**Scott Darlow Presentations – Curriculum Connections**

**Lesson 4 – Aboriginal Artefacts and Culture**

This 25 minute lesson is presented in a very engaging video medium, and is bookended by a performance from Scott and his band, and focuses on Aboriginal and Artefacts and the associated culture, which he has collected from his ancestors – some being over 100 years old.

While watching Scott describing and telling stories about the artefacts, as a teacher we make connections with the varying subject areas, skills and knowledge we aim to foster in our students.

This lesson is approachable for Years 7-11 and can connect to the following areas in the Australian and Victorian Curriculum.

**ACARA General Capabilities:**

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

* **Critical and Creative Thinking**

For example - In the Australian Curriculum: Technologies, students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed.

* **Personal and Social Capability**

For example - In the Australian Curriculum: Humanities and Social Sciences, students’ personal and social capability is enhanced as they gain understanding about people, places, processes and phenomena. Through historical, geographic, civic and economic inquiry, collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, past and present; and an understanding of what informs their personal identity and sense of belonging, including place and their cultural and national heritage.

* **Intercultural Understanding**

For example - In the Australian Curriculum: TheArts, intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

**Victorian Curriculum Subject Areas**

This lesson on Artefacts and Culture fits into many subject areas, such as Visual Art, Design, History, Physics/Science, Geography and Music, I have provided two specific examples for Visual Arts and Humanities.

For example: The [Visual Arts curriculum](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/visual-arts/introduction/rationale-and-aims) aims to develop students’:

* conceptual and perceptual ideas and expressions through design and inquiry processes
* visual arts techniques, materials, processes and technologies
* critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
* respect for visual arts as social and cultural practices, including industry practices
* confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating

**In the Humanities learning area, this lesson on Artefacts and Culture addresses the following requirements from the** [**Victorian Curriculum:**](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/introduction/about-the-humanities)

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

**Questions, and Extension Activities**

**Questions:**

1. What Artefacts do your family have?
2. What do they mean to you and your family?
3. Do they tell a story about your ancestral history?
4. Are they functional and beautiful? – explain.

**Pair/Share - Interview:**

Interview the person next to you about their cultural background using the above as stimulus, and then share 2 interesting points about your partner in a larger group.

**Extension Activity:**

Do some further research on the culture of your ancestral people

Example:

* Where they came from
* Are they First Nations people (what country are they from and do you still live on that country), or if not, why did they come to Australia, or why did they move?
* What areas of the Arts do you connect with on a more cultural level?