

Student activity booklet | Year 5

Resources: <https://digital-classroom.nma.gov.au/warakurna>

Learning intentions:

Activity 1: Students will discuss how the sequence of images affects meaning.

Activity 2: Students will identify and describe relationships to Country/Place.

Activity 3: Students will portray their own connection to Place in an artwork.

Activity 4: Students will use coordinates and directional language to describe position and movement.

Success criteria:

Activity 1: I can explain why the order of images matters.

Activity 2: I can describe why Country/Place is important for First Nations peoples.

Activity 3: I created my own artwork showing connection to Place.

Activity 4: I used coordinates and directional language with my partner.

Activity 1

Watch Video 1: <https://digital-classroom.nma.gov.au/warakurna/videos>

Discuss:

- What Tjukurpa or Dreaming story was shared? How was this Dreaming story shared?
- What did you learn about First Nations culture and history from this video?
- How is culture shared by First Nations peoples?

As a class, view the digital flip book: <https://digital-classroom.nma.gov.au/topics/warakurna/digital-flip-book>

Discuss:

- What did you learn about the Warakurna community from the flip book?
- Why do you think the artworks were shown in this order? How did the order affect the meaning?

Activity 2

Look at the artwork *Keeping Culture Strong*.

Read about the artists: Eunice Yunurupa Porter, Judith Yinyika Chambers and Polly Pawuya Butler-Jackson.



Watch Video 2: <https://digital-classroom.nma.gov.au/warakurna/videos>

With a partner, discuss:

- How is the artwork described by the artists?
- What do they point out/focus on?
- What did you learn about First Nations connection to Country/Place?

Activity 3

Watch both parts of video 3:

<https://digital-classroom.nma.gov.au/warakurna/videos>

In pairs or individually, create an aerial view artwork of your school. In your artwork, add significant words (a maximum of 5) that will give a deeper understanding to your image.

Consider:

- the words you use to describe the characters or actions in your image
- where you place the words and how this shapes meaning
- what symbols you use to represent places, people and objects. Remember, First Nations symbols can only be used by First Nations peoples. You can create your own unique symbols to represent things in your life.

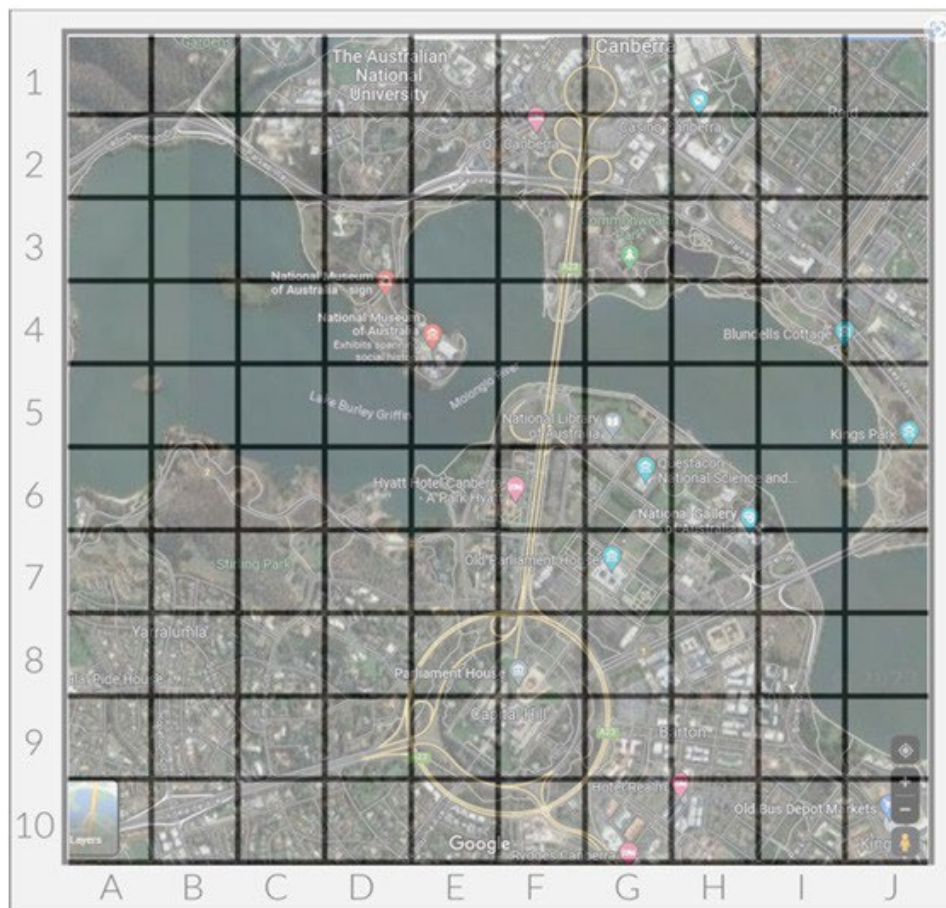
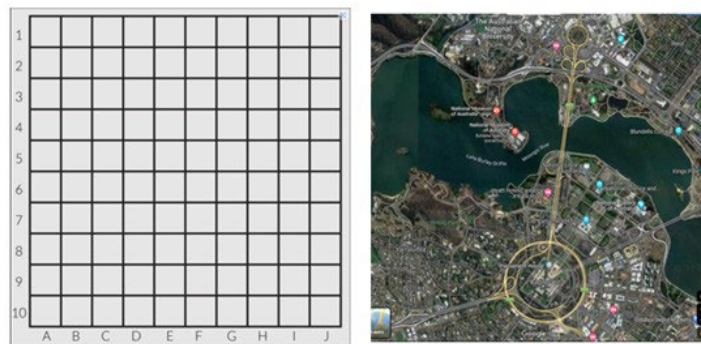
Activity 4

This activity requires you to choose a special or favourite place in your aerial artwork. With this favourite place in mind, you will create a series of clues to guide your partner there.

Follow the instructions below to begin your game.

1. After completing an aerial artwork from your activity sheet, make a photocopy of your artwork (you may need your teacher's help at this stage).
2. The next step is to draw a grid onto the photocopy of your artwork. You can decide how many squares will be best for your artwork, but a recommended size for your squares is 1cm x 1cm.

Below is an example of the National Museum of Australia and a satellite picture from Google maps.



3. Once you have drawn a grid onto your artwork, create coordinates with clues to lead your partner to your special or favourite location in your artwork. Remember the following when making your clues:
- Your coordinates must reveal interesting facts about your artwork.
 - Once players have joined the coordinates together it will create a journey line revealing your special or favourite location.
 - When you reveal your location, explain what makes it a special place.

For example:

Aerial artwork treasure hunt

By answering the questions below, find the coordinates and join each coordinate with a journey line. Discover the special location.

- Australia and its government's decisions are being discussed in this location
Answer: F8, Parliament House
 - Follow the structure that carries a road and path across the water.
Answer: F7, F6, F5, F4, F3 Bridge
 - Move to the central part or main business and commercial area of Canberra
Answer: F1/G1
 - This landform is almost surrounded by water or projecting out into a body of water.
Answer: E4
 - SPECIAL PLACE:** My special location is where stories come alive.
Answer: D4
4. With your class or group discuss what makes a place special and compare ideas on why you think the artists from Warakurna chose to paint the locations displayed in the flip book. Artwork recommendations to discuss.
- Page 6: *Warakurna Community*, 2011, Artist – Tracy Yates
 - Page 10: *Holiday Time*, 2011, Artist – Eunice Yunurupa Porter
 - Page 12: *Going Home*, 2011, Artist – Eunice Yunurupa Porter
 - Page 14: *Helicopter Ride with Brooksy to See My Father's Ngurra (Country)*, 2011, Artist – Ken Shepherd
 - Page 20: *Tjanpi*, 2011, Artist – Polly Pawuya Butler-Jackson
 - Page 22: *Land Management Burning Country*, 2012, Artist – Dianne Ungukalpi Golding