

Student activity booklet | Year 9

1. Analyse the artwork *Keeping Culture Strong* in these Warakurna resources:

- Flip book
- Artworks

Make notes on the symbols you find in the artwork and how the symbols add further meaning to the still artwork.

Points to consider when exploring the symbols:

- How many different symbols are there?
- What do you think the symbols are?
- What do you think the symbols mean when placed among other symbols?
- Do the symbols help tell a story and if so, what do you think the story is?
- Are all the symbols of First Nations style and/or origin? Explain your answer.



Keeping Culture Strong, 2008, Eunice Yunurupa Porter, Molly Malungka Yates, Judith Yinyika Chambers, Anna Porter, Maisie Nungurrayi Ward and Polly Pawuya Butler-Jackson, acrylic on canvas, 1505 x 1515 mm.

Examples

Symbol Human symbol

Meaning Human sitting down

Story element The human symbol is a well-known First Nations symbol. Many of the human symbols are sitting within groups. Some are sitting around a fire, baskets or an artwork. This tells a story of group activities of different kinds. It could mean that elders are working with young people and/or the community is working together. Some symbols are near sleeping bag symbols. Elders could be looking after sleeping youths.

Symbol Human symbol and journey lines

Meaning Human symbols walking

Story element The human symbol with lines is a well-known First Nations symbol. The human symbols have lines to other human symbols. This could mean that they walked to a different location. The lines could be showing the journey or path of walking.

Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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2. Compare your findings on the symbols in the artwork *Keeping Culture Strong* in this Warakurna resource and make notes:

Video 2 (0:00 to 4:58)

Points to consider when analysing video and making notes:

- Did the artist point out symbols you did not see in your first exploration of the artwork, *Keeping Culture Strong*?
- Does a video with audio help with the meanings of the story and creation of the artwork?
- Do you think that the sculptures shown in the video were some of the symbols in the artwork?
- Could this artwork show how the artists made the woven sculptures?
- After seeing the artists talk next to the physical artwork, was the size of the artwork what you thought it would be and what impact does it have on viewer?

Notes:

3. Which resource gave the artwork more impact, the still artwork or moving video? Explain your answer below and discuss with your findings with your class.

4. Analyse the artwork *Kungkarrangkalpa* (Seven Sisters) in these Warakurna resources:

- Flip book
- Artworks

Make notes on symbols you find in the artwork and how the symbols add further meaning to the still artwork.



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

Points to consider when exploring the symbols are:

- What do you think the symbols mean and do you think these symbols have different meanings in other First Nation cultures?
- Do the symbols help tell a story and if so, what do you think the story is?
- Are all the symbols First Nations style and/or origin? Explain your answer.

Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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5. Analyse the artwork *Kungkarrangkalpa* (Seven Sisters Dreaming) in this Warakurna resource and make notes:

Video 1, Stories in the sand (1:36 to 4:14)

Points to consider when analysing video and making notes:

- Do you think that drawing the symbols in real time while telling the story adds more meaning or impact to the story and symbols? Explain your answer.
- Did the artist point out symbols you did not see in your first exploration of the artwork, *Kungkarrangkalpa* (Seven Sisters Dreaming)?
- Does a video with audio explaining the creation of the artwork change your interpretation of the meanings of the story? Explain your answer.

Notes:

6. Analyse the artwork *Holiday Time* in these Warakurna resources:

- Flip Book
- Artworks

Make notes on the symbols you find in the artwork and how the symbols add further meaning to the still artwork.

Points to consider when exploring the symbols are:

- What do you think the symbols are?
- What do you think the symbols mean and do you think these symbols have different meanings in other First Nation cultures?
- Do the symbols help tell a story and if so, what do you think the story is?
- Are all the symbols First Nations style and/or origin?



Holiday Time, 2011, Eunice Yunurupa Porter, acrylic on canvas, 765 x 765 x 32 mm.

Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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Symbol

Meaning

Story element

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7. Compare your findings on the symbols in the artwork *Holiday Time* in this Warakurna resource and make notes:

Video 2, *Holiday Time* (4:58 to 7:30)

Points to consider when analysing video and making notes:

- Did the artist point out symbols you did not see in your first exploration of the artwork, *Holiday Time*?
- Does a video with audio help with the meanings of the story and creation of the artwork?
- After seeing the artists talk next to the physical artwork, was the size of the artwork what you thought it would be and what impact does it have on viewer?
- What activity was your favourite depicted in the artwork and why?

Notes:

The below audio was used in the exhibition *Songlines* as a tour tool. It guided viewers through the exhibition and helped tell the story of the artworks. The audio connects you with the Seven Sisters as they travel across the land and give insight into what a Songline is.

Resources

Audio

<https://www.nma.gov.au/audio/songlines-tracking-the-seven-sisters/songlines-audio-journey>

Transcript

<https://www.nma.gov.au/audio/songlines-tracking-the-seven-sisters/transcripts/songlines-audio-journey>

8. Listen to the audio from (0:00 to 3:32) while analysing the artwork *Kungkarrangkalpa (Seven Sisters)*. Make notes on the information you receive listening to the audio recording.



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

Points to consider when taking notes on audio and artwork:

- Does the audio give you further insight to the artwork? Explain your answer.
- Does the audio make you want to see more of the journey?

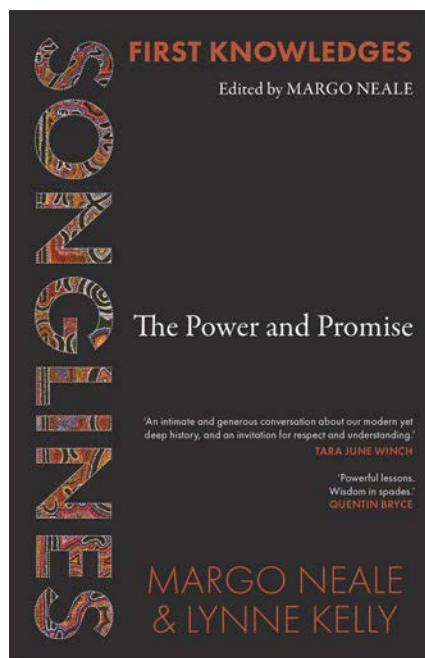
Notes:

9. Read the transcript of the *Songlines* audio journey and explain the different impacts that text, audio and the still image have on your understanding of the Seven Sisters' journey.

10. Which style of information sharing do you prefer and how does this style best represent the people and places?

Suggested read:

First Knowledges *Songlines: The Power and Promise* by Margo Neale and Lynne Kelly (2020) 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.



11. Read and discuss recommended content from the *Songlines* book. Make notes with your class and reflect on artworks you analysed in the activity workbook.

Recommendation 1

Chapter 2: Everything starts and finishes with Country

What's in a name? Pages 42–44

This section will give a wider understanding of the word Songline and how translations are not exactly fitting.

Reflection on artworks analysed:

Recommendation 2

Chapter 6: Songlines spiral forever

Page 100

This section provides a written piece from the Gay'wu Group of Women.

Reflection on artworks analysed:

Recommendation 3

Chapter 9: Art is Culture made visible

Page 153–156

This section provides a deeper understanding of the importance of art and the relationship that it has with culture.

Reflection on artworks analysed:

12. List other authors and literature mentioned in the *Songlines* book and decide with your class, what books or authors may be beneficial to read together or research further and why?

Recommendation 4

Chapter 2: Everything starts and finishes with Country

Page 35–42

This section provides several authors of books and diverse topics for further reading and extends into the Civics and Citizenship curriculum.

While investigating diverse artworks and learning about the connections a singular artwork may have to other artworks, it is important to understand that these collective cultural expressions can and do have a strong relationship with other family groups across Australia.

The cultural obligations and significance of cultural knowledge they hold must be protected and follow not only the processes of global copyright laws in commercial activities but also the lores and beliefs of diverse cultural groups.

There are many trusted organisations that empower clients to achieve success in business and who lead in Indigenous Cultural and Intellectual Property (ICIP).

13. Find a resource from the websites below, which explain what ICIP is. Discuss with your class why you chose this resource and whether it is straightforward to follow, making notes on findings.

Resources:

Terri Janke and Company

<https://www.terrijanke.com.au/resources>

Creative Australia

<https://creative.gov.au/advocacy-and-research/events/purrumpa/resources/>

Arts Law Centre of Australia

<https://www.artslaw.com.au/>

