

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.

- Collaboratively create stories based on artworks.
- Create personal artworks that teach or show someone how to do something; get somewhere or find something.

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

Sophie Blake and Joanna Lee

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.

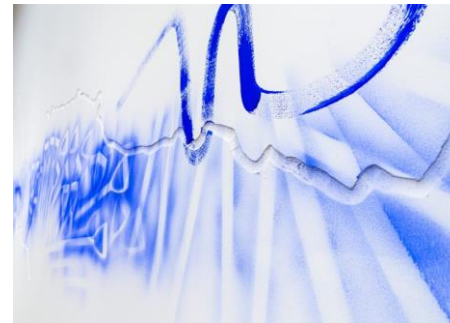
SELECTED ARTWORKS

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.
Kunmanara Kawiny / Australia SA b.c.1921 -2013 / **Mona Mitakihil Shepherd** (Collaborating artist) / Australia SA b.1954 / **Tjimpayie Prestley** (Collaborating artist) / Australia SA b.1967 / Pitjantjatjara people / *Seven sisters* 2011 / Synthetic polymer paint on linen / 196 x 196.5cm / Purchased 2012 with funds from Margaret Mittelheuser, AM, and Cathryn Mittelheuser, AM, through the Queensland Art Gallery Foundation / © The artists. **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 | Nym Bandak / Australia 1904—1981 / *Ngakumarl painting (Murrinhpatha totemic landscape)* c.1959-60 / Natural pigments on composition board / 122 x 122cm / Gift of Mrs Lillian Bosch 1972 / Collection: Queensland Art Gallery / © Estate of the artist.

KEY CONCEPT ELABORATION

Knowledge of traditional practices, land management and bush survival is passed down through cultural stories that are depicted in artworks.

Years
P-2



LEARNING GOAL

Students will learn how and why artists create artworks depicting their cultural knowledge and practices.

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.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.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
- Create and display artworks to communicate ideas to an audience (ACAVAM108)
- Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)

BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

Use picture books and video recordings to:

- check prior knowledge about traditional Aboriginal and Torres Strait Islander stories and myths
- share stories from across Australia
- discuss and analyse visual elements in featured artworks that depict meaning, tell a story to teach knowledge, and/or have a personal connection to artist and audience.

DURING

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

Spend time closely observing the featured artworks. In small groups, ask:

- what does the artwork make you think about?
- what do you think the visual elements depict or represent? what tells you this?
- what personal connections can you make?
- what if there was no story? could you create one?
- what traditional practice might this artwork be teaching?
- what are your favourite parts of the artwork?