

Student activity booklet | Year 10

1. Analyse the artwork *Kungkarrangkalpa* (Seven Sisters Dreaming) in the Warakurna resources listed below. These resources are available online at <https://digital-classroom.nma.gov.au/warakurna>

Resources

- Warakurna flip book
- Warakurna artworks (descriptions)

Points to consider when making notes on your findings are:

- What do you think the symbols mean and do you think these symbols have different meanings in other locations?
- Do the symbols help tell a story and if so, what do you think the story is?
- Do you think the symbols work better than text? Do they have the same impact as text or are they more effective? Explain your answer using examples.



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

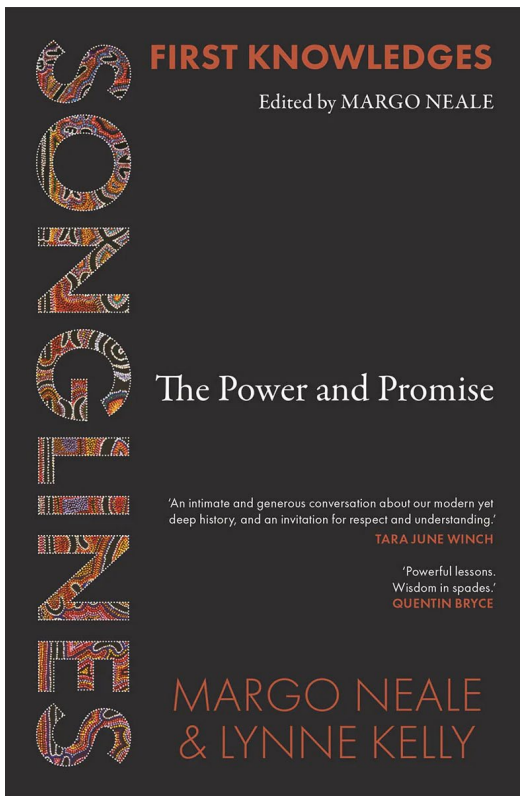
2. First Nations people are well known for their story telling abilities through artist merit. Evaluate the First Nations group and how they use different methods in reflecting meaning of their stories in the below resources.

Resources:

- Video 1
- Video 2

Points to consider when making notes on resources:

- What different methods do the Warakurna Artists group use when telling their stories and how might this be different to other First Nations groups across Australia?
- Why do you think different ethnic groups have different ways in telling stories and can you find an example of a literary text that tells a story in a less conventional method?
- Is this story telling method different to literary texts? Explain your answer.
- What ways do First Nations groups reflect on their stories in the resources explored?



First Knowledges book, *Songlines: The Power and the Promise*, 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.

You may want to look at the *Songlines* webpage in extended resources to enrich your understanding of generational knowledge shared in the book.

- 4. Read and discuss recommended content from the *Songlines* book. Make notes with your class group and reflect on resources you explored in this 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.

How do you think this affects knowledge shared across Australia from different periods of time?

Recommendation 3

Chapter 9: Stories from long ago

Pages 108–112

This section provides an understanding of deep time.

Over time, how has the world's oldest living culture understood changes in the landscape and created stories generated in the deep time era? Provide examples to explain your answer.

5. Investigate the artwork *Land Management, Burning Country*, created by artist Dianne Ungukalpi Golding and identify the contemporary aspects versus the traditional aspects of cultural burning in this image.

Resources:

- Warakurna artworks

Points to consider when exploring resources are:

- How does the artist depict custodial responsibility in this artwork?
- What changes are present that represent contemporary?
- Reflect on the colours of artwork and investigate these elements:
 - Time of day/night to commit to a cultural burn
 - How many family group members are care taking?
 - What tools are used today?
 - What areas of landscape have been impacted by the cultural burn?



Land Management, Burning Country, 2012, Dianne Ungukalpi Golding. National Museum of Australia