

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
P-2

AFTER

Follow-up work to consolidate cognitive and affective learning.

- Experiment with materials and colours related to the featured artworks.
- Make an artwork using stencils, patterns and colours to tell a story of their experience.

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.

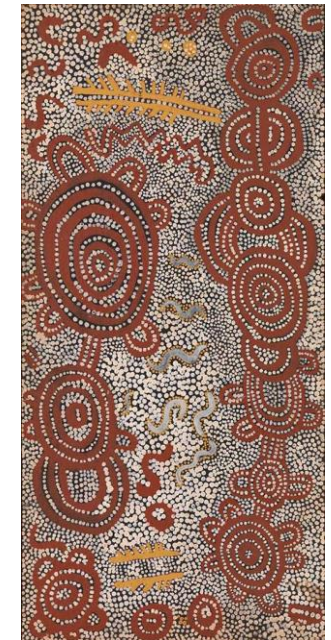
CONTRIBUTORS

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SELECTED ARTWORKS

Judy Watson / Waanyi people / Australia b.1959 / *sacred ground beating heart* 1989 / Natural pigments and pastel on canvas / 215 x 190cm / Purchased 1990. The 1990 Moët & Chandon Art Acquisition Fund / © Judy Watson/ Licensed by Viscopy. **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. **Yumpululu Tjungarrayi** / Pintupi people / Australia c.1925 / *Yinma – A gathering of people for ceremonial purposes* 1973 / Synthetic polymer paint on composition board / 72 x 34cm / Purchased 1995 with a special allocation from the Queensland Government. Celebrating the Queensland Art Gallery's Centenary 1895–1995 / Collection: Queensland Art Gallery / © Estate of the artist/Licensed by Aboriginal Artists Agency Ltd



LEARNING GOAL

Students will share information and stories through stencil, pattern making and mark making.

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.1 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.8 Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

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.

- Discuss
 - how were information and stories shared before books, paper, TV, radio or digital technology?
 - how were images shared before iPads, smartphones, books and posters
- Discuss family and connections to country.
- Select literacy texts that use images to tell stories about family and connections. Predict, read, make connections and discuss the texts.



DURING

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

- Locate and look closely at the featured artworks.
Discuss artworks using the 'See/ Think / Wonder'¹ routine for exploring art work:
 - What do you see? Describe marks, patterns, colours, recognisable shapes and objects.
 - What do you think about that? Imagine stories that could be told through the patterns from the students' perspective.
 - What does it make you wonder? Record questions generated by the artworks.
- Draw patterns and shapes that can be seen in the featured artworks.

¹ Project Zero. Artful Thinking [website]. Harvard Graduate School of Education, Cambridge, Mass., 2015
<http://pz.harvard.edu/resources/see-think-wonder>