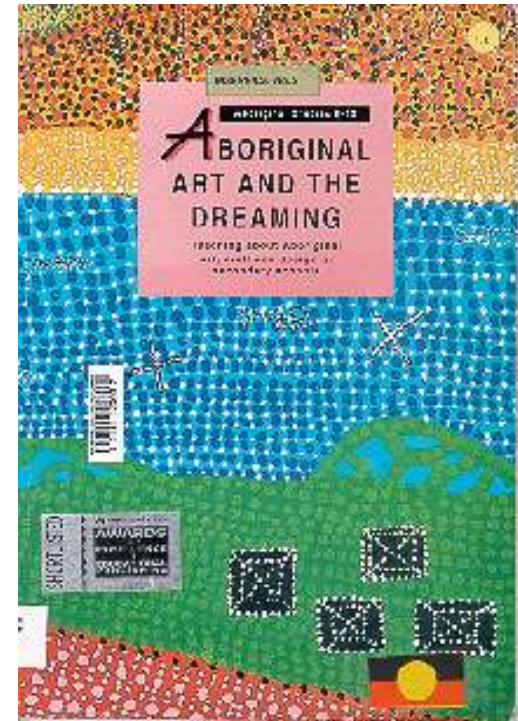


# Teaching about Aboriginal art and the Dreaming



A free resource for teaching and learning, not for commercial use. See more at [www.hass-sa.asn.au](http://www.hass-sa.asn.au)

# Plan for today



- Link learning to Australian Curriculum
- Learn about diversity of Aboriginal artists around Australia
- Learn about Dreaming and symbolism in traditional Aboriginal art
- See examples of contemporary Aboriginal art
- Create your own symbols to tell your own important story

# Australian Curriculum: Visual Arts

The screenshot shows a web browser window with the URL <https://australiancurriculum.edu.au/resources/work-samples/portfolios/the-art>. The page header includes the Australian Curriculum logo and navigation links: F-10 Curriculum (selected), Senior secondary curriculum, Parent information, Student diversity, and Resources/public. The main content area is titled "F-10 curriculum overview" and is divided into three columns: Learning areas, General capabilities, and Cross-curriculum priorities. The "The Arts" learning area is highlighted in blue.

**Australian CURRICULUM**

F-10 Curriculum **Senior secondary curriculum** Parent information Student diversity Resources/public

## F-10 curriculum overview

Learning areas	General capabilities	Cross-curriculum priorities
<a href="#">Overview</a>	<a href="#">Overview</a>	<a href="#">Overview</a>
<a href="#">English</a>	<a href="#">Literacy</a>	<a href="#">Aboriginal and Torres Strait Islander Histories and Cultures</a>
<a href="#">Mathematics</a>	<a href="#">Numeracy</a>	<a href="#">Asia and Australia's Engagement with Asia</a>
<a href="#">Science</a>	<a href="#">Information and Communication Technology (ICT) Capability</a>	<a href="#">Sustainability</a>
<a href="#">Humanities and Social Sciences</a>	<a href="#">Critical and Creative Thinking</a>	<b>Filter</b>
<a href="#">The Arts</a>	<a href="#">Personal and Social Capability</a>	<a href="#">Curriculum filter</a>
<a href="#">Technologies</a>	<a href="#">Ethical Understanding</a>	
<a href="#">Health and Physical Education</a>	<a href="#">Intercultural Understanding</a>	
<a href="#">Languages</a>		

# What do we want students to know, understand and do?

## **F-2 Visual Arts 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
- Use and experiment with different materials, techniques, technologies and processes to make artworks
- Create and display artworks to communicate ideas to an audience
- 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

# How will we know when they get there?

Sharing Stories – Section 1

9. What is the narrative (story) of this artwork?

1 I think they are friends and there are going some where. It is sad because there are clouds.



Laurel Nannup  
Leaving Home  
2001  
Woodcut, ink on paper  
602 x 600mm

INFORMATION

1. Who is the artist?

Laurel Nannup

2. What is the name of artwork?

Leaving Home

3. When was the artwork created?

2001

4. What has the artist used to make this artwork?

woodcut, ink on paper

5. What is the size of the artwork?

602 x 600mm

DESCRIPTION

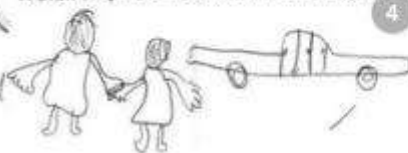
6. Draw two shapes you can see in the artwork



8. Why is this artwork in black and white?

3 Because it's made of woodcut, ink on paper, the ink was black and paper white

7. Draw the parts of the artwork that the artist is using to tell a story.



## Annotations

### 1 Annotation 1

Responds in a clear and empathetic way to a narrative about children and their relationship and recognises the role of the clouds communicating mood

### 2 Annotation 2

Identifies elements of shape in the artwork in organic and geometric responses

### 3 Annotation 3

Understands that the artist chose to use black ink and white paper in a woodcut printing process to create a black and white artwork

### 4 Annotation 4

Draws the key parts of the story from the artwork

See Australian Curriculum Visual Arts Work Sample (Above satisfactory) at

<https://australiancurriculum.edu.au/resources/work-samples/samples/art-response-leaving-home-above/>

Sharing Stories - Section 2



Teacher to read –excerpt from  
**A Story to Tell** Copyright Laurel  
Nannup 2006, UWA  
**The Big Black Car**  
One day Mum asked us if we would  
like to go to Wandering Mission.  
Being only a small person, .....

Why is there a black car in Laurel's story?

because the kids  
taking from their  
parents.

Where is the car going?

the. to the wandering  
mission

1

How would you feel, if this was your Grandma's story? Why?

Sad sorry Because she wont see  
her perants.



2

Annotations

1

**Annotation 1**

Links the artist's personal and social context to the artwork with accuracy and understanding

2

**Annotation 2**

Responds with empathy and understanding to the grandmother's story in the artwork through a clear written response and descriptive drawing



# What do students bring with them?

Use safe ways to find out before you plan a unit of work:

- What knowledge students already have
- Do students have a stereotyped view, eg only think there is 'dot' painting
- What misconceptions may students have

# Ideas for teaching and learning

Ensure students see and learn about a range of both traditional and contemporary Aboriginal and Torres Strait Islander visual art works and understand their contexts

Research images of traditional rock art and locate on a map relevant locations, eg Quinkan, Mimi, X-ray, Wandjina

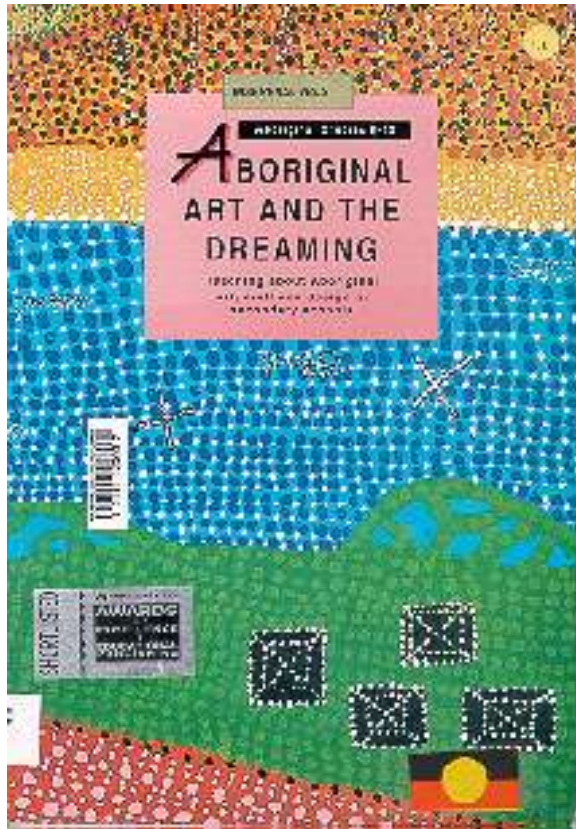
Many picture books are illustrated by contemporary Aboriginal artists

Visit galleries and museums and engage with Indigenous artists and their work

Learn how traditional art usually links to the spiritual beliefs of particular language groups and provides a way to teach about the land and the law



# Aboriginal art and the Dreaming



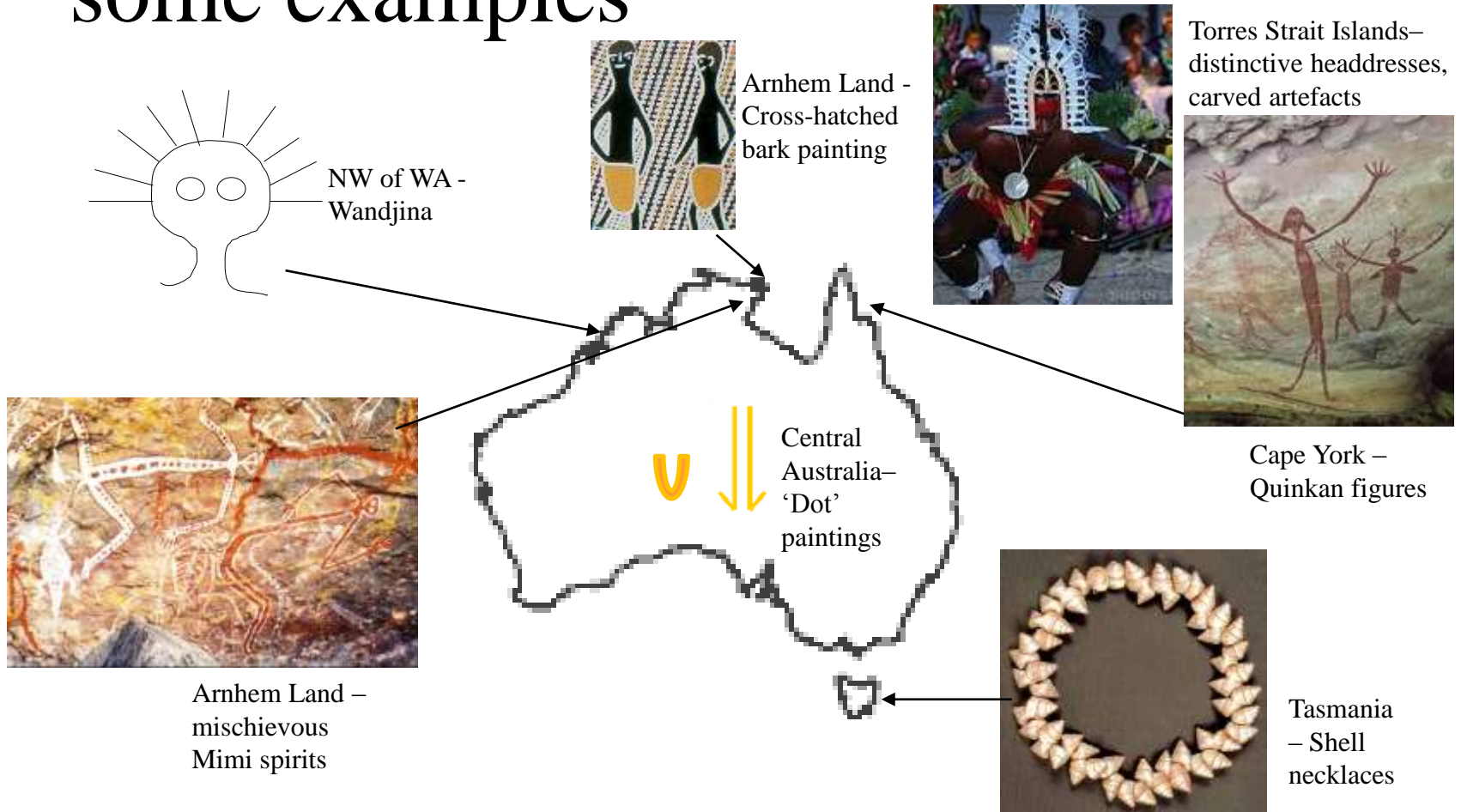
- Out of print but may be in your school library
- Strategies for teaching about Aboriginal art, craft and design in schools
- Lots of illustrations
- Background information about different types of Aboriginal art

# Aboriginal artists in South Australia



- Over 100 Aboriginal artists from throughout South Australia
- Photos of their artwork
- Out of print but may be in your school library
- Interviews with the artists about their work
- Life stories from some artists
- Styles include photography, painting, batik, lino cut, sculpture, silk painting, emu egg carving, wood carving and more

# Traditional Aboriginal and TSI art – some examples



Different symbols, stories, styles from different parts of Australia

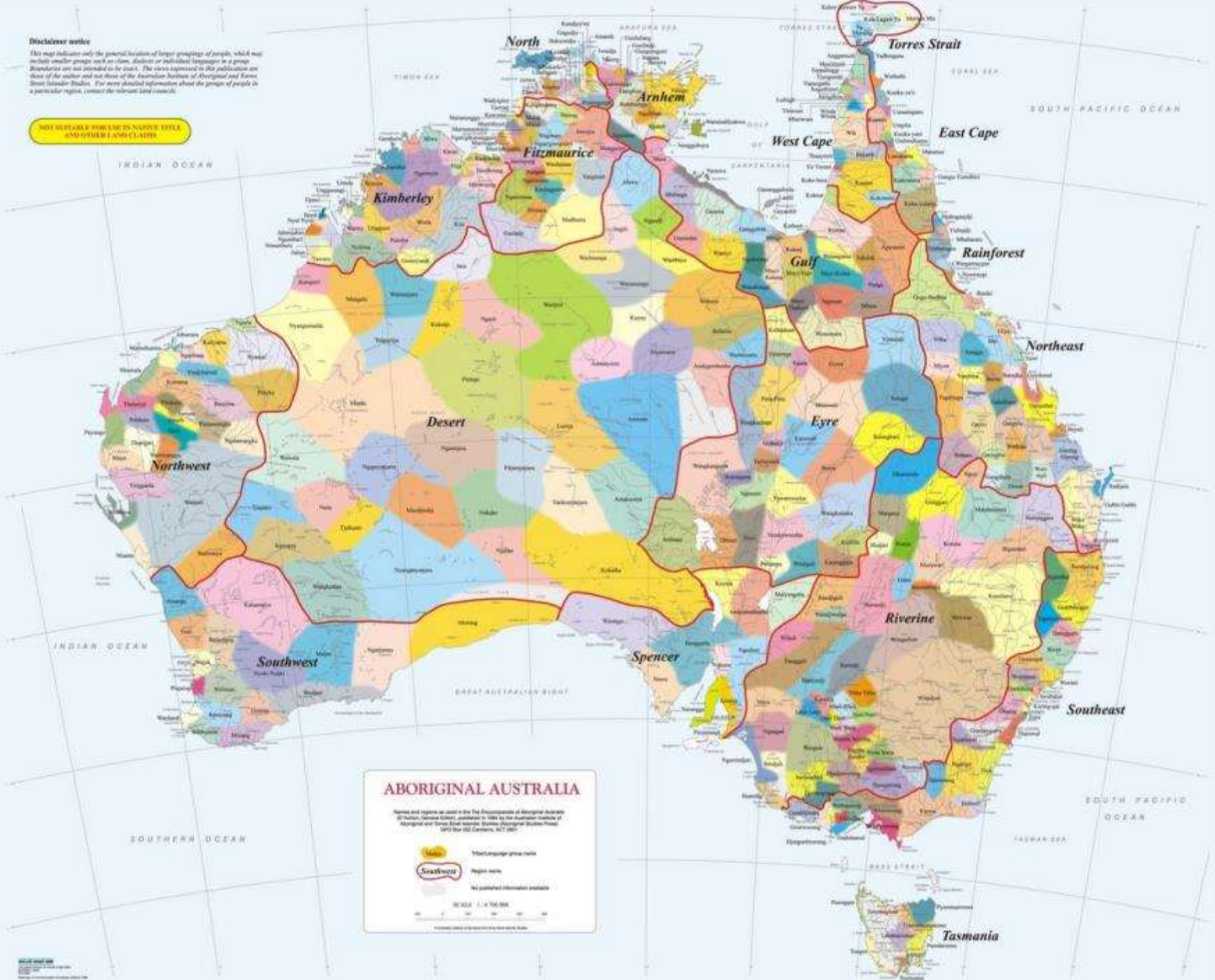
# Aboriginal art and the Dreaming

- ‘Dreaming’ stories teach about the features of land, including animals and plants, as well ‘rules for living’
- Different languages have different names for the ‘Dreaming’
- Traditionally the stories were told, sung, danced and symbols were painting on rock surfaces, artefacts and bodies
- Stories were traditionally told, sung and danced in places relevant to the stories
- Children learnt from elders as they travelled from place to place within their ‘country’

**Disclaimer notice**

This map indicates only the general location of larger groupings of people, which may include smaller groups such as clans, dialects or individual languages in a group. Boundaries are not intended to be exact. The views expressed in this publication are those of the author and not those of the Australian Institute of Aboriginal and Torres Strait Islander Studies. For more detailed information about the groups of people in a particular region, contact the relevant Land Councils.

NOT SUITABLE FOR USE IN NATIVE TITLE AND OTHER LAND CLAIMS



**ABORIGINAL AUSTRALIA**

Names and regions are used in The Dictionary of Aboriginal Australia (3 Volumes, General Edition), published in 1988 by the Australian Institute of Aboriginal and Torres Strait Islander Studies (Aboriginal Studies Press), 1973 The AGPS Canberra, ACT 2601.

 Most language group names

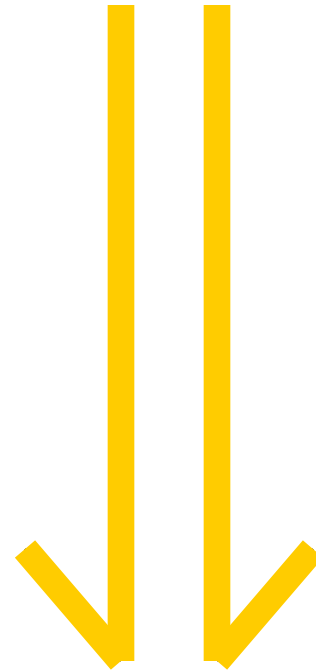
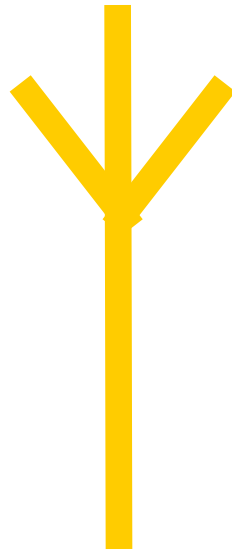
 Region names

 Not published information available

SCALE 1:4,000,000

© Australian Institute of Aboriginal and Torres Strait Islander Studies

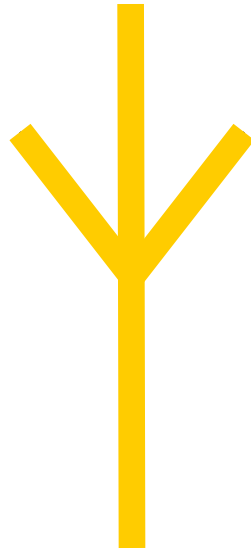
Can you guess meanings of these symbols used traditionally in arid areas?



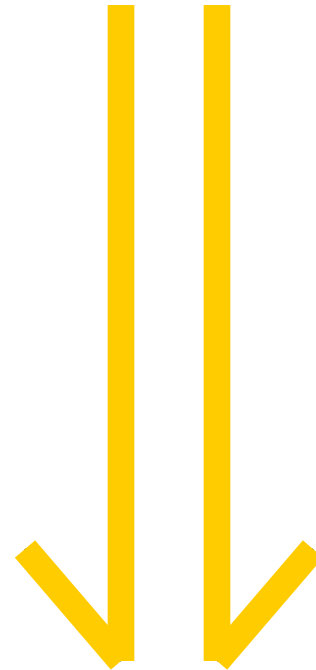
# Can you guess these symbols?



Emu

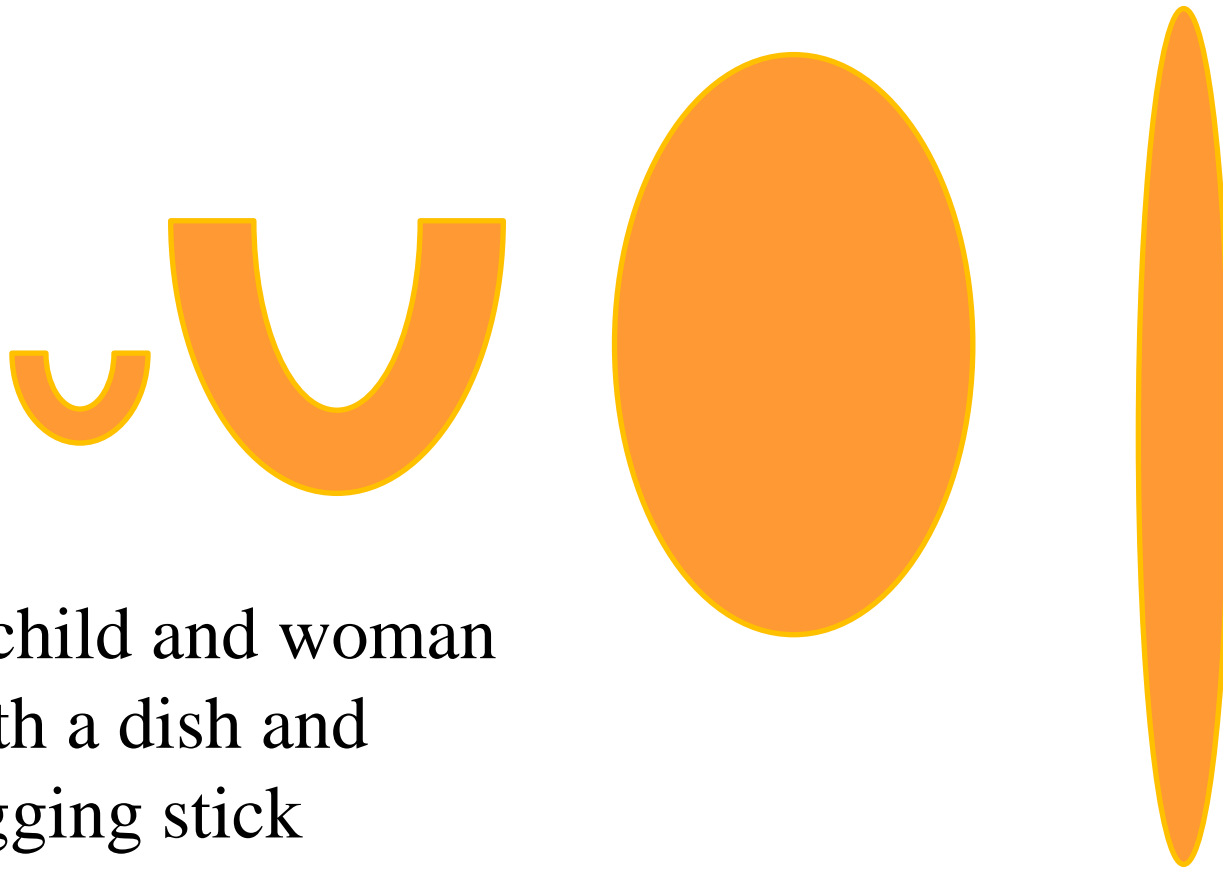


Bush turkey or  
bird other than  
emu



Kangaroo or wallaby

# Some 'dot' painting symbols from Central Australia



A child and woman  
with a dish and  
digging stick



# Dot painting protocol



Kelly Taylor with her paintings based on Yankunytjatjara Dreaming stories told by her grandmother, Millie Taylor.

On the left is Lightning Dreaming. Kelly has to seek permission from her grandmother to paint these stories.

All art is copyright and should not be copied without permission.

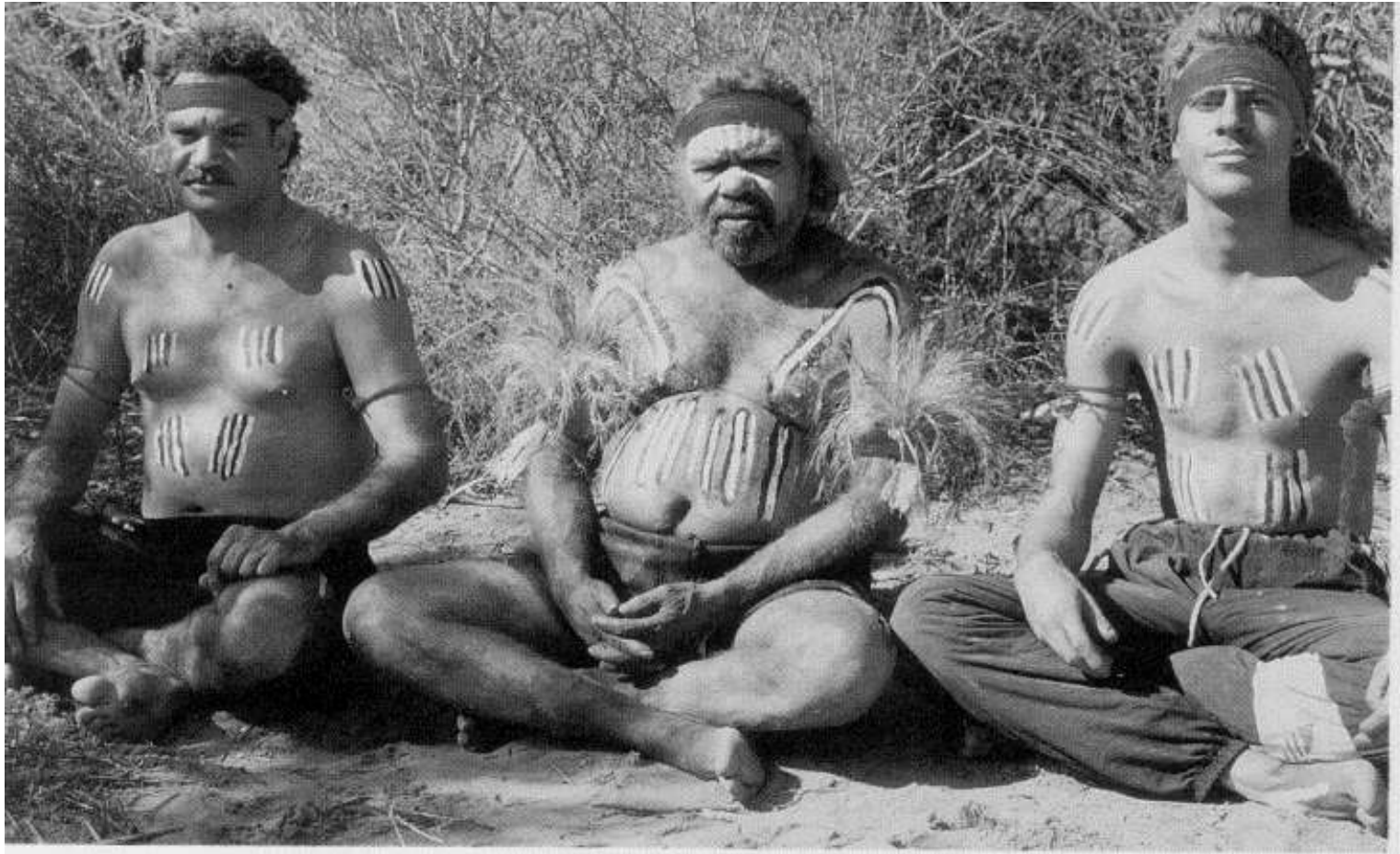
# Bark painting from Arnhem Land





Jillian Davey – Ernabella ‘walka’  
(plant inspired design)

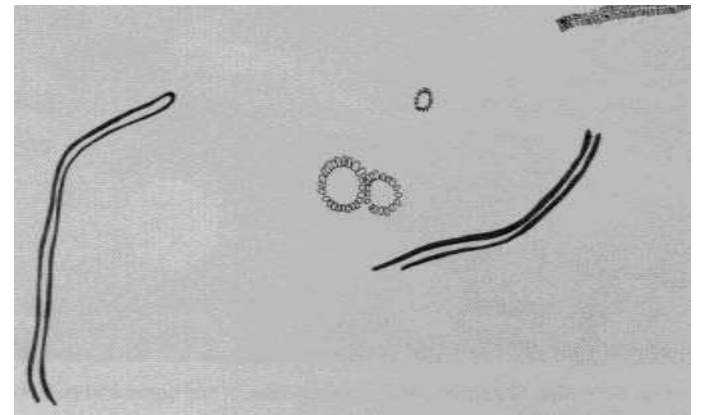
# Body paintings from Central Australia



# Painting at Arkaroo Rock

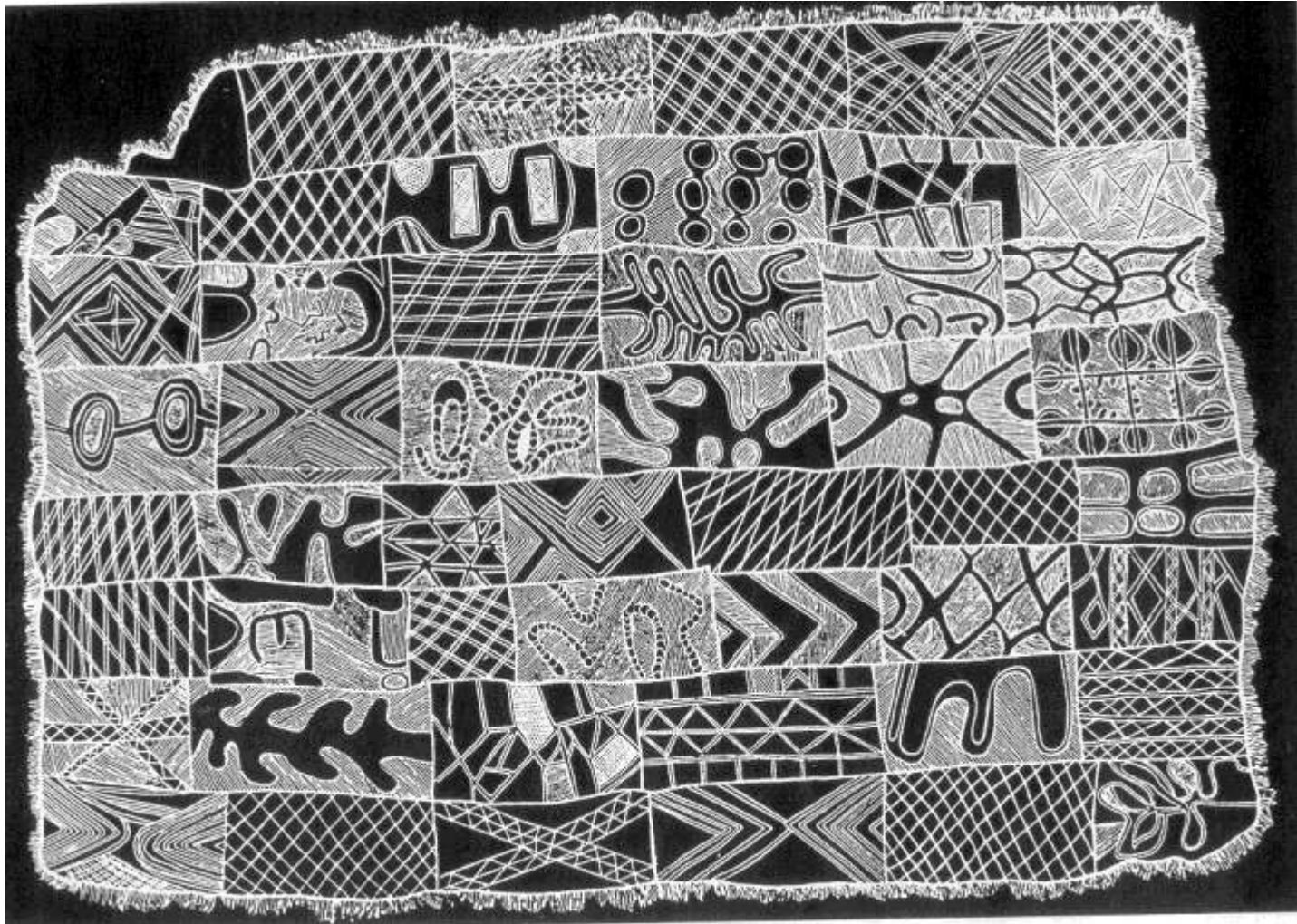


near  
Wilpena  
Pound in the  
Flinders  
Ranges

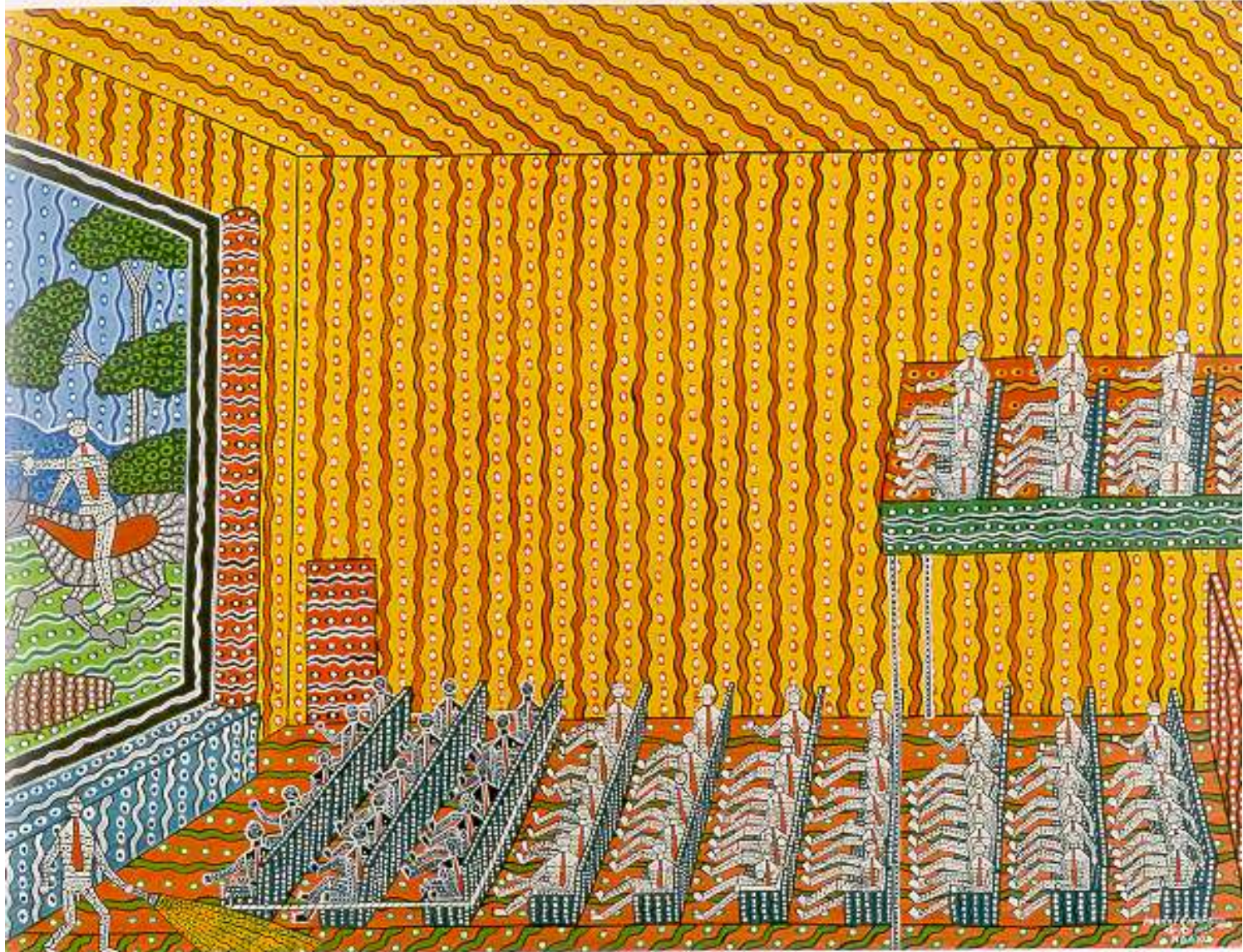


Snake and people symbols in the art

# Engraved possum skin cloak from western Victoria



# Contemporary Aboriginal art



Robert Campbell Junior



Lin Onus was from Victoria but he learnt from  
Arnhem Land artists



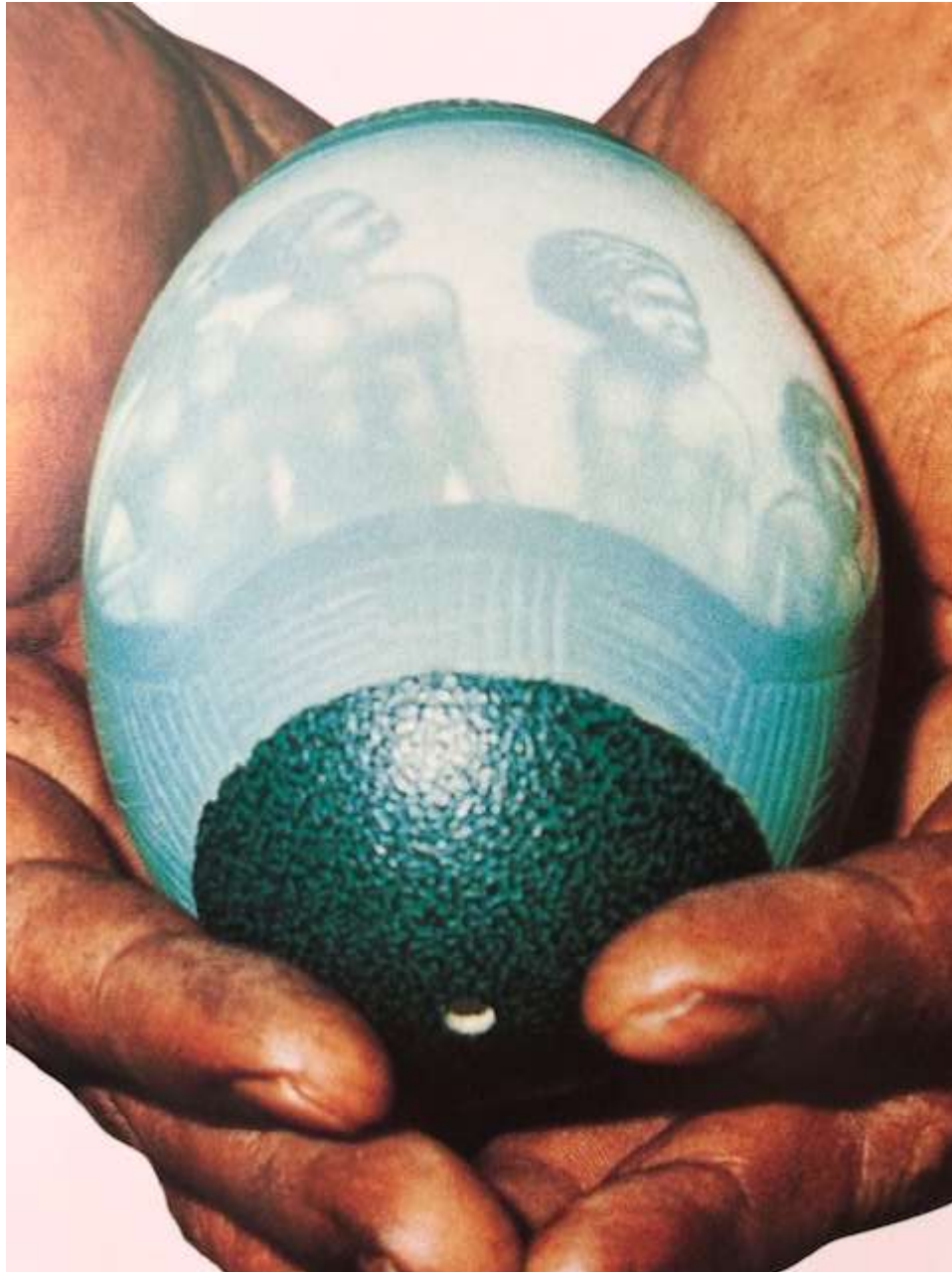


Gordon Waye from SA, painted in the style of Namatjira watercolours



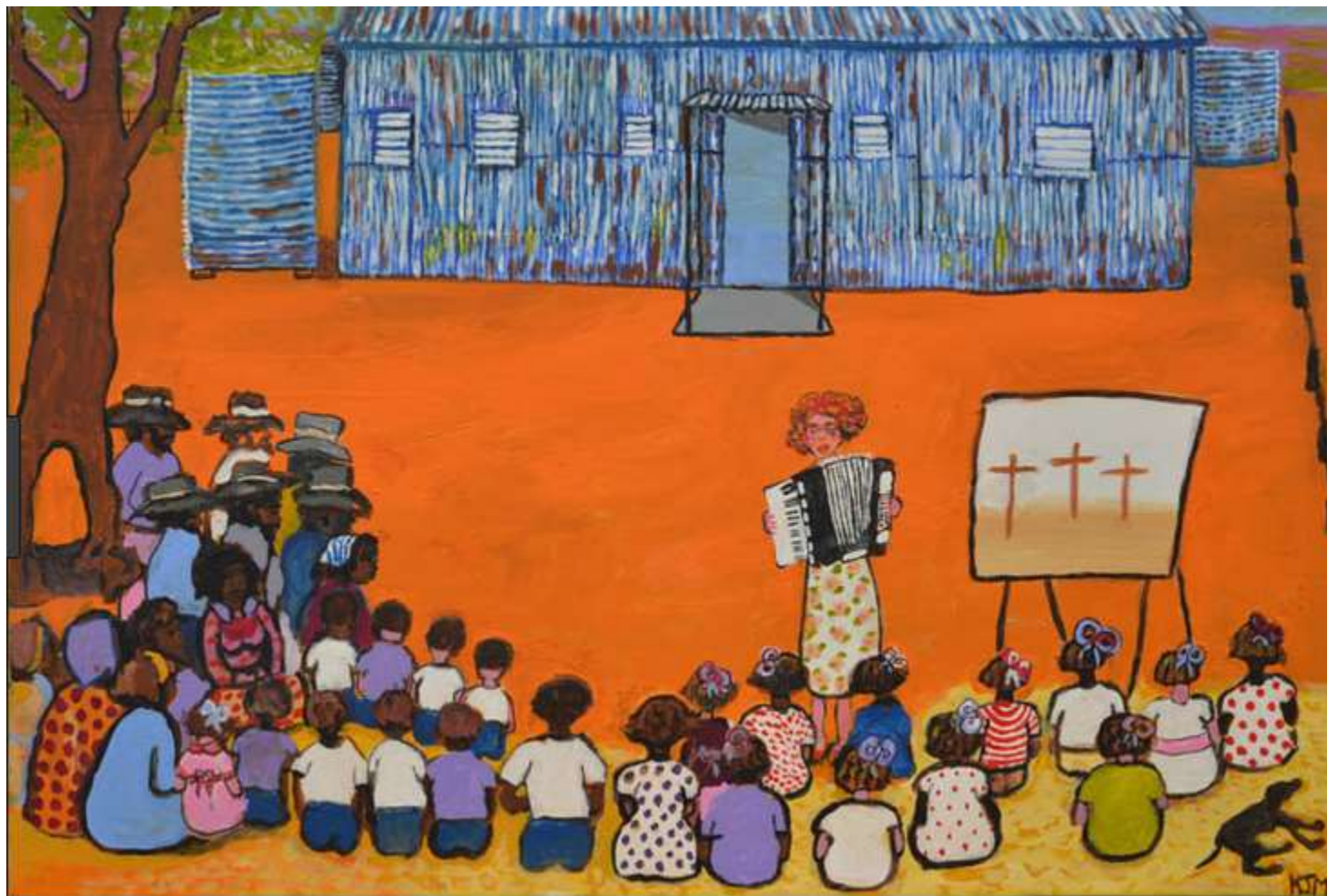
*Dingoes*, by Zane Saunders

Dingoes are protected on Butchulla people's Fraser Island, Queensland



Byron Pickett,  
from Western  
Australia –

emu egg carver



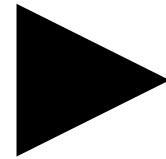
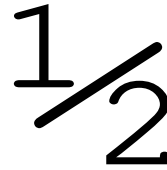
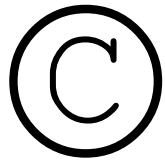
Kunyi June McInerney – Colebrook mission memories, Oodnadatta



Mark Blackman, Butchulla artist from Fraser Island,  
Queensland now living in Adelaide

# Symbolism

It is helpful to learn about symbolism generally and talk about the meaning and power that symbols can convey, eg



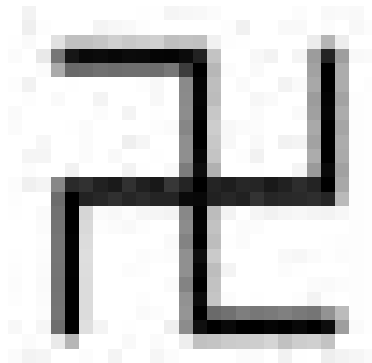
# Some Australian flags



Do you know  
what the symbols  
mean?



# Religious symbols





# What can learners do?



Think of a story that is really important then develop symbols to ‘tell’ that story.

Students at Mannum High School each illustrated a section of the Ngungeri story

When using symbols rather than words, you can keep some parts of the story secret.

Think about a story that is very important to you.

Your life story

A particular incident in your life

A family tree

A favourite family story

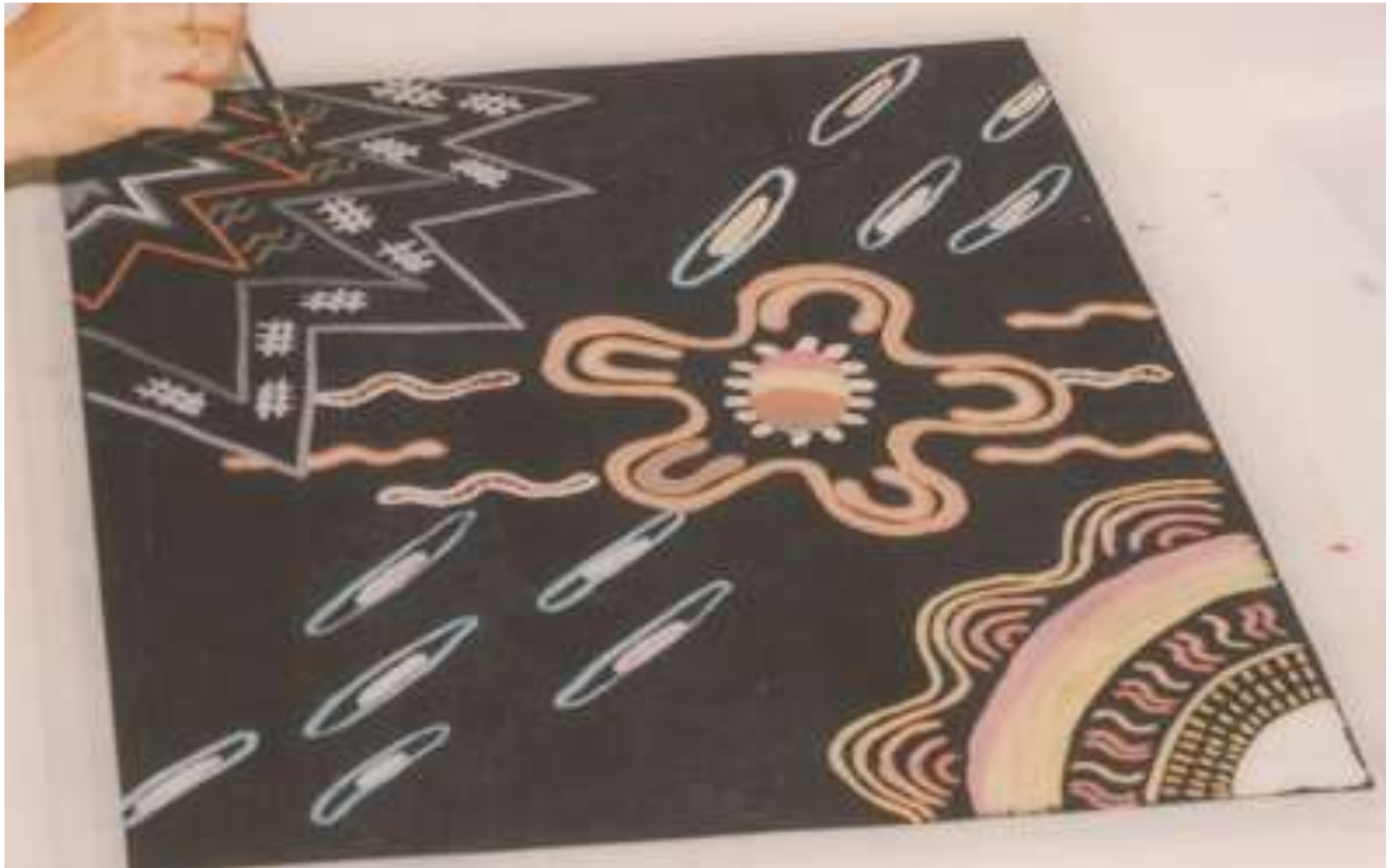
A map of your 'country'

Think about symbols you could  
use to 'tell' your story

# Cultural appropriation

Please note that some Aboriginal communities do not like school students or their own community members using styles of Aboriginal art from other parts of Australia.

Learning to develop your own symbols to 'tell' your own story is as important for Aboriginal people as it is for others.



The love, but also dangers that the new baby will face



Living in different parts of South Australia



Migration from England to Australia



Coming out





Moving to the  
grey city after  
childhood on  
a sheep and  
grain farm



A family tree with links to the river



Meaningful stage of a personal life story

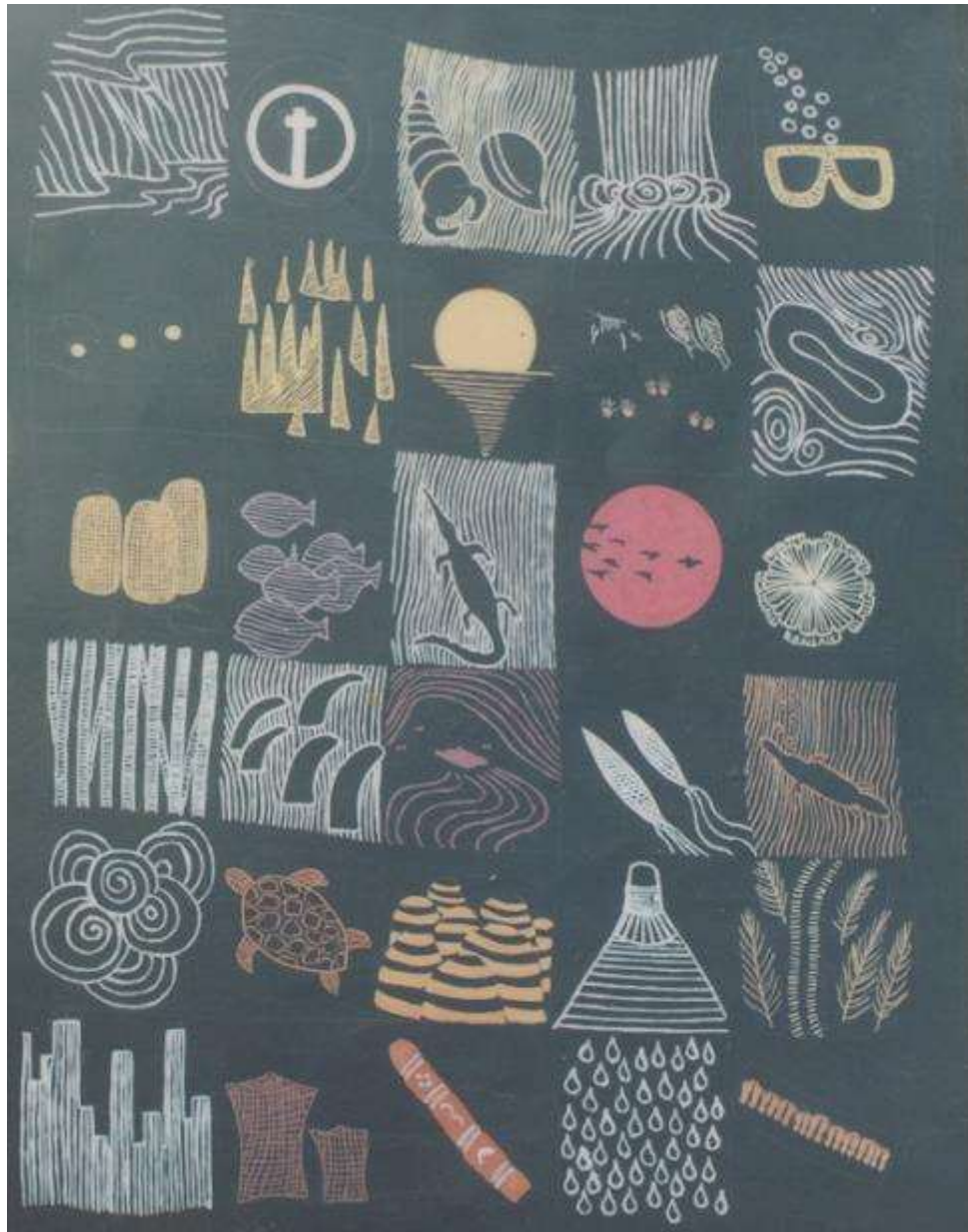


Traumatic memories





Frank Clarke with his people's Dreaming story about a willy wagtail



Remember you only have to share as much as you want to.

This is a family holiday to Western Australia.

Students who do their art work first and write second, write with more fluency.



Memories of my  
grandparents' house -  
the garden beds out  
the front,  
the hens (top left),  
fruit trees (centre top),  
Grandpa's sweet pea  
house (top right),  
the outdoor loo,  
laundry shed and  
more ♡



Your life story

A particular incident in your life

A family tree

A favourite family story

A map of your 'country'

Use symbols to 'tell' your story on card  
or paper using crayons or felt pens