

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 outside to sketch the playground.
- Select lines and patterns in the playground sketches. Use water-based crayons and acrylic paint to create artworks using combinations of lines and patterns.

SAMPLE STUDENT OUTCOMES

Year 1 student work.

Images provided by Donna Nicholson.



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

Donna Nicholson and students of St Joachim's Catholic Primary School and St Brendan's Catholic Primary School

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

Emily Kame Kngwarreye / Australia c.1910–96 / Anmatyerre people / Utopia panel 1996 / Anmatyerre people / Synthetic polymer paint on canvas / 262.8 x 84.7cm / Commissioned 1996 with funds from the Andrew Thyne Reid Charitable Trust through, and with the assistance of, the Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © Emily Kame Kngwarreye, 1996. Licensed by Viscopy

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KEY CONCEPT ELABORATION

Knowledge of traditional practices, land management and bush survival is passed down through cultural stories that are depicted in artworks.

Years
P-2



LEARNING GOAL

Students will explore representations of country and story in art forms and consider the lines and colours that make up their country.

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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. 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:

- 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)
- 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.

- Introduce Emily Kame Kngwarreye and the Utopia panels series.
 - Despite the stylistic variations, all of Kngwarreye's work is about one place - Alhalkere - her country, her people, her Dreamings.
 - Kngwarreye had the important job of painting women in preparation for ceremonies and each line has significance. Horizontal black stripes map the body-painting used in 'Awelye' ceremony. Yam Dreaming is depicted in tangled line webs woven into tight compositions of orange and purple.
- Locate Utopia on a map of Australia. Look at images of country and landscape.
- Describe the differences in patterns, colours and lines in the panels.

DURING

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

- Spend time looking at different patterns, colours and lines in the panels on display.
(The Utopia series is comprised of eighteen separate panels which may be shown in different combinations throughout the Gallery.)
- Work in small groups to:
 - create word lists to describe the patterns and the lines
 - represent the lines and patterns as a physical movement or action.
- Look for other artworks in the gallery with patterns and lines that can be described with the same word lists.