

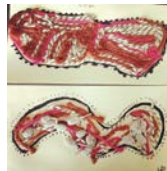
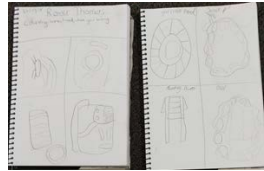
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES: FOCUS ON THE AUSTRALIAN COLLECTION TEACHER RESOURCE

QUEENSLAND ART GALLERY | GALLERY OF MODERN ART

AFTER

Follow-up work to consolidate cognitive and affective learning.

- Used a string painting technique with colours of central Australia to create a painting inspired by Rover Thomas.
- Draw an image of their 'country' based on exploration and sketches of the selected location. Colour with oil pastels or use fibre to extend with mixed media.



SAMPLE STUDENT OUTCOMES

We would love to include examples of student outcomes inspired by this resource and collect your feedback. Email the QAGOMA Program Officer, Learning & Curriculum: dani.towers@qagoma.qld.edu.au

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

Rover Thomas Joolama / Kukatja/Wangkajunga people / Australia 1926–98 / Blue tongue lizard 1984 / Natural pigments and synthetic polymer paint on board / 138.5 x 91.5cm (irreg.) / Purchased 1997. Queensland Art Gallery Foundation / Collection: Queensland Art Gallery Collection / © Rover Goolama Thomas/Licensed by Viscopy | **Rover Thomas Joolama** / Kukatja/Wangkajunga people / Australia 1926–98 / *Barramundi Dreaming* 1989 / Natural pigments and eucalyptus gum on canvas / 120 x 160cm / Purchased 1994 / Collection: Queensland Art Gallery Collection / © Rover Goolama Thomas/Licensed by Viscopy

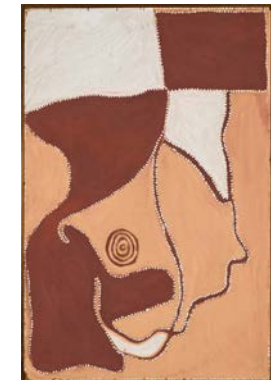
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KEY CONCEPT ELABORATION

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
5–6



LEARNING GOAL

Students will understand the importance of country to Indigenous Australians and expand their knowledge of representations of country through the work of Rover Thomas.

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.

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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 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)
- 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.

- Discuss the importance of country to Indigenous Australians.
- Introduce Rover Thomas and his artworks — a drover from the age of 10 and his travel across the north west of Australia.
- Examine photographs of the north west of Australia. Discuss and compare colours of various landscapes across Australia. Discuss landscape features in photographs.
- Explore the shapes, colours and patterns in a selected location as a representation of 'our country' (e.g. the school grounds or a site visit). Students sketch their country. Discuss birds-eye view.



DURING

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

- Observe Indigenous artworks in the Australian collection beginning with works by Rover Thomas.
- Compare representations in other Indigenous Australian artworks and works depicting landscape in other artworks in the Australian collection.
- Ask:
How is the artwork connected to what you already know?
What new ideas do you get about how to represent 'your country'?
What do you find challenging or confusing? What do the artworks make you wonder?
What questions would you ask the artist?