

Jacinta's unit planner: Term 2, 2025

“Mapping identity & culture”

Refer to the accompanying educational resource [HERE](#)

NB: I have utilised this unit plan template in designing this learning experience based on the format produced by Ochre Education (2025) and the Australian Education Research Organisation ([AERO], 2025). I have tailored it to include relevant policies, curriculum links and strategies for greater inclusivity for Aboriginal & Torres Strait Islander/First Nations students.

Subject: Visual Arts **Year level:** 7

Timeframes	Relevant Australian curriculum links and documents	Policies for teaching Aboriginal & Torres Strait Islander students and content
[2 x weekly] 60 min lessons Theory & Practical [10] weeks class time in term	Victorian Curriculum: learning about Aboriginal and Torres Strait Islander knowledge. VCAA ACARA Aboriginal and Torres Strait Islander Histories and Cultures (Version 8.4) Victorian Aboriginal Languages Curriculum Framework for Improving Student Outcomes (FISO 2.0)	Protocols for Koorie education in Victorian primary and secondary schools. VAEAI Framework for Embedding Koorie Cultures, Histories and Perspectives in Schools. VAEAI NESA, Aboriginal and Torres Strait Islander Principles and Protocols

	Visual Arts Glossary F-10	United Nations Declaration on the Rights of Indigenous Peoples Koorie Education Calendar Code of Practice for visual arts
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Aboriginal & Torres Strait Islander Arts Education Teaching Resources

Lesson plans and artist archive for teaching Aboriginal art- <https://japingkaaboriginalart.com/education/>

Koorie teaching resources <https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieresources.aspx>

Teaching ideas developed by National NAIDOC Committee Yr 7-12- <https://www.naidoc.org.au/resources/educational>

NGV Indigenous Art collection archive- <https://www.ngv.vic.gov.au/?s=indigenous>

Aboriginal and Torres Strait Islander art practices <https://creative.gov.au/advocacy-and-research/first-nations-arts/>

Indigenous films and videos <https://www.roninfilms.com.au/video/819.html>

ABC Indigenous news, podcast and media <https://www.abc.net.au/indigenous>

National Museum Australia First Nations art <https://www.nma.gov.au/exhibitions/first-australians>

Aboriginal art directory <http://www.aboriginalartdirectory.com/vendors/>

National Gallery of Australia First Nations collection <https://nga.gov.au/first-nations/>

Inclusive pedagogical strategies

[Teaching content to First Nations students](#)

[8ways Pedagogical Framework](#) and [8ways creative teaching strategies](#)

[Narragunnawali Teaching for Reconciliation](#)

[Narragunnawali Teaching for Cultural Responsiveness](#)

[The no language method, The Australian Institute for Teaching and School Leadership \(AITSL\)](#)

Department of Education and Training. (2017). High Impact Teaching Strategies: Excellence in Teaching and Learning. Victoria State Government

Unit learning objectives

These align with the Victorian Curriculum's Visual Arts Year 7-8 content descriptors:

Understanding	Knowledge	Skills	Vocabulary
Explore the diversity of artworks created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating artworks, including Indigenous Cultural and Intellectual Property rights (VC2AVA8E02)	Investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in artworks created across cultures, times, places and other contexts (VC2AVA8E01)	<p>Select and manipulate visual conventions, visual arts processes and materials to create artworks (VC2AVA8C01)</p> <p>Explore, develop and refine artworks in a range of art forms and styles to communicate ideas, perspectives and meaning (VC2AVA8C02)</p>	<p>Refer to documents:</p> <p>VCAA Art Glossary Terms</p> <p>Koorie Language Protocols and Guide</p>

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Content descriptors:

(VCAVAR039) Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples

(VCAVAE034) Explore how artists use materials, techniques, technologies and processes to realize their intentions in art works

(VCAVAP037) Create and display artworks, describing how ideas are expressed to an audience

(VCAVAR038) Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences

Prior learning:


The knowledge and skillsets of Year 7 students may vary dependant on their previous Primary School experience or extracurricular creative arts activities.

Previous knowledge to check for understanding to build a solid foundation:


- Art Elements
- Art Principles
- Conceptual thinking and visualisation
- Ability to work in groups and collaborate
- Ability to follow instructions and self-monitor progress
- Awareness of key aspects of Aboriginal and Torres Strait Islander or First Nations history and culture (Early Learning Framework and ACARA F-6)
- Ability to experiment confidently with a variety of media and techniques

Lesson stages


Lesson	Relevant teaching resources	Class content	Formative assessment
	Learning support	New knowledge	Check for understanding
Week 1 “Yarning and kinship” Introduction to unit <i>*Each lesson starts with Acknowledgement of Country</i>	Kinship Online Module: University of Sydney Aboriginal Kinship Presentation: Skin Names https://www.youtube.com/watch?v=ynQEtTfQjQc Yarning circles https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles	<p>Students are introduced to unit with a short video/pptx that acknowledges importance of country, indigenous knowledge and history.</p> <p>Drawing from their own Funds of Knowledge (Moll et al., 1992), students are asked to do quick sketches of any stories, objects, songs etc. that may have been passed down from their grandparents, older generations or Elders. This encourages them to start thinking about their own family lineage and building shared knowledge of the Aboriginal ways of “Being, Belonging and Becoming” (EYLF, 2024). Students share their drawings as part of their own ‘yarning circle’</p> <p>The class examines and discusses Archie Moore’s “kith & kin” artwork together and respond to reflective prompts.</p> <p>Students watch video on “Skin names”.</p> <p>Students are encouraged to continue their inquiry process at home by interacting with family or community members about their own genealogy/history and collect a meaningful ‘artifact’ representing this. This intends to widen their ‘yarning circle’ beyond the classroom, with any knowledge gained to be shared in their next class.</p>	<p>Students respond to verbal and/or written reflective prompts after examining the visual ethnography of Moore’s artwork.</p> <p>Class engages in questions from teaching resource presentation: https://cool.org/presentations/First-Nations-kinship-systems and document in folios their understanding of Kinship Systems and Skin Names.</p> <p>Students are provided with worked examples of folio annotations (printed copies or digital-access) for learning support towards meeting criteria and developing skills mastery.</p>


Lesson	Relevant teaching resources	Class content	Formative assessment
		New knowledge	Check for understanding
<p>Week 2</p> <p>“Language of the line”</p> <p><i>*Each lesson starts with Acknowledgement of Country</i></p> 	<p>Collaborative drawing with tape activity</p> <p>AIATSIS Language Map</p> <p>“SONGLINES: Corridors and pathways of knowledge” exhibition https://youtu.be/i2qimWB_L25c?si=iBnBfELeMhnLOF8p</p>	<p>Building on their knowledge of “skin names”, students engage in a creative mark-making activity on the floor with tape as part of embodied learning, to map out their own kinship systems.</p> <p>Students consider the ‘language’ of lines and experiment with mixed media of ways to demonstrate family and community connections (eg consider lines intersecting, directionality, making patterns etc.).</p> <p>Students think about who the traditional owners of the land they were born and live on. Teacher shows the AIATSIS Language Map for class discussion and displayed up in classroom.</p>	<p>Students document their art-making activities in their folios and annotate.</p> <p>Students find two artworks representing the concept of line-marking and familial connections, and analyse these using art elements and principles.</p>
<p>Week 3</p> <p>“Our landscapes: Tracing Topography”</p> <p><i>*Each lesson starts with Acknowledgement of Country</i></p>	<p>National Film and Sound Archive (2000) https://aso.gov.au/titles/documentaries/painting-country/clip1/</p> <p>Understanding topographical abstraction in Aboriginal art https://artark.com.au/blog</p>	<p>Students begin exploring the importance of landscape by looking at representational and non-representational artworks of these.</p> <p>Students gain a ‘birds-eye view perspective’ by looking into the concept of typography and its links to Dreamtime artworks.</p> <p>Students source a photo of a place that has meaning to themselves and their family. If feasible, students can physically go to this place and be present in their</p>	<p>Students improve their foundational knowledge of perspectives and 3D-2D dimensionality by comparing geographical landscapes and Indigenous artwork.</p> <p>Students screenshot at least 3 examples of their</p>

Lesson	Relevant teaching resources	Class content	Formative assessment
	Learning support s/news/aboriginal-art-orientation ABC video "Indigenous Memory Code" https://audioboom.com/posts/5159363-the-indigenous-memory-code	New knowledge surroundings using their five senses. Using their photo source, students experiment with mixed-media techniques and materiality to construct their own 'topographic tracings' mapping their special place.	Check for understanding manipulated maps and include in their folio with a list of what technologies, processes and techniques used. Teacher will compile some of these examples for a whole class resource for future use.
Week 4 "Songlines" Excursion week <i>*Each lesson starts with Acknowledgement of Country</i>	ABC video of First Nations sense of place https://www.narragunna.wali.org.au/curriculum-resource/129/a-sense-of-place-secondary "Walking through a Songline" exhibition https://www.youtube.com/watch?v=ncFamQq2VuA 'Songlines: Tracking the Seven Sisters' exhibition https://youtu.be/i2qimWB_L25c?si=iBnBfELeMhnLOF8p	Students attend an art exhibition, event or gallery that explores the concept of "Songlines". *Examples of previous exhibition trips included in resource. Students choose one artwork which they have seen to analyse.	Teachers use art analysis sheets to evaluate students' knowledge of artwork interpretation. Students partake in the "Three Things" evaluative strategy by writing down three things they gained from the exhibition/excursion and share with the class if they choose to.

Lesson	Relevant teaching resources	Class content	Formative assessment
	Learning support	New knowledge	Check for understanding
<p>Week 5</p> <p>“Cartographers of our own identities”</p> <p><i>*Each lesson starts with Acknowledgement of Country</i></p> 	<p>“Who We Are: Culture” short documentary (Secondary students) https://www.youtube.com/watch?v=MGznanZg9IU</p> <p>Geospatial ICT tools:</p> <p>https://earth.google.com/web/</p> <p>https://en-au.topographic-map.com/</p> <p>https://worldview.earthdata.nasa.gov/</p>	<p>Students use geo-spatial mapping technology software and apps (such as Google Maps, Google Earth, Topographic Maps Australia, NASA Worldview, Mapillary) to find the landscape they wish to use for their final artworks. This place should be somewhere that holds meaning to them in shaping their identity and relates to their own family tree/ancestral stories.</p> <p>Students use the technology to look at landscape from different perspectives (eg. 3D or 2D view, zooming in and out, framing certain sections) and experiment with techniques to digitally manipulate the images.</p> <p>Students need to identify and apply their knowledge of art elements and principles when manipulating images, and annotate in folios.</p>	<p>Students use their deductive, critical thinking skills to analyse geographical data and how it can be translated creatively into art forms. Teachers can assess students’ higher-order thinking skills by questioning and feedback, as well as ‘pair and share’ with other classmates on their findings and ideas.</p>
<p>Week 6</p> <p>“Story-mapping through body”</p> <p>Artwork- making</p>	<p>Regina art collective body-painting global exhibition</p> <p>https://www.youtube.com/watch?v=2J2OCtSMvMM</p>	<p>Students learn about Aboriginal and Torres Strait Islander body painting and how this relates to Country, ancestry, symbolism. Using these ideas, students partake in a collaborative art activity of ‘Body Mapping’ :</p> <p>Students pair up and trace around their partner’s body as</p>	<p>Students reflect on their understanding and knowledge gained from their experiences through the ‘Body Mapping’ exercise.</p>

Lesson	Relevant teaching resources	Class content	Formative assessment
	<p>Learning support</p> <p>State Government of Victoria. Aboriginal Grinding Stones. http://www.vic.gov.au/system/user_files/Documents/av/GrindingStones.pdf</p> <p>Ideas on how artists use letters and words in art https://www.tate.org.uk/art/student-resource/exam-help/letters-and-words</p>	<p>New knowledge</p> <p>they lie down on big piece of butchers paper.</p> <p>Students use chalk or soft pastels to grind their own 'ochre' to simulate traditional materials-making technique for body paint. These are mixed in with water to create a medium which students can use to decorate the life-sized outline of themselves.</p> <p>Students are encouraged to use their previous work on family tree, symbols, word and letter art to represent multiple aspects of their physical and emotional experience.</p>	<p>Check for understanding</p> <p>Teachers use observational assessments as students work on their artworks, referring to unit criteria and learning objectives.</p>
<p>Week 7</p> <p>"Mapping me"</p> <p>Artwork-making</p>	<p>Aboriginal art symbols guide</p> <p>Indigenous music to be played whilst students are creating-</p> <p>https://www.nfsa.gov.au/tags/first-nations-music</p>	<p>Students begin work on their final artwork that will represent their own identity and culture map. Working in pairs, students use a light projector to trace their face shadow outline.</p> <p>Students will use a face silhouette (shadow silhouette activity in resources) as the main focal point of their composition and then utilise mixed-media techniques to portray their own story visually.</p>	<p>Students are shown process worked examples of artwork outcomes to assist in their creative process and provide ideas.</p>

Lesson	Relevant teaching resources	Class content	Formative assessment
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		Students use their outline (side or front portrait) to trace onto A3 thick paper and use at least 2 mediums for their artwork.	
Week 8 “Mapping me” Artwork-making 	Indigenous music to be played whilst students are creating- https://aiatsis.gov.au/search/content?key=music	Students continue working on their own artworks. Examples of mediums they can use include: <ul style="list-style-type: none"> - Collage - Soft pastels - Watercolour - Pencil - Markers - Ink 	Teachers use observational assessments as students work on their artworks, referring to unit criteria and learning objectives. During their artmaking process, students use “TAG” peer feedback forms on each others’ work. TAG is short for: T - Tell something you like about the artwork. A - Ask a question about the artwork. G - Give a suggestion on how to improve the artwork.
Week 9 “Mapping Me” Artwork- making	Indigenous music to be played whilst students are creating- https://youtu.be/J9MpGNIa3BA?si=kUGeDORuCJ5Kn2yM	Students continue working on their own artworks.	Students write their own short Artist Statement that communicates their intentions behind their creative work as a reflective, evaluative tool.

Lesson	Relevant teaching resources	Class content	Formative assessment
	Learning support	New knowledge	Check for understanding
Week 10 “Yarning & kinship” Finalisation of unit 	Assessment strategies https://www.theteachertoolkit.com/index.php/tool/exit-ticket https://www.theteachertoolkit.com/index.php/tool/category/C7	<p>The class joins in a yarning circle to discuss what they have learnt in the unit and reflect on insights about kinship, their identity and Aboriginal and Torres Strait Islander knowledge, culture and histories.</p> <p>Students finish creating and resolving their artworks and artist statements.</p> <p>Students to work in their folios or complete extension activities provided.</p>	<p>Students fill out “exit slips” as a form of self-evaluation and teacher assessment. These are to be handed in with their art folio documenting their progress throughout the unit.</p> <div data-bbox="1697 782 2128 1200"> <p>Artist's Name: _____</p> <p>3 >>> What are three things you discovered during studio time today?</p> <p>.....</p> <p>2 >>> What are two things you are going to continue to work on?</p> <p>.....</p> <p>1 >>> What is one thing that you still have a question about?</p> </div> <p><i>The Art of Education (n.d.).</i></p>

