

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.

- Discuss: What are the issues or concerns with adopting another culture's traditional art practices? In what circumstances might this be acceptable?
- Create an artwork (students choice of medium) expressing their own cultural heritage/ migration/ ancestry.
- Create a literary text drawing on the student's heritage and personal family history

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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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

Indigenous artists: Daniel Boyd / Kudjla/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. **Kaapa Mbitjana** *Tjampitjinpa* / Anmatyerre/Arremte people / Australia c.1925-89 / *Untitled* c.1950-60 / Watercolour on wove paper on cardboard / 37.5 x 54.5cm / Gift of Anthony and Beverly Knight through the Queensland Art Gallery Foundation 2004 / Collection: Queensland Art Gallery / © Estate of the artist/Licensed by Aboriginal Artists Agency Ltd **Non-Indigenous artists:** **Sidney Nolan** / Australia/England 1917–1992 / *Mrs Fraser* 1947 / Ripolin enamel on hardboard / 66.2 x 107cm / Purchased 1995 with a special allocation from the Queensland Government. Celebrating the Queensland Art Gallery's Centenary 1895–1995 / Collection: Queensland Art Gallery / © Courtesy of the Artist's Estate. **Tim Johnson** / Australia b.1947 / *Yuelamu* 1988 / Synthetic polymer paint on canvas 183 x 242.2cm / Purchased 1988 / Collection: Queensland Art Gallery / © The artist.

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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



LEARNING GOAL

Students will explore culture and heritage from different perspectives and experiences.

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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.

- Create a family tree using prior knowledge and/or work with a family member to add extra information.
- View featured artworks, comparing medium, subject, and artist heritage using an art profile graphic organiser.
- Find another artwork with a personal connection to their own heritage and compare and contrast to one of the featured artworks.
- Explore narrative texts from different cultural perspectives including indigenous and migrant Australian authors.



DURING

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

- Locate and look closely at the featured artworks.
- What is going on in this picture? What do you see that makes you say that? What else can you see? (Visual Thinking Strategies framework)
- How does this work make you feel? How does this artwork connect with your culture or heritage?
- Look for other artworks that connect with your individual culture or heritage. Share your connections with a friend.