


## Teacher guide | Year 5

<p><b>LESSON PREPARATION</b></p>	<p>This activity requires investigating the <i>Warakurna: All the stories got into our minds and eyes</i> educational resource package on the Australia's Defining Moments Digital Classroom. As there are many diverse information styles available, the Museum suggests you create opportunities for students to involve family for some research components to strengthen engagement beyond the classroom. Explain the activity to students and encourage them to discuss with family members before the activity is to be completed. Ensure that First Nation students consult with and seek permission from their Elders before completing the activity.</p> <p>View the full Warakurna resource on the <a href="#">Digital Classroom website</a>.</p>
<p><b>ACTIVITY 1</b></p>	<p><b>Watch Video 1:</b></p> <p><a href="https://digital-classroom.nma.gov.au/warakurna/videos">https://digital-classroom.nma.gov.au/warakurna/videos</a></p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• What Tjukurpa or Dreaming story was shared? How was this Dreaming story shared?</li> <li>• What did you learn about First Nations culture and history from this video?</li> <li>• How is culture shared by First Nations peoples?</li> </ul> <p><b>As a class, view the digital flip book:</b></p> <p><a href="https://digital-classroom.nma.gov.au/topics/warakurna/digital-flipbook">https://digital-classroom.nma.gov.au/topics/warakurna/digital-flipbook</a></p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• What did you learn about the Warakurna community from the flip book?</li> <li>• Why do you think the artworks were shown in this order? How did the order affect the meaning?</li> </ul>

<p><b>ACTIVITY 2</b></p>	<p>Look at the artwork <i>Keeping Culture Strong</i>:  <a href="https://digital-classroom.nma.gov.au/warakurna/keeping-culture-strong">https://digital-classroom.nma.gov.au/warakurna/keeping-culture-strong</a></p>
	<p>Read about the artists – Eunice Yunurupa Porter, Judith Yinyika Chambers and Polly Pawuya Butler-Jackson:  <a href="https://digital-classroom.nma.gov.au/warakurna/artists">https://digital-classroom.nma.gov.au/warakurna/artists</a></p>
<p><b>ARTWORK IMAGE</b></p>	<p><b>Watch Video 2:</b>  <a href="https://digital-classroom.nma.gov.au/warakurna/videos">https://digital-classroom.nma.gov.au/warakurna/videos</a></p>  <p><b>With a partner or as a class, discuss:</b></p> <ul style="list-style-type: none"> <li>• How is the artwork described by the artists?</li> <li>• What do they point out/focus on?</li> <li>• As you look at the artwork and read the description of the artwork, what do you understand more about this community?</li> <li>• Why do you think these colours have been used to represent this Country?</li> <li>• What First Nations symbols in this artwork are used and what information do they give you?</li> <li>• Why has First Nations language been used in this artwork?</li> <li>• Why has English language been used in this artwork?</li> <li>• Why have diverse languages been used together?</li> </ul> <p><b>Teachers, please review the background information below to inform Activity 2.</b></p>
<p><b>ARTWORK 1 TITLE</b></p>	<p><i>Keeping Culture Strong</i></p>

<b>ARTISTS</b>	Eunice Yunurpa Porter, Judith Yinyoka Chambers, Polly Pawuya Butler-Jackson, Molly Malungka Yates, Anna Porter, Maisie Nungurrayai Ward
<b>ARTWORK IMAGE</b>	
<b>DESCRIPTION</b>	<p><i>Keeping Culture Strong</i> was painted by six artists. It depicts the numerous activities, arts and ceremonies that take place at Warakurna today. What can be seen in this painting is a mix of traditions which have been practised since before Europeans arrived, such as making parnu (wooden sculptures) and hunting. They are interwoven with modern practices such as the use of swags and learning about governance.</p>
<b>WHAT IS IMPORTANT ABOUT THIS ARTWORK</b>	<ul style="list-style-type: none"> <li>• The activities and images represent a mix of traditional and contemporary interactions. This depicts a strong connection to the location and the relationships between people over time.</li> <li>• An aerial view has been a cultural interpretation and popular style for many Aboriginal and Torres Strait Islander artists. It often relates to the Dreaming information which can be overlaid on landscape. This overlay can be physical and spiritual.</li> <li>• Patterns and/or symbols of 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 for storytelling.</li> </ul>
<b>CULTURAL GUIDANCE</b>	<p>When asking about First Nations Symbols in artworks, discuss the cultural significance of Aboriginal symbols and how these symbols 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><b>ACTIVITY 3</b></p>	<p><b>Watch both parts of video 3:</b></p> <p><a href="https://digital-classroom.nma.gov.au/warakurna/videos">https://digital-classroom.nma.gov.au/warakurna/videos</a></p> <p>In pairs or individually, students create an aerial view artwork of the school. In the artwork, they add in significant words (a maximum of 5) that will give a deeper understanding to their image.</p>
	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• the words used to describe the characters or actions in your image</li> <li>• where you place the words and how this shapes meaning</li> <li>• what symbols students use to represent places, people and objects. Remember, First Nations symbols can only be used by First Nations peoples. Students can create their own unique symbols to represent things in their life.</li> </ul>
<p><b>ACTIVITY 4</b></p>	<p>This activity requires students to choose a special or favourite place in their aerial artwork. With this favourite place in mind, they will create a series of clues to guide a partner there.</p> <p><b>Preparation:</b> Student artworks will need to be photocopied in advance of this lesson so they can draw a grid pattern on the photocopied version and label the grid. See student activity page for example.</p>