

# 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

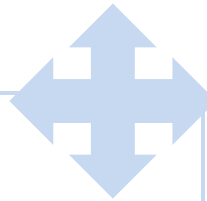
Contemporary Aboriginal and Torres Strait Islander artists respond to their lived and learnt experiences and issues that are important to their culture and society today.

Years  
5–6

## AFTER

Follow-up work to consolidate cognitive and affective learning.

- Create a digital artwork inspired by Gordon Bennett's *Eddie Mabo (after Mike Kelley's 'Booths Puddle' 1985, from Plato's Cave, Rothko's Chapel, Lincoln's profile)* and observations of his painting style.
- Use available digital imaging software (e.g. One Note, PowerPoint, Photoshop).



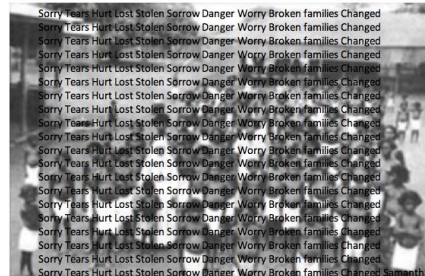
## SAMPLE STUDENT OUTCOMES

Year 5 and 6 student work.

Image provided by Donna Nicholson.

We would love to include your 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)

Stolen Generation  
Tuesday, 5 June 2018 10:03 am



## 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.

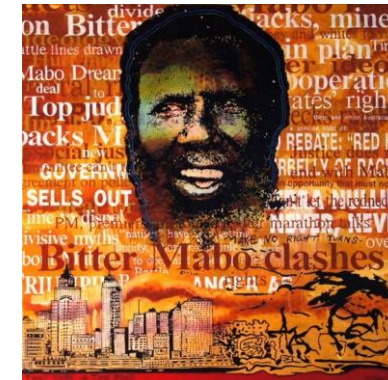
## CONTRIBUTORS

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

**Gordon Bennett** / Australia 1955–2014 / *Eddie Mabo (after Mike Kelley's 'Booths Puddle' 1985, from Plato's Cave, Rothko's Chapel, Lincoln's profile)* 1996 / Synthetic polymer paint on canvas / 100 x 100cm / The James C. Sourris AM Collection. / © Estate of Gordon Bennett



## LEARNING GOAL

Students will learn about reconciliation in Australia to promote and facilitate respect, trust and positive relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples.

## 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:

- 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)

### BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- Exploring the Reconciliation Week theme 'Don't Make History a Mystery'. Stimulus — National Reconciliation Week | Reconciliation Australia <https://www.reconciliation.org.au/national-reconciliation-week/> (NRW) occurs on the 27 May - 3 June and is a chance for all Australians to celebrate Aboriginal and Torres Strait Islander culture and achievements and our shared histories. (See Teaching and Learning resources available online.)
- Listen to *From Little Things Big Things Grow* by Paul Kelly and Kev Carmody.
- Students explore one of the 'Learn Share Grow' topics on NRW site

### DURING

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

- View *Eddie Mabo* (after Mike Kelley's 'Booths Puddle' 1985, from *Plato's Cave, Rothko's Chapel, Lincoln's profile*) 1996 by Gordon Bennett and other artworks by Gordon Bennett on display.
- Discuss the style of the painting in relation to:
  - layers
  - type
  - imagery of people
  - communication of contemporary issues
  - Indigenous flag colours and colours of country.
- View artworks in the Australian collection by Gail Mabo: *Tagai* 2017, *Mabo Case 1* 2017, *Mabo Case 2* 2017, *Zedath Kes* 2017. Consider connections with the narrative in Gordon Bennett's painting.