

## Teacher guide | Foundation

### LESSON PREPARATION AND DELIVERY

#### LOOKING FROM THE SKY

This activity relates to the following curriculum areas: Aboriginal and Torres Strait Islander Histories and Cultures, Country/ Place, drama, mathematical thinking, visual literacy, multimodal literacy, talking and listening, art. View the full Warakurna resource on the [Digital Classroom website](#).

If you or your students need help accessing Warakurna resources please email [education@nma.gov.au](mailto:education@nma.gov.au).

#### Resourcing:

- Large image of artwork from digital flip book: *Helicopter Ride with Brooksy to See My Father's Ngurra (Country)*
- Activity sheet and teacher guide

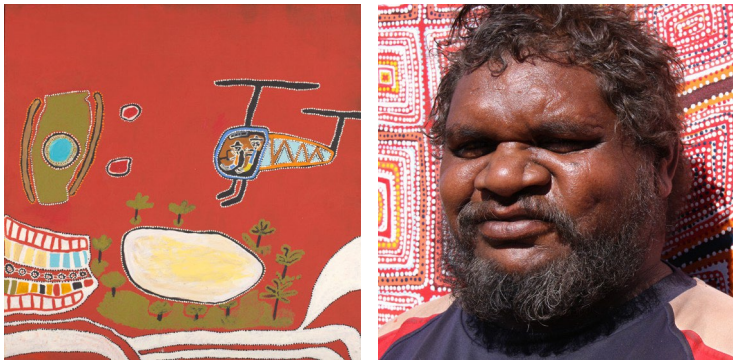
Please see below for information about cultural appropriateness and cultural safety.

#### \*Drama/mathematical thinking

1. Sit students on the floor in a circle.
2. Activate student curiosity by asking them to take an imaginary helicopter ride above the school. What can they see below them?
3. AND/OR: Take a fly around the playground to explore more of what might be seen from the sky. What was different from what they imagined in the classroom?
4. Discuss with the students the difference between seeing from the ground versus seeing from a helicopter or bird.

#### \*Visual literacy/multimodal literacy/art

5. Ask the students to look at the artwork: *Helicopter Ride with Brooksy to See My Father's Ngurra (Country)*. What can they tell you about this artwork?
6. Discuss with your students the different objects which are special to the artist. What do they see in the artwork? How do they think the artist felt about his journey? Refer to the title and/or the text and the artist's connection to both Country and family.
7. Connect the artwork to the students' own journey across the school in a helicopter. Ask them to describe what they might see.

	8. Complete the worksheet AND/OR create a collaborative vision of the school from the sky: Ask students to draw and cut out something they saw from the sky and place it on a collective artwork – that is an aerial view of the school.
<b>DISCUSSING THE ARTWORK AND CULTURAL CONSIDERATION</b>	In your activity you are asked to discuss the below artwork. There are multiple questions provided which help create understanding of cultural expressions to support all modes of delivery. These questions will guide your delivery and support your participants in understanding cultural views of Aboriginal and Torres Strait Islander peoples.
<b>ARTWORK TITLE</b>	<i>Helicopter Ride with Brooksy to See My Father's Ngurra (Country)</i>
<b>ARTIST</b>	Ken Shepherd
<b>ARTWORK IMAGE</b>	
<b>DESCRIPTION</b>	While living in Warakurna, artist Ken Shepherd had the chance to visit his father's Ngurra – Country. In this painting, he depicts seeing it for the first time, from a helicopter during a native title survey.
<b>WHAT IS IMPORTANT ABOUT THIS ARTWORK</b>	<ul style="list-style-type: none"> <li>• An aerial view has been a cultural interpretation and popular style for many Aboriginal and Torres Strait Islander artists. It can often relate to the Dreaming information which can be overlaid onto landscape. This overlay can be physical and spiritual.</li> <li>• The colour of Country is depicted as red and is a key element detailing the location.</li> <li>• Patterns and/or symbols in Aboriginal and Torres Strait Islander art are a continuation of important cultural stories passed down through generations. It has been a way of storytelling for many years. The use of these patterns or symbols can be seen as an alternative way of writing down stories. Only First Nations people can use these in their storytelling.</li> <li>• The artist's connection to Country.</li> <li>• Contemporary and traditional aspects coming together. Example: aerial view perception.</li> </ul>

<p><b>ACTIVITY OBJECTIVE</b></p>	<ul style="list-style-type: none"> <li>• Engage students and family members in school activity to strengthen confidence.</li> <li>• Create an opportunity for students to get to know one another better.</li> <li>• Use Warakurna resources and discuss artworks.</li> <li>• Have discussions by asking diverse questions to build cultural understanding.</li> <li>• Create an artwork to strengthen own knowledge and to build a visual and unique perspective.</li> </ul>
<p><b>DIRECTIONS, QUESTIONS AND IDEAS FOR DELIVERY</b></p>	<p>Refer to the flip book and ask students to look at the artwork <i>Helicopter Ride with Brooksy to See My Father's Ngurra (Country)</i>.</p> <ul style="list-style-type: none"> <li>• Create an environment where students can imagine a landscape from above. Refer to lesson preparation and delivery notes.</li> <li>• Use objects they may be familiar with, such as a plane or birds, and point them to the object of the helicopter used in the artwork.</li> <li>• Discuss with your class the different objects which are special to the artist in the artwork. Questions to prompt conversation could be: <ul style="list-style-type: none"> <li>• What do you think they mean?</li> <li>• Why do you think the artist used the colour red? This refers to location and colour of ochre in area.</li> </ul> </li> <li>• You can also view the location of Warakurna and bring up your own images so that students can envision the landscape. Try to create a visual understanding of Warakurna Country.</li> <li>• Discuss the native title survey. Native title is the recognition that Aboriginal and Torres Strait Islander people have rights and interests to land and waters according to their traditional law and customs as set out in Australian law.</li> <li>• Are there any students that have family involved in a native title survey or claim?</li> <li>• Discuss the patterns and symbols used in this artwork and how that may symbolise traditional knowledge for First Nations people.</li> <li>• Ensure that First Nations symbols are only used by First Nations students.</li> </ul>
<p><b>COMPLETING ACTIVITY</b></p>	<ul style="list-style-type: none"> <li>• Ensure students have spoken with their families by checking student activity booklets.</li> <li>• Discuss with class the special locations they have chosen.</li> <li>• Discuss the images and places they have discussed with family members.</li> <li>• Create a safe environment where students can speak about their interpretation of the artwork, then ask them to close their eyes and imagine they are in a helicopter, or a flying object they prefer such as a bird or a plane, looking over a place which means a lot to them. It could be a place that has special meaning, where they feel happiest or where they feel at home.</li> <li>• Ask students to draw a picture of this place as if they were looking over it from the sky.</li> <li>• Ask questions about the colours they would use, what season it is, what time of day or night it is.</li> <li>• Ask students to share their drawing of that special place explaining the images which are special to them and why.</li> </ul>