

# 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  
5–6

## AFTER

Follow-up work to consolidate cognitive and affective learning.

- Chinese Whispers warm up – play Chinese Whispers to share a family story and establish the importance of passing on knowledge through oral traditions, incorporating the notions of strength and unity of message
- Document your own story and compare it with a version created by the last participant in your Chinese Whispers retelling.

## 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

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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

**Ruby Tjangawa Williamson** / Australia SA b.1940 / **Nita Williamson** (Collaborating artist) / Australia SA b.1963 / **Suzanne Armstrong** (Collaborating artist) / Australia SA b.1980 / Pritantjatjarra people / *Ngayuku ngura (My country) Puli murpu (Mountain range)* 2012 / Synthetic polymer paint on linen / 197 x 196cm / Purchased 2012 with funds from Margaret Mittelheuser, AM, and Cathryn Mittelheuser, AM, through the Queensland Art Gallery Foundation / © Ruby Tjangawa Williamson, Nita Williamson, Suzanne Armstrong, 2012. Licensed by Viscopy. **Mavis Ngallametta** / Kugu-Muminh people / Australia b.1944 / *Ngak-pungarichan (Clearwater)* 2013 / Synthetic polymer paint and natural pigments with synthetic polymer binder on canvas / Purchased 2013. Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: Queensland Art Gallery. **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 Manyjiljarra 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



## LEARNING GOAL

Students will:

- recognise the diversity of First Nations peoples and how connections between stories and place are represented
- understand the generational responsibility of custodians of country.

## 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 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.

- Explore aerial representations of place (digital, topographical maps)
- Students investigate a family story and its connection to a place
- Research Dreamtime stories related to each artwork. How are they connected to a particular location and place; who is responsible for passing on this knowledge?
- How does an artwork help to pass on and tell the story of country?



### DURING

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

- Observe featured artworks closely and compare styles in mark-making, colour, pattern and shape.
- Discuss how features of artworks relate to research and prior knowledge of place, environments and stories?
- Compare and comment on examples of artworks that showcase collaboration between artists.