

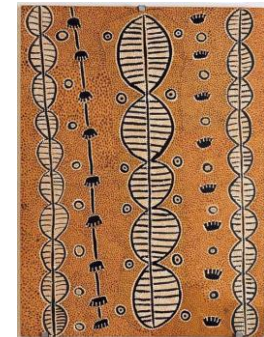
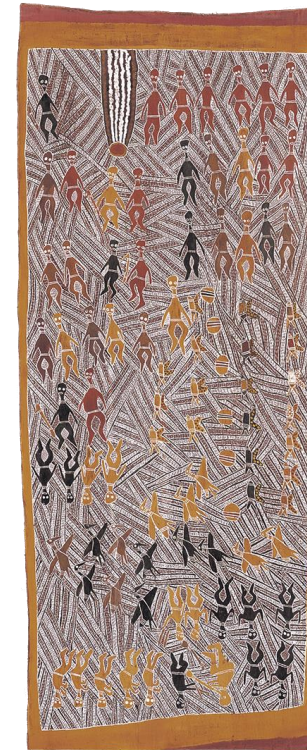
# ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES: FOCUS ON THE AUSTRALIAN COLLECTION TEACHER RESOURCE

QUEENSLAND ART GALLERY | GALLERY OF MODERN ART

## KEY CONCEPT ELABORATION

Styles, form and content of Australian Aboriginal art vary by region and local culture.

Years  
3–4



## LEARNING GOAL

Students will explore how Japanese artists and Australian Aboriginal artists use cultural and regional styles and language that reflect where and how they live and what is important to them.

## AFTER

Follow-up work to consolidate cognitive and affective learning.

- Students create their own stories about what is important to them.
- Students draw a picture for the story and describe it in Japanese.

## 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

Natasha Mari / Toriumi Yuko

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

**Larrtjanga Ganambarr** / Ngaymil/Dathiwuy people / Australia c.1932–2000 / *Balirlira and the Macassans* c.1958 / Natural pigments on bark (*Eucalyptus tetradonta*) / 158 x 64.5cm / Purchased 2003 with funds from the Queensland Art Gallery Foundation Appeal and the Queensland Art Gallery Foundation Grant / Collection: Queensland Art Gallery / © The artist. **Mick Namarari Tjapaltjarri** / Pintupi people / Australia 1926–98 / *Dingo Dreaming* 1978 / Synthetic polymer paint on composition board / 60.5 x 45cm / Purchased 1993. Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © Estate of the artist/Licensed by Aboriginal Artists Agency Ltd. **Anatjari Tjakamarra** / Anmatyerre/Arremite 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.

## 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.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.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

#### The Arts > Visual Arts

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

#### Languages > Japanese

- Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects (ACLJAC130)
- Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance (ACLJAC133)



### BEFORE

**Preliminary preparation to provide context and prior knowledge of concept.**

- Share short stories from the students' background.
- Identify specific items of information when listening to short stories.
- Consider how featured artworks can represent stories of culture, place and people.
- Compare featured artworks to Japanese indigenous stories and artworks.



### DURING

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

- Locate the featured artworks and spend time looking closely.
- What do you notice in the picture? How do the parts of the artwork come together to tell a story?
- How is this similar/different to Japanese Indigenous stories/artworks you know about?
- Consider artworks on display from other cultures, including Japanese artists.