

Teacher guide | Year 1

LESSON PREPARATION AND DELIVERY

Explain the activity to students and encourage them to discuss with family members before undertaking it. Ensure that First Nations students consult with and seek permission from their Elders before drawing their special place.

This activity can be related to the following curriculum areas in addition to Aboriginal and Torres Strait Islander cultural priorities: 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.

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.

Visual arts/visual literacy:

1. Look at the artwork *Holiday Time* in the digital flip book. Ask your students:
 - What do you see?
 - What are the different objects and activities shown in this painting?
 - What do you think they are doing?
 - Why has the artist painted their holiday?
 - What do the elements in the painting tell you about the artist or the artist's community?
 - What tools or objects do they have?
 - What Aboriginal symbols are in this artwork?
2. Compare elements of the story to the students' own experience of a holiday.
3. Follow up the students' interpretation of the painting with one, or all of, the activities below.

Teachers should refer to the digital flip book analysis to aid discussion.

	<p>Performing arts:</p> <p>Imagine you are on holiday with your family. Can you mime what you are doing on your holiday?</p> <p>Visual arts:</p> <p>Imagine you are on holiday with your family. How will you draw yourself and your family? What will your family be doing in your artwork? Are you inside or outside? Draw an artwork of your family coming together at holiday time.</p> <p>Write the name of the place you are at in your artwork and talk about how your holiday is different from the artwork <i>Holiday Time</i>.</p> <p>Literacy:</p> <p>Think about what holiday time meant to Porter. What does holiday time mean to you? Write a short reflection about what holiday means to you.</p>
<p>DISCUSSING THE ARTWORK AND CULTURAL CONSIDERATIONS</p>	<p>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.</p> <p>Cultural guidance:</p> <p>When asking about First Nations symbols in artworks, discuss the cultural significance of Aboriginal symbols and how these originated in Aboriginal artworks. The Aboriginal symbols in this artwork represent Elders doing ceremonies. Ensure students understand that they are Aboriginal interpretations of their Elders and family traditions and ask students how they would represent themselves in their artworks if they are not First Nations people. Ensure you are aware of your students who are First Nations people and provide a safe sharing space that individuals feel confident to express themselves in. Be mindful that not all First Nations people know cultural protocols and symbol origination. Some art styles are owned by certain family groups.</p>
<p>ARTWORK TITLE</p>	<p><i>Holiday Time</i></p>
<p>ARTIST</p>	<p>Eunice Yunurupa Porter</p>

<p>ARTWORK IMAGE</p>	
<p>DESCRIPTION</p>	<p>In this painting the artist, Eunice Yunurupa Porter, shows a range of activities taking place at holiday time. As a young girl, the artist travelled with her family during the holidays to take part in the tradition.</p>
<p>WHAT IS IMPORTANT ABOUT THIS ARTWORK</p>	<ul style="list-style-type: none"> • 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 on landscape. This overlay can be physical and spiritual. • The activities are strongly associated to the Country and are hands-on in focus. This depicts a strong connection to the location and the relationships between people. • 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.
<p>ACTIVITY OBJECTIVE</p>	<ul style="list-style-type: none"> • Use Warakurna resources and discuss artworks. • Have discussions by asking diverse questions to build cultural understanding. • Create an artwork to strengthen own knowledge and to build a visual and unique perspective.
<p>DIRECTIONS, QUESTIONS AND IDEAS FOR DELIVERY</p>	<ol style="list-style-type: none"> 1. Ask the students to look at the artwork <i>Holiday Time</i>. Create a safe discussion environment with your class and ask about the different objects and activities in the painting that describe what happened in the Aboriginal artist's holidays. Questions to prompt conversation could be: <ul style="list-style-type: none"> • What do you think the people in this artwork are doing and are they the activities that you would be doing on holidays? • What tools or objects do they have? • What Aboriginal symbols are in this artwork?

	<p>2. Create a safe environment where students can speak about the holidays they have been on or what they do on their weekend. Ask students to imagine they are on holidays or spending time on the weekend with their family.</p> <ul style="list-style-type: none"> • How will you draw yourself and your family? • What will your family be doing in your artwork? • Are you inside or outside? • Are you doing an activity together?
<p>COMPLETING ACTIVITY</p>	<ul style="list-style-type: none"> • Ask students to draw an artwork of their family coming together at holiday time. • Ask students to think about what images they will put in their drawing. • Ask students to think about where they are placed in their artwork: <i>Where are you and what are you doing in this drawing?</i> • Discuss with students individually about the Country they were holidaying on or spending their weekend on and help research the First Nations name. • Ask students to write the First Nations name of their place on their artwork. • Discuss artworks created once completed as a group. Ask questions about First Nations name and location of holiday or weekend and how their holiday or weekend is different from the <i>Holiday Time</i> artwork.