

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES: FOCUS ON THE AUSTRALIAN COLLECTION TEACHER RESOURCE

QUEENSLAND ART GALLERY | GALLERY OF MODERN ART

AFTER

Follow-up work to consolidate cognitive and affective learning.

- Take a field trip to Minjerribah. Explore place through a cultural tour; include a workshop/demonstration of string making and/or basket making.
- Explore sustainability using recycled materials such as plastic bag strips to construct baskets.
- Basket weaving using raffia, jute string, paper or wool; decorate basket surfaces to individualise using feathers, buttons, wool, and other found materials.
- Weave onto forked sticks; experiment with other forms, decoration and function.
- Write a narrative with a basket as an important object in the story.

SAMPLE STUDENT OUTCOMES

Year 4 and 5 student work.

Images provided by Trish Honeywill.



CONTRIBUTORS

Zina Deamer and Trish Honeywill / artworks supplied by students from Somerville House

SELECTED ARTWORKS

Sonja Carmichael / Ngugi people of Quandamooka, Minjerribah (North Stradbroke Island)/ Australia b.1958 / Deranji Dabayil (Rocky place, healing waters): Baskets of Culture, 2017 / Commercial raffia and ghost net strands / Dimensions / Commissioned 2017. Queensland Art Gallery/ Collection: Queensland Art Gallery / © The artist | **Yvonne Koolmatrjie** / Australia b.1944 / Hot-air balloon 2006 / Coil-woven sedge grass and river rushes / 194 x 90cm (diam.) / Purchased 2006 with funds from Cathryn Mittelheuser AM through the Queensland Art Gallery Foundation / © The artist | **Shirley Macnamara** / Indjalandji-Dhidhanu/Alyawarr people / Australia b.1949 / Guutu (vessels) 2000 / Woven spinifex (Triodia longiceps) fibre with nylon thread and synthetic polymer fixative / Seven vessels: 19 x 23cm (diam.), 38 x 27cm (diam.), 33 x 18cm (diam.), 16 x 33cm (diam.), 17 x 31cm (diam.), 16 x 46 x 25cm (oval) and 22 x 34cm (diam.); 20 circlets ranging from .5 x 3cm (diam.) to 1 x 15cm (diam.) / Purchased 2001. Queensland Art Gallery Foundation Grant / Collection: Queensland Art Gallery / © The artist | **Irene Entata** / Arrernte/Luritja people / Australia 1946-2014 / Pmere (My country) 1996 / Earthenware, hand-built terracotta clay with underglaze colours and synthetic polymer paint 1996 / 42 x 44cm (diam.) / Purchased 1996. Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © The artist

KEY CONCEPT ELABORATION

Traditional Aboriginal and Torres Strait Islander art forms, styles and techniques are reinvented with contemporary media and found materials to connect past and present.

YEARS
5–6



LEARNING GOAL

Students will consider how the choice of materials and techniques in Aboriginal and Torres Strait Islander artworks enhances the communication of the artist's intention and narrative.

ACKNOWLEDGEMENT OF COUNTRY

The Queensland Art Gallery and Gallery of Modern Art stand in an important place originally occupied by the Turrbal and Yugara (Jagera) peoples. The Gallery proudly recognises them as traditional owners of this site and we respectfully acknowledge their Elders past, present and future.

AUSTRALIAN CURRICULUM LINKS

CROSS-CURRICULUM PRIORITIES: ORGANISING IDEAS

Country/Place — highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.

OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Culture — examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It gives students opportunities to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.

OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation

People — addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale.

OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

- Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)
- Develop and apply techniques and processes when making their artworks (ACAVAM115)
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)

(English- narratives; Science- materials/reusing/recycling; HASS-ATSI rights before and after federation)

BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- Discuss:
 - Do students have baskets or ceramic vases at home?
 - What are they used for?
 - What are they made from?
- Examine images and compare techniques of a variety of traditional baskets from around Australia and beyond.
- Read traditional stories from Minjerribah (e.g. by Oodgeroo Noonuccal) and other areas. Identify the use of baskets in the stories.
- Explore maps and photos of Minjerribah
- Discuss: based on the photos of Minjerribah or experiences on the island, what could potentially be used to make baskets?
- Research ghost nets – <https://www.ghostnets.com.au>
- Introduce and research featured artists and artworks.

DURING

Motivate, stimulate new ideas, and create personal connections through the gallery experience.

Locate each of the featured artworks. Spend time observing and discuss:

- What materials are used in this basket? Students could discuss the nature of the vessel: its construction, function, form.
- Which basket do you like and why? What would you use these baskets for? Students could make statements about colour, size, shape, material and potential uses.
- What is the narrative depicted through Entata's work? Do the other works tell a story? What story do they tell?
- What impact do multiple forms have, compared to singular objects?
- Each of these artists are female. Is there a female perspective in the works?
- What traditional techniques have the artists used? How have they changed or adapted traditional practices?