Book title: Maku

About the book:

Maku loves watching movies. It's his favourite thing to do. He especially loves movies with superheroes. Maku's second favourite thing to do is go bush with his nan and pop. They show him the Emu in the sky and tell him about the Rainbow Serpent.

Interesting words and phrases	
superhero	Ranger
square eyes	ceremony
tricky	totem
Mob	galaxies
cocoon	Milky way
scene	constellation
nuisance	Stolen Generation
tourists	cocky
reunite	crackle
witchetty grub	Rainbow Serpent
native wildlife	stinking hot
beaming	spiritual connection
draw strength	

About the author:

Meyne Wyatt is an award-winning Wongutha-Yamatji performer, writer, and director. Meyne's film and television credits include *The Sapphires*, *The Turning*, *Strangerland*, *Redfern Now* (for which he was nominated for an AACTA Award for Best Lead Actor in a Television Drama and a Logie Award for Most Outstanding Newcomer), *Neighbours*, *Black Comedy*, *The Leftovers* and *Mystery Road*.

He was named Best Newcomer at the Sydney Theatre Awards for his performance in *Silent Disco*. His debut play *City of Gold*, in which he also starred, was critically acclaimed and established him as a writer with a powerful and distinctive voice.

In 2020, Meyne became the first Indigenous artist to win the Archibald Packing Room Prize. *Maku* is his first book

About the illustrator:

Sue Wyatt has strong ties with her people, the Wongai of the Kalgoorlie region in Western Australia. She studied graphic design at James Street Art School in Perth. Sue has undertaken landscape design, portrait work as well as children's book illustrations. Sue is Meyne's mum.

Links across the learning areas (where applicable):

Year 3

Learning area	Content descriptor
English	• Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons • Draw connections between personal experiences and the worlds of texts, and share responses with others • Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
HaSS	One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)
Science	Biological Sciences • Living things can be grouped on the basis of observable features and can be distinguished from non-living things
The Arts	MEDIA ARTS Ideas • Exploration of how sequenced images, audio and text can be used to tell a story or convey a message • Exploration of how fictional characters are represented in stories Skills • Exploration and experimentation with the codes and conventions of media: ☐ technical (sequencing and editing images to organise events in a story; camera shots (close-up); camera angles (low angle)) ☐ symbolic (object, colour, setting, using costumes and props to represent familiar people as fictional characters) ☐ audio (loudness and softness; music to convey a mood; sound effects) ☐ written (selecting, arranging and editing text to organise important features of an idea or story) when producing media work Production • Production of media work, using codes and conventions to enhance the story or message for an intended audience
Health and Physical Education	Factors that strengthen personal identities, such as the influence of: ☐ family ☐ friends ☐ school Behaviours that show empathy and respect for others
Personal and Social capabilities	compare their emotional responses with those of their peers

Year 4

Learning area	Content descriptor
English	Text structure and organisation Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech Literature and context ☐ Make connections between the ways different authors may represent similar storylines, ideas and relationships Examining literature ☐ Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension

	<u>Interacting with others</u> ☐ Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information ☐ Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently <u>Interpreting, analysing, evaluating</u> ☐ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
HaSS	<u>Government and Society</u> The differences between 'rules' and 'laws' ☐ The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) ☐ People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity <u>First contacts</u> ☐ The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)
Science	<u>Biological Sciences</u> • Living things have life cycles • Living things depend on each other and the environment to survive
The Arts	Ideas ☐ Exploration of how narrative structures are used tell a story or to convey a message with a beginning, middle and end ☐ Manipulating of familiar settings to create fictional settings Skills ☐ Exploration and experimentation with the codes and conventions of media: ☐ technical (sequencing and editing images to organise events in a story; camera shots (close-up, long shot); camera angles (low angle, high angle)) ☐ symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings) ☐ audio (loudness, softness; music to convey a mood; sound effects) ☐ written (selecting, arranging and editing text to organise important features of an idea or story) when producing media work Production ☐ Uses narrative structures to produce fictional and non-fictional media work to engage an audience ☐ Protocols (permission for images of individuals to be used) in media work
Health and Physical Education	<u>Being healthy, safe and active</u> Use of persistence and resilience as tools to respond positively to challenges and failure, such as: ☐ using self-talk ☐ seeking help ☐ thinking optimistically • Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: ☐ positive self-talk ☐ assertiveness ☐ seeking help ☐ sharing responsibilities <u>Communicating and interacting for health and wellbeing</u> • The positive influence of respect, empathy and valuing of differences in relationships • Strategies to identify and manage emotions before reacting • Strategies to cope with adverse situations and the demands of others
Personal and Social capabilities	describe the influence that people, situations and events have on their emotions

Year 5

Learning area	Content descriptor

English	Language variation and Change ☐ Understand that the pronunciation, spelling and meanings of words have histories and change over time Language for interaction ☐ Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships ☐ Understand how to move beyond making bare assertions and take account of differing perspectives and points of view Literature and context ☐ Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts Interacting with others ☐ Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
Mathematics	Location and transformation ☐ Use a grid reference system to describe locations. Describe routes using landmarks and directional language
HaSS	Roles, responsibilities and participation ☐ The key values that underpin Australia's democracy, including freedom, equality, fairness and justice ☐ How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) Factors that shape the environmental characteristics of places ☐ The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) ☐ Features within environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places
The Arts	MEDIA ARTS Ideas ☐ Exploration of how narrative structures are used to communicate ideas to an audience for a purpose ☐ Exploration of stories from a specific point of view Skills ☐ Exploration and experimentation with the codes and conventions of media: ☐ technical (sequencing and editing of images to support particular purposes; camera shots (close-up, mid-shot, long shot); camera angles (low angle, high angle, eyelevel)) ☐ symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings; consideration of natural light to enhance a shot) ☐ audio (loudness and softness; music to convey a mood; sound effects) ☐ written (selecting text to strengthen meaning or create point of view) Page 46 School Curriculum and Standards Authority: Year 5 Curriculum Content when producing media work Production ☐ Uses narrative structures to communicate point of view for an intended audience ☐ Protocols (permission for images and video of individuals to be used) in media work
Health and Physical Education	Communicating and interacting for health and wellbeing Skills and strategies to establish and manage relationships over time, such as: ☐ exploring reasons why relationships change ☐ assessing the impact of changing relationships on health and wellbeing ☐ building new friendships ☐ dealing with bullying and harassment Ways in which inappropriate emotional responses impact on relationships, such as: ☐ loss of trust ☐ fear ☐ loss of respect
Personal and Social capabilities	explain how the appropriateness of emotional responses influences behaviour

Year 6

Learning area	Content descriptor
English	Language for interaction □ Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase □ Understand the uses of objective and subjective language and bias Literature and context □ Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
Mathematics	
HaSS	Australia as a nation Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal and/or Torres Strait Islander Peoples, migrants, women, and children
Science	Biological Sciences □ The growth and survival of living things are affected by the physical conditions of their environment
The Arts	MEDIA ARTS Ideas □ Exploration on how narrative structures and tension engage an audience □ Exploration of stories and ideas from different viewpoints Skills □ Exploration and experimentation of the codes and conventions of media: □ technical (sequencing and editing of images to support particular purposes; camera shots (close-up, mid-shot, long shot); camera angles (low angle, high angle, eye level)) □ symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings; manipulating natural light to enhance a shot; body language to create meaning) □ audio (loudness, softness; music to convey a mood; sound effects) □ written (selecting text to strengthen point of view and engage an audience) when producing media work Production □ Uses narrative structures to create tension and engage an audience □ Uses different viewpoints in story making to engage an audience □ Protocols (permission for images and video of individuals to be used, use of borrowed materials) in media work
Health and Physical Education	Communicating and interacting for health and wellbeing Skills to establish and manage positive relationships, such as: □ showing respect and empathy □ being cooperative □ actively listening □ being trustworthy □ accepting differences Situations in which emotions can influence decision-making: □ in peer group □ with friends □ with family □ during sporting or physical activities
Personal and Social capabilities	explain how the appropriateness of emotional responses influences behaviour