

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.

- Work on a collaborative artwork that combines favourite places and maps or paths of where they live.
- Colour artworks with contrasting colour schemes 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

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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

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 Manyjilyjarra 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. **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. **Mirdidingkingathi Juwarrnda Sally Gabori** / Kaiaidit people / Australia QLD c.1924 / *Dibiribi Country* 2012 / Synthetic polymer paint on linen / 151.7 x 151.5cm / Gift of the Estate of Mirdidingkingathi Juwarrnda Sally Gabori through the Queensland Art Gallery | Gallery of Modern Art Foundation 2017 / © Mirdidingkingathi Juwarrnda Sally Gabori, 2008. Licensed by Viscopy, 2014 / Collection: Queensland Art Gallery

KEY CONCEPT ELABORATION

Colour in Aboriginal art does not always carry traditional meaning. Bright colour contrasts are a feature of many Indigenous Australian artists' practices.

Years
P-2



LEARNING GOAL

Students will appreciate how colour is used to emphasise personal stories and connection to country and a sense of place.

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.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.

- Read books (e.g.: “Playground” and “My Place” by Nadia Wheatley <http://nadiawheatley.com/>)
 - Draw on History learnings – who we are; where we come from.
 - View featured artworks in ‘My Collection’ on QAGOMA website.
 - Discuss artworks using the ‘See, think, wonder’¹ routine:
 - What do you see?
 - What do you think about that?
 - What does it make you wonder?
 - Search for similarities and differences.
 - Identify and describe colours and symbols 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>>

DURING

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

- Locate and spend time looking closely at the featured artworks
- Compare their size with photographs and the real artwork
- Look at and describe the vibrancy of colours, texture and materials used
- Discuss:
 - What do you see when you first look at the painting?
 - Do you have a connection to any of the artworks?
- Draw a picture of themselves in their favourite place
- Draw a path or a map of where they live.