

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
7–8



AFTER

Follow-up work to consolidate cognitive and affective learning.

- Recount a family story as a 'map' using symbolic language or objects.
- Consider how mapping features can be adapted to communicate ideas in 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

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SELECTED ARTWORKS

Daniel Boyd / Kudjja/Gangalu people / Australia b.1982 / *Untitled (HNDFWMIAFN)* 2017 / Oil, charcoal and archival glue on polyester / 210 x 360cm (approx.) / Purchased 2017 with funds from anonymous donors through the Queensland Art Gallery | Gallery of Modern Art Foundation / © The artist. **Anatjari Tjakamarra** / Anmatyerre/Arreente people / Australia 1933–92 / *Tingari* story c.1973–74 / Synthetic polymer paint on canvas board / 76 x 60.6cm / Purchased 1996. Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © Estate of the artist/ Licensed by Aboriginal Artists Agency Ltd. **Kunmanara Kawiny** / Australia SA b.c.1921 -2013 / **Mona Mitakiki Shepherd** (Collaborating artist) / Australia SA b.1954 / **Tjimpayie Prestley** (Collaborating artist) / Australia SA b.1967 / Pitjantjatjara people / *Seven sisters* 2011 / Synthetic polymer paint on linen / 196 x 196.5cm / Purchased 2012 with funds from Margaret Mittelheuser, AM, and Cathryn Mittelheuser, AM, through the Queensland Art Gallery Foundation / © The artists. **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 Manyjilyjara 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 identify specific features, especially symbols that communicate and map knowledge and story about family connections and history.

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.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

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:

- 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.

- Research and explore family history and rituals; myths and legends that connect you to a particular time and place.
- 'Map' a place using images, collage and words; suggest a time or a point in history through your selection and treatment of mapping features.
- Investigate featured artworks in relation to your prior knowledge of maps.

DURING

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

- Locate and look closely at the featured artworks
- Discuss artworks using Visual Thinking Strategies¹ framework:
 - What is going on in the picture?
 - What do you see that makes you say that?
 - What more can we find out about the story being told?
- Think-pair-share
 - Have a conversation with a partner about one of the featured artworks; reflect on how the artworks function as 'maps' of family stories or histories.
 - Join with another pair to share ideas about different artworks.

¹ Yenawine, Philip. *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*. Harvard Education Press, Cambridge, Mass., 2013.