

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.

Create an artwork that tells a story of self and place through personal symbols. Select media and approaches inspired by the featured artworks.

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

Noel Herberg / Tammy Gilmore / Daniella Capelo

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.

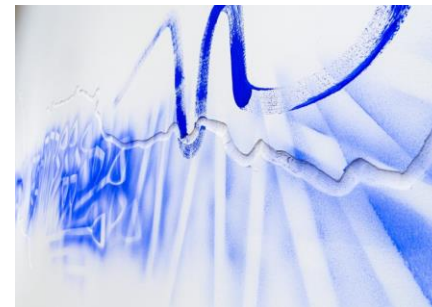
SELECTED ARTWORKS

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. **Danie Mellor** / Mamu/Ngadonji people / QLD/ACT b.1971 / *Trunk Shield II (Middle Nellie Kelly shield)* 2001 / Reclaimed metal / 106 x 46 x 12cm / Purchased 2003. Queensland Art Gallery Foundation Grant / Collection: Queensland Art Gallery / © The artist. **Gordon Hookey** / Waanyi people | QLD/NSW b.1961 / *Blood on the wattle, blood on the palm* 2009 | Oil on linen | 285 x 500cm | The James C Sourris, AM, Collection. Gift of James C Sourris, AM, through the Queensland Art Gallery Foundation 2012. Donated through the Australian Government's Cultural Gifts Program | Collection: Queensland Art Gallery | © The artist. **Fiona Foley** / Australia b.1964 / Badjiala people, Wondunna clan, Fraser Island / *Badjiala 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

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
7–8



LEARNING GOAL

Students reflect on Aboriginal perspectives and communication in contemporary art by investigating diversity of symbolism, techniques and approaches.

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

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
- Analyse how artists use visual conventions in artworks (ACAVAR123)
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)

BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- How do artists tell stories through artwork? Discuss communication devices involving symbols, techniques and individualised aesthetic approaches.
- What stories are communicated in the featured artworks?
- Compare the techniques used in each of the featured artworks and build terminology to discuss painting, photography, sculpture, carving, installation, colour schemes and other formal qualities.

DURING

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

- Locate the featured artworks and analyse the symbols in each.
- Annotate sketches of the artworks to highlight the symbols.
- Compare and contrast the approaches each artist has taken to communicate meaning, particularly in relation to self and place.
- Discuss various interpretations with a partner. What features of the artworks enhance communication of meaning?