

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.

- Select and research an Australian landscape.
- Paint the landscape using a non-realistic colour scheme. Use colour to enhance an idea generated from the research or communicate mood and your reaction to the imagery.
- Reflect on the power of colour to communicate in your artwork.

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

Anatjari Tjakamarra / Anmatyerre/Arnernte 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. **Nora Wompi** / Kukatja people / Australia b.1934 / *Kunawarritji* 2011 / Synthetic

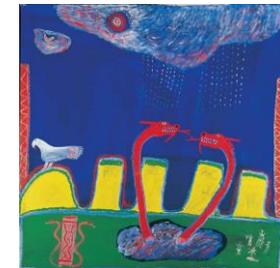
polymer paint on Belgian linen / 300 x 120cm / Purchased 2014 in memory of Margaret Mittelheuser AM through the Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: Queensland Art Gallery / © Nora Wompi/Licensed by Viscopy. **Ginger Riley Munduwalawala** / Mara people, Nariij skin group / Australia 1937–2002 / *Garimala (The Two Snakes)* 1988 / Synthetic polymer paint on canvas / 178 x 177.4cm / Purchased 1990 with funds from ARCO Coal Australia Inc. through the Queensland Art Gallery Foundation / Collection: Queensland Art Gallery / © The Estate of Ginger Riley Munduwalawala/Courtesy: Alcaston Gallery, Melbourne. **Kunmanara Kawiny** / Australia SA b.c.1921 -2013 / **Mona Mitakikil Shepherd** (Collaborating artist) / Australia SA b.1954 / **Tjimpayie Prestley** (Collaborating artist) / Australia SA b.1967 / Pitjantjatjara people / *Seven sisters* 2011 / Synthetic polymer paint on linen / 196 x 196.5cm / Purchased 2012 with funds from Margaret Mittelheuser, AM, and Cathryn Mittelheuser, AM, through the Queensland Art Gallery Foundation / © The artists.

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

7–8



LEARNING GOAL

Students will:

- learn about colour schemes and terminology (primary, secondary, tertiary, tint, shade)
- understand how colour may be used to represent place and convey mood, either intentionally or otherwise.

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.

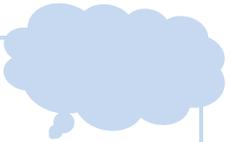
OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

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.

OI.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
- Analyse how artists use visual conventions in artworks (ACAVAR123)
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)



BEFORE

Preliminary preparation to provide context and prior knowledge of concept.

- Investigate colour theory through colour mixing exercises
- Photocopy or print images of special places. Paint over images using non-representational colours.
- Analyse and compare colour schemes in the featured artworks.
- Select one of the featured artworks and research meanings, connections to place and representation.



DURING

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

Locate the featured artwork you researched. Discuss:

- How would you describe this work to a person who cannot see it?
- What colour scheme is used?
- What does this artwork remind you of?
- What story is this artwork trying to tell?
- What interests you most about this artwork?
- What sounds would this artwork make?

Select another artwork with a different colour scheme and ask the same questions as above.