

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

Contemporary Aboriginal and Torres Strait Islander artists respond to their lived and learnt experiences and issues that are important to their culture and society today.

ESL
Tertiary
preparation



LEARNING GOAL

Students will reflect on Indigenous Australia and female perspectives with reference to country/place and people.

AFTER

Follow-up work to consolidate cognitive and affective learning.

- Write an essay comparing how two artworks in the collection present the perspectives of female Indigenous artists.
- Use the essay as the basis for an oral presentation outlining the research outcomes.

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

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

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SELECTED ARTWORKS

Fiona Foley / Badtjala people, Wondunna clan, Fraser Island / Australia b.1964 / Mangrove paddle 2000 / Cast bronze ed. 1/3 / 113 x 13 x 5cm (irreg.) / Purchased 2001. Queensland Art Gallery Foundation Grant / Collection: Queensland Art Gallery / © The artist

Fiona Foley / Australia b.1964 / Badtjala people, Wondunna clan, Fraser Island / Badtjala woman 1994 / Gelatin silver photograph on paper / Three sheets: 45.5 x 35.5cm / Purchased 2001. Queensland Art Gallery Foundation Grant / © The artist / Collection: Queensland Art Gallery

Nora Wompi / Kukatja people / Australia b.1934 / Kunawarritji 2011 / Synthetic polymer paint on Belgian linen / 300 x 120cm / Purchased 2014 in memory of Margaret Mittelheuser AM through the Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: Queensland Art Gallery / © Nora Wompi/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.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

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:

Similar to:

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
- Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
- Plan and design artworks that represent artistic intention (ACAVAM128)
- Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- Historical overview of Aboriginal identity and female perspectives in Australia using excerpts from the 'First Australian's' series (SBS) / Rachel Perkins director/ producer, writer; and resources relating to the 2018 NAIDOC week theme – 'Because of Her, We Can!' <https://www.naidoc.org.au/get-involved/2018-theme>
- Investigate the role and impact of female Indigenous artists.
- Identify female Indigenous artists and artworks in the QAGOMA Australian collection using the QAGOMA Learning Hub.

DURING

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

- Tour the collection for a historical overview of Indigenous art in Australia with an emphasis on female Indigenous artists.
- Work with a partner to compare Nora Wompi and Fiona Foley's artworks and connect new ideas in the artworks with prior knowledge
 - Connect — how are the artworks connected to what you already know?
 - Extend — what new ideas do you get from the artworks that extend or push your thinking in new directions?
 - Challenge — what do you find challenging, confusing or surprising? What does it make you wonder? What questions would you ask of the artist or the artwork? What would you like to know more about?
- Students choose another artwork and work through the Connect/ Extend/ Challenge¹ routine independently.

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