

## Teacher guide | Year 9

### LESSON PREPARATION

This activity requires investigating the *Warakurna: All the stories got into our minds and eyes* educational resource package in collaboration with the extended resource *Songlines* 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.

As learners are more independent, self-reliant and self-motivated in the third year of high school, they require activities that will prepare them for the outside world. Diverse activities which provide opportunities to make own choices and gain experience in different areas will support growth with confidence for the future.

Provided is a student activity booklet which can be completed over time in the following ways:

- **in a class lesson as a group activity** (entire class or smaller collaborating groups)
- **as an individual to take home** (building support at home with family members and adding diverse cultural understanding to objectives)
- **edited/adjusted for learner needs** (The Warakurna digital resource provides multiple year level activities. These resources make it easier for teachers to support learner needs that may require adjustments. It is encouraged to investigate the ability of a student if needing extra support. For example: if student needs further support look at other year level activity booklets and trial a lower level, then build to the required level. If student is functioning at a higher-level, trial higher level booklets to stimulate and provide extra work were needed.

**Analyse your year level booklet before delivering to your class:** This will support you in your teaching methods and will allow for adding your own expertise to the structure if needed. Explain the activities to students and encourage them to discuss with family members before the activities are to be completed. Ensure that First Nations students consult with and seek permission from their Elders before completing the activities.

For example: Go through Warakurna digital resource briefly with students before completing activity booklets. You can print out booklets to send home with students and or encourage students to show digital resource and booklets to family before returning the next lesson to complete activities.


**View mapping document and adjust to your own teaching methods:** The Warakurna program has been developed by a First Nations educator and is culturally appropriate, meeting National Cultural Protocols.

The curriculum mapping document provides a detailed understanding on current program development. The available activities directly reflect content descriptions in mapping document. You are encouraged to personalise your classroom delivery to reflect your own experience and by adding content descriptions only. Do not take out or change questions as they have been developed to reflect the values and belief systems of First Nations people.

**Provide support for students to prepare for presenting activities outcomes to class cohort.** Encourage different ways to present information such as:

- PowerPoint
- digital video platforms approved by your school that support growth in digital literacy.

**Encourage students to read recommended books or take time in lesson to read together in the classroom.** Be sure that you have a deep understanding of a student's literacy abilities before asking students to read with class.

<p><b>DISCUSSING THE RESOURCE AND CULTURAL CONSIDERATIONS</b></p>	<p>Create time to view the Warakurna resources listed below and ask students to complete the student activity booklet after exploring all diverse content in the below resources.</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• Artworks</li> <li>• Artists</li> <li>• Videos</li> <li>• First Knowledges book <i>Songlines: The Power and the Promise</i></li> <li>• Extended resource <i>Songlines</i></li> <li>• Indigenous Cultural and Intellectual Property (ICIP) resources</li> </ul> <p><b>Cultural considerations</b></p> <p>The way that First Nations people express generational knowledge and pass on stories is unique in memory storing. The characters they use, and the style of storytelling embeds knowledge in a practical way of learning. Being, doing and knowing is a key element in cultural practices. Location is a large factor of diversity and will impact knowledge sources and understanding of being.</p>
<p><b>STUDENT ACTIVITIES</b></p>	
<p><b>QUESTION 1, NOTES</b></p> 	<p>This question focuses on symbols in diverse art and the meanings they have in the Warakurna community through these resources:</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• Warakurna artworks</li> <li>• Videos</li> </ul> <p>Ask students to analyse the still artwork, <i>Keeping Culture Strong</i>, 2008, by six Warakurna artists and write their understanding of symbols. It is okay for students to develop their own interpretations as the activity is designed to open curiosity. Read through findings and notes together as a class discussing:</p> <p><b>Symbol:</b> What is the symbol? What does it look like?</p> <p><b>Meaning:</b> What does the student think the symbol represents?</p> <p><b>Story element:</b> How does the symbol tell its part in the artwork?</p> <p><b>Points students are asked to consider when analysing artwork are:</b></p> <ul style="list-style-type: none"> <li>• How many different symbols are there?</li> <li>• What do you think the symbols are?</li> <li>• What do you think the symbols mean when placed amongst other symbols?</li> <li>• Do the symbols help tell a story and if so, what do you think the story is?</li> <li>• Are all the symbols First Nations style and/or origin? Explain your answer.</li> </ul>

## QUESTION 2



Video 2

This question focuses on comparing communication styles about the artwork or symbols and how moving images impact meaning through this resource:

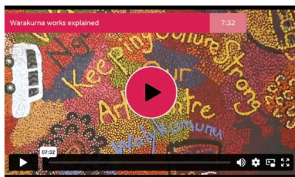
- Video 2

Encourage students watch the entire video, however, 0:00 to 4:58 has detail on the question asked. Teachers may want to play the video to this point then ask students watch entire video.

### 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 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 the viewer?

## QUESTION 3



Video 2

This question focuses on Q1 and Q2. Compare these resources and discuss students' findings as a group:

- Warakurna artwork, *Keeping Culture Strong*, 2008
- Video 2, 0:00 to 4:58

Aim to discuss still versus movement and how different types of visual images impact communication.

#### QUESTION 4



This question focuses on the artwork, *Kungkarrangkalpa (Seven Sisters Dreaming) 2011*, by Judith Yinyika Chambers and leads into the understanding of Songlines

The question extends from Q1 on symbols in diverse art and the meanings they have in the Warakurna community through these resources:

- Flip book
- Warakurna artworks

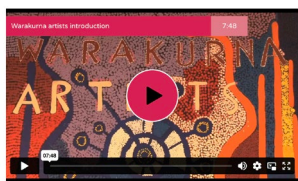
Ask students to analyse still artwork and write own understanding of symbols down. It is okay for students to develop their own interpretations as the activity is designed to open curiosity. Read through findings and notes together as a class discussing:

- **Symbol:** What is the symbol? What does it look like?
- **Meaning:** What does the student think the symbol represents?
- **Story element:** How does the symbol tell its part in the artwork?

**Points students are asked to consider when analysing artwork are:**

- How many different symbols are there?
- What do you think the symbols are?
- What do you think the symbols mean when placed amongst other symbols?
- 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.

#### QUESTION 5



Video 1

This question focuses on comparing communication styles about the artwork or symbols and how moving images impact meaning through this resource:

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

Encourage students watch the entire video, however 1:36 to 4:14 has detail on the question asked. Teachers may want to play the video to this point then ask students to watch entire video.

**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, *Keeping Culture Strong?*
- Does a video with audio explaining the creation of the artwork change your interpretation of the meanings of the story? Explain your answer.

## QUESTION 6



This question focuses on the artwork, *Holiday Time*, 2011, by Eunice Yunurupa Porter and extends from Q1, Q4 on symbols in diverse art and the meanings they have in the Warakurna community through these resources:

- Flip book
- Warakurna artworks

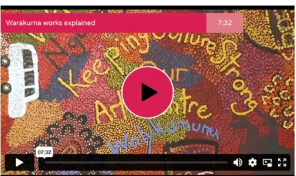
Ask students to analyse the still artwork and write their own understanding of symbols. It is fine for students to develop their own interpretations as the activity is designed to open curiosity. Read through findings and notes together as a class discussing:

- **Symbol:** What is the symbol? What does it look like?
- **Meaning:** What does the student think the symbol represents?
- **Story element:** How does the symbol tell its part in the artwork?

**Points students are asked to consider when analysing artwork are:**

- How many different symbols are there?
- What do you think the symbols are?
- What do you think the symbols mean when placed amongst other symbols?
- 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.

## QUESTION 7



Video 1

This question focuses on Q6. Compare these resources and discuss students' findings as a group:

- Warakurna artwork, *Holiday Time*, 2011, by Eunice Yunurupa Porter
- Video 2 (4:58 to 7:30)

Aim to discuss still versus movement and how different types of visual images impact communication.

**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?

## QUESTION 8,9,10



### Songlines audio journey



These questions focus on the artwork, *Kungkarrangkalpa (Seven Sisters Dreaming) 2011*, by Judith Yinyika Chambers and leads into the understanding of Songlines through exploration with the Songlines audio journey.

The question extends from Q4. Compare the below resources and discuss students' findings as a group:

- Warakurna artwork, *Kungkarrangkalpa (Seven Sisters Dreaming) 2011*, Judith Yinyika Chambers
- 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>

### Points to consider when taking notes on audio and artwork:

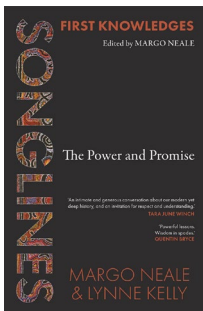
- Does the audio give you further insight to the artwork, explain your answer?
- Does the audio make you want to see more of the journey?

## EXTENDED RESOURCES

### SUGGESTED READ

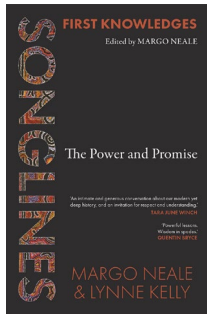
First Knowledges –  
*Songlines: The Power and the Promise.*

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.



After exploring the artwork *Kungkarrangkalpa (Seven Sisters Dreaming) 2011*, created by Judith Yinyika Chambers it is a great time to investigate the meaning of Songlines and move into extended resources.

## QUESTION 11,12



These questions focus on the suggested book, *Songlines: The Power and Promise*, with various recommendations on chapters and pages:

### Recommendation 1

- **Chapter 2: Everything starts and finishes with Country**  
**What's in a name? Page 42–44**

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

### Recommendation 2

- **Chapter 6: Songlines spiral forever**  
**Page 100**

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

### 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.

### Recommendation 4

- **Chapter 2: Everything starts and finishes with Country**  
**Page 35–42**

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

Read through suggested pages as a group and reflect on artworks previously analysed with this information at topic.

### Points to consider when discussing:

- Did the information read from suggested content change your opinion on the artworks analysed?
- How does art play a key role in culture and generational knowledge?
- Will you continue to read more material on First Nations topics?

**QUESTIONS 13,14**

These questions focus on ICIP rights. Ask students to research websites that focus on the cultural obligations and significance of cultural knowledge that First Nations artists must protect and follow, not only the processes of global copyright laws in commercial activities, but also the lores and beliefs of diverse cultural groups.

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/>

Students must be able to explain what ICIP rights are and the importance of these rights with projects such as *Warakurna: All the stories got into to our minds and eyes*.