

## Student activity booklet | Year 8

1. View the About Warakurna section and explore the Australian map. The lighter shaded area is the Warakurna community. Make a list of the names that you can see in the community.

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2. What is the ethnic background of the names of places? Do the names come from First Nations language, English language or possibly another ethnic origin? Could the names of places have been First Nations language and later changed to an English name? Do the places have two titles? If yes, list the names below with the titles and discuss with your class these points:

- What is the current and former name?
- How many times did the name change and when?
- What is the meaning of the name or what is the place named after?
- What connection do the people have to this landscape?

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3. How many states or territories is the Warakurna community spread over and what are they?

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4. What do you think has brought these different groups together to form the Warakurna community? Discuss your answer with your class.

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5. Explore the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and locate the Warakurna community. Identify and list the First Nations names in the Warakurna community area.

<https://digital-classroom.nma.gov.au/images/map-indigenous-australia>



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6. Find your school on an Australian map and locate your area on the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia.

<https://digital-classroom.nma.gov.au/images/map-indigenous-australia>

What is the First Nations name of your location? List the name below and any significant meanings of the name.

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7. Create an aerial map of Australia which shows the state, city or town and the First Nations area where you live. Use language and text in your artwork and explain to your class the ideas and values behind the content of your artwork.

**Be creative with your design by using different techniques such as:**

- using different mediums and materials
- using recycled and sustainable materials
- detailing significant landscape colours of areas
- overlapping borders
- writing the language of names and meanings of places
- adding a poem, if there is one, that represents your country or place



View the Warakurna resources listed below and explore the First Nations language used.

- About Warakurna <https://digital-classroom.nma.gov.au/warakurna/about>
- Warakurna artists <https://digital-classroom.nma.gov.au/warakurna/artists>
- Video 1 <https://digital-classroom.nma.gov.au/topics/warakurna/video-1-warakurna-artists-introduction>
- Video 2 <https://digital-classroom.nma.gov.au/topics/warakurna/video-2-warakurna-works-explained>

8. Explore the quote underneath the image of the Australian map in the About Warakurna section. Who is the text spoken by and what language is it in?

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*'Ngurrangka-latju nyinarra tjamuku kaparliku ngurrangka. Tjukurrpa ngaparrku-ngaparrku nintira nyuntulu-yan kulira nintirinytjaku.'*

Eunice Yunurupa Porter

9. Write the English translation of Eunice's welcome from the About Warakurna section.

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10. What is Eunice Yunurupa Porter's language group? Where was she born?

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11. Discuss with your class the impact of seeing Eunice's language written in the digital Warakurna resource.

**Points to consider in discussion could include:**

- Can you sound the text out when reading it?
- Do you think that some of the letters in these words are silent?
- Could some of these letters be pronounced differently to the English language?
- How does it make you feel reading the English version of Eunice Yunurupa Porter's two sentences?
- Do these two sentences make you explore the Warakurna digital resource differently?

12. Watch the video resources and listen to the different tones Eunice Yunurupa Porter uses when speaking her mother language about different topics. Write your notes below and discuss with your class.

**Resources**

- Video 1, Warakurna artists introduction <https://digital-classroom.nma.gov.au/topics/warakurna/video-1-warakurna-artists-introduction>
- Video 2, Warakurna works explained <https://digital-classroom.nma.gov.au/topics/warakurna/video-2-warakurna-works-explained>

**Points to consider when taking notes:**

- Who is Eunice Yunurupa Porter within the Warakurna community?
- Is translation needed in these videos and if so, does this affect the meanings of what the artist is talking about?
- Does language change the strength of a relationship or connection to a topic?
- What tone is the artist using or does the tone change when the artist is talking about certain artworks?
- Does the voice or translated text have a stronger effect on the viewer?
- Does having the image with the voice description improve the translation or understanding of the meaning of the topic?

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**Songlines**

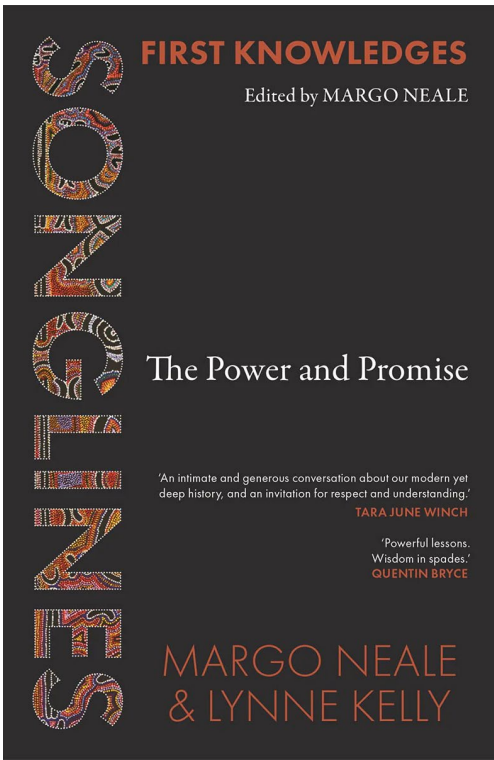
First Nations people taught and learnt through different ways of storytelling. Many people have spent and are still spending time under our sky, campsites near rivers and mountain views, enjoying their family's company while listening to stories about history, culture, country and place.

A Songline known in Aboriginal culture, features a series of landscape characters, sky and star constellations, and water flow and tides that would relate to a journey made by one or more family groups. By linking specific characters to stories it is made easier to remember a sacred route or a popular journey needed to take. Often song and art would accompany the story of journey so that people could remember specific tracks and or locations to stop at or pass by at certain times of the year or seasons.

**Suggested read**

*Songlines: The Power and the Promise* (2020), from the First Knowledges series edited by Margo Neale. This book invites readers to understand a remarkable way for storing knowledge in memory by adapting song, art, and most importantly, Country, into their lives. <https://shop.nma.gov.au/products/songlines-the-power-and-promise>





Pages suggested to reflect on with your group:

**Recommendation 1:** Read and discuss the first paragraph of 'Singing up Country: Taking it inside' on page 90. Take notes of discussion points.

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13. Explore the artwork titled *Kungkarrangkalpa* (Seven Sisters Dreaming) from the Warakurna artworks section.



*Kungkarrangkalpa* (Seven Sisters Dreaming), 2011, Judith Yinyika Chambers, acrylic on canvas, 763 x 1525 x 33 mm.

Read the artwork description and make notes on how this artwork gave meaning to Country/Place.

**Points to consider when examining artwork and description:**

- Who is the artist that created this artwork and what area is she from?
- Explore how many sisters are in the artwork and think about the time they may have spent together on Country/Place. (For example, possible ages of each sister)
- How long has this story been told for and how many generations have held this Songline to date?
- Who is allowed to tell this story through art?
- Where did this journey take place and what are the characteristics of landscape and landforms that are unique in this artwork?
- What actions can you see taking place in the four different stages depicted in the artwork?

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14. Compare the artwork *Kungkarrangkalpa (Seven Sisters Dreaming)* to these *Songlines: Tracking the Seven Sisters* extended resource artworks:



*Minyipuru at Pangkal, 2016*



*Kungkarrangkalpa  
(Seven Sisters Dreaming)*



*Travelling Kungkarangkalpa*



- *Minyipuru at Pangkal* The Travelling Kungkarangkalpa digital dome experience video featuring artworks, animations and vision of the Seven Sisters flying into the night sky, narrated by Shellie Morris.  
<https://www.nma.gov.au/exhibitions/songlines>

15. How did the artwork *Minyipuru at Pangkal* play a role in the digital dome experience and how did the artwork represent the values of individuals and groups as a whole?
16. Discuss with your class your understanding of the artworks you have explored.

**Points to consider when discussing with a group:**

- Which artwork did you like the most and why?
- What was the meaning or story behind artwork that created a special connection to Country/Place?
- Which digital resource gave you the most information?
- What other artwork did you explore in the Warakurna digital resources that gave insight into the special connection First Nations people have to Country/Place?