

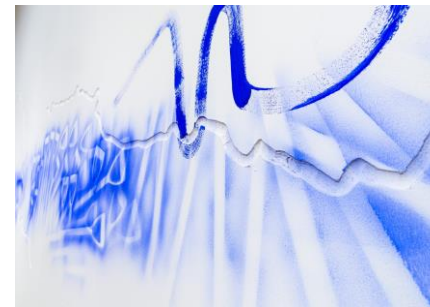
# ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES: FOCUS ON THE AUSTRALIAN COLLECTION TEACHER RESOURCE

QUEENSLAND ART GALLERY | GALLERY OF MODERN ART

## KEY CONCEPT ELABORATION

Aboriginal art communicates knowledge, cultural and spiritual beliefs to younger generations. Through family connections, artists become custodians of regional stories and events and are responsible for passing these stories on.

Years  
3–4



## LEARNING GOAL

Students will:

- understand how Aboriginal and Torres Strait Islander artists' works are connected to their family and place
- create a personal artwork that demonstrates connection with their family and a significant place.

## AFTER

Follow-up work to consolidate cognitive and affective learning.

- Interview a parent / grandparent about a place of significance.
- Work with the family member to plan an artwork depicting the chosen place.
- Create the artwork individually or in collaboration.
- Provide a narrative to support the artwork.

## WANT TO SHARE YOUR STUDENT OUTCOMES?

We would love to include examples of student outcomes inspired by this resource and collect your feedback. Email [QAGOMA.Learning@qagoma.qld.edu.au](mailto:QAGOMA.Learning@qagoma.qld.edu.au)

## 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.

## CONTRIBUTORS

Adele Horsburgh / Keleisha Horsburgh

This resource was prepared by participants in the 'Aboriginal and Torres Strait Islander Histories and Cultures: Focus on the Australian Collection' teacher professional development program, March 2018.

## SELECTED ARTWORKS

**Nancy Ngarnjapayi Chapman** / Australia b.1942 / May Maywokka Chapman / Australia b.c.1940s / Mulyatingki Marney / Australia b.c.1941 / Marjorie Malatu Yates / Australia b.c.1950 / all Manyjilyjarra people / Mukurtu 2010 / Synthetic polymer paint on linen / 127 x 300cm / Purchased 2010 with funds from Professor John Hay AC and Mrs Barbara Hay through the Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © The artists | **Dale Harding** / Bidjara, Ghungalu and Garingbal peoples / Australia b.1982 / Wall Composition in Reckitt's Blue 2017 / Reckitt's Blue laundry powder, charcoal and Grevillea robusta resin, incision into wall / Commissioned 2017 with funds from anonymous donors through the Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: Queensland Art Gallery / © The artist | **Judy Watson** / Waanyi people / Australia b.1959 / sacred ground beating heart 1989 / Natural pigments and pastel on canvas / 215 x 190cm / Purchased 1990. The 1990 Moët & Chandon Art Acquisition Fund / © Judy Watson/Licensed by Viscopy

## 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.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

**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.8 Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

### BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- Research artists and stories related to selected artworks and their connections to family and place, for example:
  - Harding worked with his mother
  - Chapman worked with her three sisters
  - Watson's work was a response to the loss of her grandmother.
- Watch QAGOMA Interview with Dale Harding  
<http://learning.qagoma.qld.gov.au/artworks/wall-composition-reckitts-blue/>
- Watch QAGOMA Interview with Judy Watson  
<http://learning.qagoma.qld.gov.au/artworks/sacred-ground-beating-heart/>

### DURING

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

Discuss artworks using 'See/Think/Wonder'<sup>1</sup> routine for exploring art work:

- What do you see?
- What do you think about that?
- What does it make you wonder?

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

<sup>1</sup> Project Zero. Artful Thinking [website]. Harvard Graduate School of Education, Cambridge, Mass., 2015  
<<http://pz.harvard.edu/resources/see-think-wonder>>