

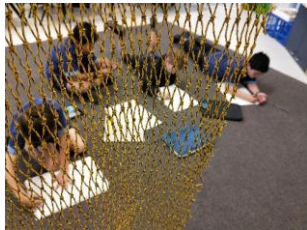
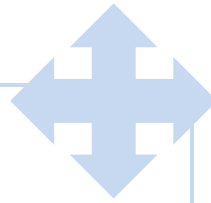
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES: FOCUS ON THE AUSTRALIAN COLLECTION TEACHER RESOURCE

QUEENSLAND ART GALLERY | GALLERY OF MODERN ART

AFTER

Follow-up work to consolidate cognitive and affective learning.

- Photocopy net drawings and sketches from the gallery visit.
- Collaborate to construct a large scale paper *tow row*.



SAMPLE STUDENT OUTCOMES

Year 3 and 4 student work.

Images provided by Donna Nicholson.

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

Donna Nicholson and students of St Joachim's Catholic Primary School and St Brendan's Catholic Primary School

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

Judy Watson / Waanyi people / Australia b.1959 / *tow row* 2016 / Bronze / Commissioned 2016 to mark the tenth anniversary of the opening of the Gallery of Modern Art. This project has been realised with generous support from the Queensland Government, the Neilson Foundation and Cathryn Mittelheuser, AM, through the Queensland Art Gallery | Gallery of Modern Art 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
3–4



LEARNING GOAL

Students will understand the significance of art forms as symbols that acknowledge traditional owners and connect past and present.

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. 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 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)
- 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.

- Introduce Judy Watson's work: deeply connected to concealed histories; the significance of objects; the power of memory and loss.
- Watch 'Indigenous Australian art / Judy Watson introduces *tow row*' <https://www.youtube.com/watch?v=AJzoLSmh7YM>
Discuss the artist's process and approach.
- Provide a large net for students to investigate:
 - experiment with texture rubbings
 - observe and draw using graphite sticks

DURING

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

- Students spend time looking at and through the sculpture from different positions and angles. Sketch various views to document what they see.
- Look **through** the sculpture *tow row*. What can you see?
- Discuss:
Why is the sculpture positioned in this location and not in the gallery?
How does the sculpture act as a symbol?