CURRICULUM INFORMATION

This education resource has been developed for use across Visual Art, Media, History and Geography subject areas and links specifically to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures in the Australian Curriculum.

Teachers can adapt questions and activities to deliver an ongoing unit of work or select relevant stand-alone learning experiences.

The suggested activities for students can be undertaken before, during and after an exhibition visit and can be used in conjunction with the Worksheet for students.

RELEVANT POINTS ABOUT THE ARTIST

From the age of 81, Mirdidingkingathi Juwarnda Sally Gabori captured the attention of the art world with vibrant, energetic and contemporary paintings of her Kaiadilt Country. Her immediate love of paint and a full spectrum of colour triggered an outpouring of ideas and emotions as she began transcribing mind-maps of her Country, the ancestral stories from those places, and the people she knew, loved and shared her country with, in an extraordinary idiosyncratic painterly style.

The universal themes of Gabori’s paintings — love, loss, longing, passion and pride — transcended cultural and linguistic boundaries, allowing this senior Kaiadilt woman from remote northern Australia to communicate with, and deeply touch, many people around the world.

KEY IDEAS TO EXPLORE WITH STUDENTS

- the unique belief systems that connect people both physically and spiritually to Country/Place
- the importance of the land and its inhabitants to the formation of culture and identity, including the connection between Aboriginal people and Country
- the way Aboriginal and Torres Strait Islander People express their heritage, history and personal connections

CURRICULUM TERMS

- Painting process
- Representation
- Place and space
- Scale
- Storytelling
- Culture and identity
BEFORE YOUR VISIT

- THE INTERACTION BETWEEN BEING AND PLACE
- DIBIRDIBI THE ROCK COD ANCESTOR
- KAIADILT PEOPLE AND KAYARDILD LANGUAGE

DURING YOUR VISIT

- THROUGH KAIADILT EYES
- ICONS, CUES AND SYMBOLS
- LOSS, LONGING AND LOVE

AFTER YOUR VISIT

- VISUALISATION AND MAPPING EXERCISES
- GRIDS AND (RE) PRESENTATION
- VISUAL NARRATIVES
<table>
<thead>
<tr>
<th>FOUNDATION TO YEAR 2</th>
<th>YEARS 3 AND 4</th>
<th>YEARS 5 AND 6</th>
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<tbody>
<tr>
<td><strong>MEDIA</strong></td>
<td>Use media <strong>technologies</strong> to create <strong>time</strong> and <strong>space</strong> through the manipulation of images, sounds and text to tell stories (ACAMAM059).</td>
<td>Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, <strong>story principles and genre conventions</strong> in images, sounds and text (ACAMAM062).</td>
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<tr>
<td>Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054).</td>
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<td>Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056).</td>
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<td><strong>VISUAL ARTS</strong></td>
<td><strong>RESPONDING</strong> Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).</td>
<td><strong>RESPONDING</strong> Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117).</td>
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<td>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109).</td>
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<td><strong>MAKING</strong> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).</td>
<td><strong>MAKING</strong> Develop and apply techniques and processes when making their artworks (ACAVAM115).</td>
<td><strong>MAKING</strong> Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).</td>
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<td><strong>HISTORY</strong></td>
<td>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK083).</td>
<td>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135).</td>
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<td>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013).</td>
<td>The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083).</td>
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<td>The importance today of a historical site of cultural or spiritual <strong>significance</strong> in the local area, and why it should be preserved (ACHASSK045).</td>
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<td><strong>GEOGRAPHY</strong></td>
<td>The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018).</td>
<td>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHG027).</td>
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<td>The places people live in and belong to, their familiar <strong>features</strong> and why they are important to people (ACHGK002).</td>
<td>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including <strong>scale</strong>, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHG029).</td>
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<td>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHG014).</td>
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### ORGANISING IDEA

#### COUNTRY/PLACE

**OI.3** Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

#### CULTURE

**OI.5** Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

**OI.6** Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

#### PEOPLE

**OI.7** The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

**OI.9** Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.