></p> <p>Communities contain cultures and groups that contribute to diversity and influence cohesion.</p> <ul style="list-style-type: none"><li>• Australian society has responded to different cultures in positive and negative ways.</li><li>• Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles.</li></ul>	<p><b>Example learning experience</b></p> <p>Investigate a significant event that demonstrates a positive national response to Aboriginal people and/or Torres Strait Islander people, through historical records, e.g. the 1967 referendum through posters, or the Gurindji Wave Hill walk out through song and text.</p> <p><b>Example online resource</b></p> <p>This National Museum of Australia website provides teacher resources on the 1967 Referendum &lt;<a href="http://indigenoustrights.net.au/subsection.asp?ssID=88">http://indigenoustrights.net.au/subsection.asp?ssID=88</a>&gt;</p> <p>This section of the National Museum of Australia website provides information on the Wave Hill walk off, 1966–75. &lt;<a href="http://indigenoustrights.net.au/section.asp?sID=11">http://indigenoustrights.net.au/section.asp?sID=11</a>&gt;</p> <p>This website provides an article from <i>The Age</i> newspaper from 2006, about a man who was part of the Wave Hill walk off. &lt;<a href="http://www.theage.com.au/news/national/celebrating-the-1966-wave-hill-walkoff/2006/07/16/1152988412491.html">http://www.theage.com.au/news/national/celebrating-the-1966-wave-hill-walkoff/2006/07/16/1152988412491.html</a>&gt;</p> <p>This site offers posters showing support for Aboriginal and Torres Strait Islander People during the 1967 referendum. &lt;<a href="http://www1.aiatsis.gov.au/exhibitions/Referendum/looknlisten.html">http://www1.aiatsis.gov.au/exhibitions/Referendum/looknlisten.html</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>Information regarding Aboriginal culture and social organisation can be found at this site. &lt;<a href="http://www.aboriginalculture.com.au/socialorganisation.shtml">http://www.aboriginalculture.com.au/socialorganisation.shtml</a>&gt;</p> <p>The Queensland government Aboriginal and Torres Strait Islander partnerships website offers protocols documents that include information on the social structure of Torres Strait Islander peoples and Aboriginal peoples. &lt;<a href="http://www.atsip.qld.gov.au/everybodys-business/protocols-torres-strait-islander/">http://www.atsip.qld.gov.au/everybodys-business/protocols-torres-strait-islander/</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 7

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Time, continuity and change</b></p> <p>Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.</p> <ul style="list-style-type: none"><li>• Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.</li><li>• National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups.</li></ul>	<p><b>Example learning experience</b></p> <p>Identify and reflect on the different perspectives of Indigenous and non-Indigenous people in relation to the naming and celebration of Australia Day.</p> <p>Investigate national traditions, celebrations and commemorations that have evolved to reflect public support of Indigenous Australians.</p> <p><b>Example online resource</b></p> <p>The Australia Day Council of New South Wales provides information and resources about Australia Day. &lt;<a href="http://www.australiaday.com.au/studentresources/indigenous.aspx">http://www.australiaday.com.au/studentresources/indigenous.aspx</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>This site provides information on Reconciliation Queensland Incorporated and their role of promoting an ongoing process of reconciliation within Queensland. &lt;<a href="http://www.rqi.org.au/">http://www.rqi.org.au/</a>&gt;</p> <p>This site offers information on some Australian Indigenous celebrations. &lt;<a href="http://www.teachers.ash.org.au/macslibrary/indigenous_celebrations.htm">http://www.teachers.ash.org.au/macslibrary/indigenous_celebrations.htm</a>&gt;</p> <p>The Link-Up website offers information about Sorry Day celebrations in Brisbane. &lt;<a href="http://www.link-upqld.org.au/sorry.html">http://www.link-upqld.org.au/sorry.html</a>&gt;</p> <p>Reconciliation Qld Incorporated website, events section lists Brisbane events that support Aboriginal and Torres Strait Islander peoples. &lt;<a href="http://www.rqi.org.au/Events.htm#558201">http://www.rqi.org.au/Events.htm#558201</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 7 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Culture and identity</b></p> <p>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.</p> <ul style="list-style-type: none"> <li>• Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places.</li> <li>• Contact between Indigenous and non-Indigenous cultures in Australia and in other places has had significant effects on language, culture, land ownership, health and education of Indigenous people.</li> <li>• Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.</li> </ul>	<p><b>Example learning experience</b></p> <p>Investigate the results of forced movement of Australian Indigenous people in relation to loss of cultural practices and language.</p> <p>Investigate how people from different cultures, including Aboriginal peoples and Torres Strait Islander peoples, have very different social structures.</p> <p><b>Example online resource</b></p> <p>The Australian Studies Centre online provides information on the history and effects of the stolen generation. &lt;<a href="http://www.petra.ac.id/asc/aborigines/stolen/">http://www.petra.ac.id/asc/aborigines/stolen/</a>&gt;</p> <p>This site provides information on Aboriginal social structures between and within groups. &lt;<a href="http://www.indigenoustralia.info/social-structure.html">http://www.indigenoustralia.info/social-structure.html</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>The State Library of Queensland website provides links to language centres in Queensland and the Queensland Indigenous Languages Advisory Committee, highlighting that language is at the core of cultural identity. &lt;<a href="http://www.slq.qld.gov.au/info/ind/languages/qld">http://www.slq.qld.gov.au/info/ind/languages/qld</a>&gt;</p> <p>The Queensland government Aboriginal and Torres Strait Islander partnerships website offers protocols documents that include information on the social structure of Torres Strait Islander peoples and Aboriginal peoples. &lt;<a href="http://www.atsip.qld.gov.au/everybodys-business/protocols-torres-strait-islander/">http://www.atsip.qld.gov.au/everybodys-business/protocols-torres-strait-islander/</a>&gt;</p>
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## SOSE — Essential Learnings by the end of Year 7 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Political and economic systems</b></p> <p>Societies and economies have systems and institutions based on principles and values.</p> <ul style="list-style-type: none"> <li>Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities.</li> </ul>	<p><b>Example learning experience</b></p> <p>Collect and analyse information on the different roles of local, state, national and Indigenous systems of government with regard to land use.</p> <p><b>Example online resource</b></p> <p>These sites provide information on some of the Indigenous systems of Government and the roles they play.</p> <ul style="list-style-type: none"> <li>Queensland Murri Court Magistrates court &lt;<a href="http://www.courts.qld.gov.au/1694.htm">www.courts.qld.gov.au/1694.htm</a>&gt;</li> <li>The Australian Government Torres Strait Regional Authority &lt;<a href="http://www.tsra.gov.au/the-tsra/programs--outputs.aspx">http://www.tsra.gov.au/the-tsra/programs--outputs.aspx</a>&gt;</li> </ul>
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## SOSE — Essential Learnings by the end of Year 9

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Time, continuity and change</b></p> <p>Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.</p> <ul style="list-style-type: none"> <li>Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations.</li> <li>Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups.</li> </ul>	<p><b>Example learning experience</b></p> <p>Design a focus question and sub focus questions that would help explore the issues faced by Indigenous Australians from the effect of the White Australia policy.</p> <p><b>Example online resource</b></p> <p>The Australian Government Department of Immigration and Citizenship provides information on the history of the White Australia Policy. &lt;<a href="http://www.immi.gov.au/media/fact-sheets/08abolition.htm">http://www.immi.gov.au/media/fact-sheets/08abolition.htm</a>&gt;</p> <p><b>Other websites that may support this Essential Learning</b></p> <p>This site offers information on and records relating to the 1967 Referendum. &lt;<a href="http://www.naa.gov.au/about-us/publications/fact-sheets/fs150.aspx">www.naa.gov.au/about-us/publications/fact-sheets/fs150.aspx</a>&gt;</p> <p>The National Museum of Australia website provides information, including photographs, relating to the 1967 referendum. &lt;<a href="http://indigenoustrights.net.au/section.asp?sID=5">http://indigenoustrights.net.au/section.asp?sID=5</a>&gt;</p> <p>This site offers a publication by the head of psychology at the School of Psychological Science, La Trobe University on Cultural trauma and recovery in Indigenous Australia. &lt;<a href="http://www.latrobe.edu.au/psy/aw/michael.html">http://www.latrobe.edu.au/psy/aw/michael.html</a>&gt; Select Cultural trauma and recovery in Indigenous Australia.</p>
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## SOSE — Essential Learnings by the end of Year 9 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Culture and identity</b></p> <p>Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.</p> <ul style="list-style-type: none"><li>• Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people.</li><li>• Cultural research involves following protocols and acting sensitively.</li></ul>	<p><b>Example learning experience</b></p> <p>Explore media representations of Aboriginal people and/or Torres Strait Islander people that result in positive and negative responses.</p> <p><b>Example online resource</b></p> <p>ABC Online is an example of a website that generally represents Aboriginal people and Torres Strait Islander people in a positive way. &lt;<a href="http://www.abc.net.au/indigenous/education/cultural_protocol/background.htm">http://www.abc.net.au/indigenous/education/cultural_protocol/background.htm</a>&gt;</p> <p>The following site generally provides a positive view of Indigenous people in the media. The Koori Mail is a New South Wales based newspaper. &lt;<a href="http://www.koorimail.com/">http://www.koorimail.com/</a>&gt;</p> <p>Namalata Thusi is a free journal published quarterly, designed to 'showcase' successful partnerships for Aboriginal and Torres Strait Islander Queenslanders. &lt;<a href="http://www.communities.qld.gov.au/department/publications/namalata-thusi/">http://www.communities.qld.gov.au/department/publications/namalata-thusi/</a>&gt;</p>
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# Technology

## Essential Learnings by the end of Years 3, 5, 7 and 9

Technology has two organisers:

- Technology as a human endeavour
- Information, material and systems.

Knowledge and understanding (K&U) from these organisers can be used together. This helps to situate technology learning to support the development of understandings about how technology is used and its impacts in real-world contexts. Information, materials and systems (resources) have been combined in one organiser to highlight commonalities.

When selecting Knowledge and understanding from this organiser, the focus could be on one or more of the resources — information, materials or systems.

The Ways of working in Technology reflect the processes of working technologically and should be used in conjunction with Knowledge and understanding to help students understand the design and development of products.

### Technology — Essential Learnings by the end of Year 3

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Information, materials and systems (resources)</b></p> <p>Resources are used to make products for particular purposes and contexts.</p> <ul style="list-style-type: none"><li>• Resources have characteristics that can be matched to design requirements.</li></ul>	<p><b>Example learning experience</b></p> <p>Pose questions for investigations about Aboriginal people's and Torres Strait Islander people's use of available natural resources to design, create and construct assorted utensils, weapons and tools to meet specific purposes and needs.</p> <p><b>Example online resource</b></p> <p>This educational site provides information about assorted Aboriginal technology and inventions. &lt;<a href="http://www.questacon.edu.au/indepth/clever/aboriginal_technology.html">http://www.questacon.edu.au/indepth/clever/aboriginal_technology.html</a>&gt;</p> <p>Information about Indigenous tools and weapons can be accessed at this site. &lt;<a href="http://members.ozemail.com.au/~mmichie/engag_t&amp;w.htm#others">http://members.ozemail.com.au/~mmichie/engag_t&amp;w.htm#others</a>&gt;</p> <p>This Aboriginal culture information site describes traditional Aboriginal life in different regions of Australia. Northern Queensland is featured using primary source photographs. &lt;<a href="http://www.aboriginalculture.com.au/basketry.shtml">http://www.aboriginalculture.com.au/basketry.shtml</a>&gt;</p> <p>The Australian Government Culture Portal provides information on Indigenous tools and technology &lt;<a href="http://www.cultureandrecreation.gov.au/articles/indigenous/technology">www.cultureandrecreation.gov.au/articles/indigenous/technology</a>&gt;</p>
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## Technology — Essential Learnings by the end of Year 5

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Technology as a human endeavour</b></p> <p>Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> <li>• Aspects of appropriateness influence product design and production decisions.</li> </ul>	<p><b>Example learning experience</b></p> <p>Generate ideas for the design of a water-carrying vessel to be made from natural materials found in your local environment.</p> <p><b>Example online resource</b></p> <p>This resource, developed by the Australian National Botanic Gardens, is useful for exploring Aboriginal and Torres Strait Islander people's use of flora and fauna. &lt;<a href="http://www.anbg.gov.au/education/pdfs/aboriginal_plant_use_and_technology.pdf">http://www.anbg.gov.au/education/pdfs/aboriginal_plant_use_and_technology.pdf</a>&gt;</p> <p>This Aboriginal culture information site describes traditional Aboriginal life in different regions of Australia. Northern Queensland is featured using primary source photographs. &lt;<a href="http://www.aboriginalculture.com.au/basketry.shtml">http://www.aboriginalculture.com.au/basketry.shtml</a>&gt;</p>
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## Technology — Essential Learnings by the end of Year 9

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Technology as a human endeavour</b></p> <p>Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> <li>• People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels.</li> </ul>	<p><b>Example learning experience</b></p> <p>Investigate different methods used by Aboriginal people and Torres Strait Islander people to maintain healthy land environments (ecosystem) e.g. controlled seasonal burning, seasonal movement of community groups.</p> <p>Investigate use of resources and land management practices of Aboriginal and Torres Strait Islander peoples, reflecting on and analysing the impact and sustainability of traditional practices, e.g. controlled seasonal burning; seasonal movement of community groups; and gathering practices that leave plants and animal populations intact, such as taking resin, bark or wood from a tree without chopping it down.</p> <p><b>Example online resource</b></p> <p>This site provides a list of Indigenous land management practices, including controlled burning and care of the land. &lt;<a href="http://www.aabr.org.au/index.php?option=com_content&amp;task=view&amp;id=60&amp;Itemid=74">http://www.aabr.org.au/index.php?option=com_content&amp;task=view&amp;id=60&amp;Itemid=74</a>&gt;</p> <p>This site offers information on the way the Kaanju people of central Cape York Peninsula are planning to maintain healthy and sustainable homelands. &lt;<a href="http://www.kaanjungaachi.com.au/FireManagement.htm">http://www.kaanjungaachi.com.au/FireManagement.htm</a>&gt;</p> <p>This site offers information on fire management &lt;<a href="http://www.environment.gov.au/parks/kakadu/management/programs/fire.html">http://www.environment.gov.au/parks/kakadu/management/programs/fire.html</a>&gt;</p>
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# The Arts

## Essential Learnings by the end of Years 3, 5, 7 and 9

The Arts has five organisers:

- Dance
- Drama
- Media
- Music
- Visual Art.

Select Knowledge and understanding from the range of arts organisers.

The Ways of working highlight the processes of creating, presenting, responding and reflecting. They should be used in conjunction with Knowledge and understanding to enable students to work artistically through active engagement with The Arts strands.

### *The Arts — Essential Learnings by the end of Year 3*

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Dance</b></p> <p>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</p> <ul style="list-style-type: none"><li>• Fast and slow movements are used to change timing in movement phrases.</li></ul>	<p><b>Example learning experience</b></p> <p>Explore animals and the environment as stimulus used in Aboriginal dance and Torres Strait Islander dance, to create shape and present movement sequences that vary dance elements of time.</p> <p><b>Example online resource</b></p> <p>Department of Education and Training Western Australia provides a lesson plan, “Animal walks 1 (apac167)”, which features an Aboriginal context in the early phase of schooling, exploring animal movements.</p> <p><a href="http://www.det.wa.edu.au/education/abled/apac/lessons/lessons_area_arts.html">http://www.det.wa.edu.au/education/abled/apac/lessons/lessons_area_arts.html</a></p> <p>This fact sheet about Tjapukai Indigenous dance is an example of information that is available on the web on Indigenous dance. It is recommended that teachers access information on dance groups in their local area. <a href="http://www.tjapukai.com.au/students.html">http://www.tjapukai.com.au/students.html</a> Select Tjapukai dance (pdf).</p>
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## The Arts — Essential Learnings by the end of Year 7

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Media</b></p> <p>Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.</p> <ul style="list-style-type: none"> <li>• Representations in media texts have specific purposes and are modified to maximise audience impact.</li> </ul>	<p><b>Example learning experience</b></p> <p>Respond to media texts by analysing and evaluating the use of media images of Aboriginal peoples and/or Torres Strait Islander peoples in multimedia contexts, identifying appropriate and inappropriate representations.</p> <p><b>Example online resource</b></p> <p>The Creative Spirits website contains information on stereotypes and prejudice about Aboriginal Australians. &lt;<a href="http://www.creativespirits.info/aboriginalculture/people/aboriginal-australia-stereotype.html">http://www.creativespirits.info/aboriginalculture/people/aboriginal-australia-stereotype.html</a>&gt;</p>
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## The Arts — Essential Learnings by the end of Year 9

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Media</b></p> <p>Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.</p> <ul style="list-style-type: none"> <li>• Representations of different beliefs and ideas in media texts are influenced by regulations and by contexts of audiences, producers and institutions.</li> </ul>	<p><b>Example learning experience</b></p> <p>Deconstruct media elements used in broadcasting services and products that target Aboriginal communities and Torres Strait Islander communities to create and shape media texts.</p> <p><b>Example online resource</b></p> <p>This site lists a range of Australian Government programs administered by the Department of Environment, Water, Heritage and the Arts that aim to support Indigenous arts, culture, languages and broadcasting. &lt;<a href="http://www.arts.gov.au/indigenous">http://www.arts.gov.au/indigenous</a>&gt;</p> <p>This site provides a map of Australian metropolitan and regional Indigenous broadcasters funded through the Indigenous Broadcasting Program: &lt;<a href="http://www.arts.gov.au/indigenous/broadcasting/more_about_Indigenous_broadcasting">http://www.arts.gov.au/indigenous/broadcasting/more_about_Indigenous_broadcasting</a>&gt; then select map (pdf).</p> <p>The Australian Broadcasting Commission site provides this online portal for Aboriginal people and Torres Strait Islander people. &lt;<a href="http://www.abc.net.au/indigenous/">http://www.abc.net.au/indigenous/</a>&gt;</p> <p>This site provides access to the Queensland Government's external publication on Indigenous issues. Namalata Thusi is a free journal published quarterly designed to "showcase" successful partnerships for Aboriginal and Torres Strait Islander Queenslanders. &lt;<a href="http://www.communities.qld.gov.au/department/publications/namalata-thusi/">http://www.communities.qld.gov.au/department/publications/namalata-thusi/</a>&gt;</p>
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## The Arts — Essential Learnings by the end of Year 9 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Dance</b></p> <p>Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences.</p> <ul style="list-style-type: none"> <li>• Genre-specific movements are used to create actions for dance sequences.</li> <li>• Traditional and non-traditional performance areas are used to manipulate movement in space.</li> </ul>	<p><b>Example learning experience</b></p> <p>Deconstruct the blending of traditional Aboriginal and Torres Strait Islander dance with contemporary dance forms to create, shape and present dance works.</p> <p>Investigate the protocols and use of performance spaces for Indigenous dance.</p> <p><b>Example online resource</b></p> <p>This site has information on Bangarra Dance Theatre, which blends traditional Aboriginal and Torres Strait Islander history and culture with international contemporary dance influences to create an Australian dance language. &lt;<a href="http://www.bangarra.com.au/About/Vision.aspx">http://www.bangarra.com.au/About/Vision.aspx</a>&gt;</p> <p>This document outlines dance principles and protocols in relation to Australian Indigenous arts. &lt;<a href="http://www.australiacouncil.gov.au/">http://www.australiacouncil.gov.au/</a>&gt; Search Indigenous protocols.</p>
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## The Arts — Essential Learnings by the end of Year 9 (continued)

<p><b>Essential Learnings</b></p> <p><i>K&amp;U</i></p> <p><b>Drama</b></p> <p>Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> <li>• Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal and physical techniques.</li> </ul>	<p><b>Example learning experience</b></p> <p>Interpret historical performances of Indigenous Australian texts to deconstruct dramatic elements, cultural bias and stereotypes.</p> <p><b>Example online resource</b></p> <p>This site has information on Bangarra Dance Theatre, which blends traditional Aboriginal and Torres Strait Islander history and culture with international contemporary drama and dance influences to create an Australian drama and dance language. &lt;<a href="http://www.bangarra.com.au/home.html">www.bangarra.com.au/home.html</a>&gt;</p> <p>Details of Indigenous drama written and directed by Indigenous people. &lt;<a href="http://australianscreen.com.au/indigenous/drama/">http://australianscreen.com.au/indigenous/drama/</a>&gt;</p> <p>Drama Australia’s guidelines for drama/theatre education. &lt;<a href="http://www.dramaaustralia.org.au/index.php?id=9">http://www.dramaaustralia.org.au/index.php?id=9</a>&gt; Select Aboriginal and Torres Strait Islander Guidelines for Drama/Theatre Education (pdf 1.1MB)</p>
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## More information

If you would like more information, please email [IndigenousPortal@qsa.qld.edu.au](mailto:IndigenousPortal@qsa.qld.edu.au), or phone 3864 0299. Or visit the QSA website <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)> and search for “Indigenous Perspectives”.