

LEARNING RESOURCES ACTIVITIES FOR PRIMARY AND HIGH SCHOOLS

NIRIN

Activity for Primary School Students

Anders Sunna

View the artwork and read the information below to inform your practical response.

About the artwork

Anders Sunna created this artwork while in residence at Campbelltown Arts Centre in 2020. He consulted with local Elders to learn about Dharawal culture and understand some of the experiences of First Nations people in Campbelltown.

The artist uses layers of paint, collage and carving to bring together many different stories in one mural. In Sámi culture, storytelling does not have a traditional narrative arc; stories are often multi-layered with no ending or no resolved happy solution.

SOAÐA, 2020 shows many stories in one: images of Christopher Columbus in the forest, a boy wearing a Gakti (Sámi clothing), a politician wearing a Nazi uniform, mining or fracking, Captain / Lieutenant James Cook, an image of the lyrebird (a local Dharawal totem), boats from the first fleet. All of these stories are intertwined, with no beginning or end.

Practical Activity

Create a visual artwork which tells a piece of Australian history, inspired by a favourite book. This art-making activity will need to be completed over three or more lessons.

Materials Required

Your chosen story book (see number 1. below)

Large scrap cardboard (approx. 60cm x 100cm)

Scissors and glue

Five or more different types of art materials (see suggestions for number 3. below)

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1. As a class, find and read a book about Australian history, which shares First Nations or Aboriginal and Torres Strait Islander history and culture. Some ideas for books include:

- *The Shack That Dad Built*, by Elaine Russell
- *Our Home, Our Heartbeat*, by Adam Briggs, Kate Moon and Rachael Sarra
- *My Place*, by Sally Morgan (or 2020 abridged version for younger readers)
- *Remembering Lionsville*, by Bronwyn Bancroft
- *First Australians: Plenty Stories* (series), by Trish Albert
- *Maralinga, the Anangu Story*, by Yalata, Oak Valley Communities with Christobel Mattingley
- *Jandamarra*, by Mark Greenwood and Terry Denton

2. Talk about and identify at least five different parts of the story. These might be events throughout the story, but should also include ideas, people, places, emotions.

3. Use a different artistic method or medium to show each of these five (or more) pieces from the story. For each piece, create a 2 dimensional or relief work, about the size of an A3 piece of paper.

Material suggestions: Textas, watercolour paints, writing or text, paper collage, lead pencil, print-making using potato/pear/foam stamps, mono-print using acrylic paint with plastic/acetate onto paper, sewing or painting on fabric, collage using natural materials.

4. Cut and re-arrange your artworks, position and collage onto your large scrap cardboard.

5. Reflect on and discuss the work by Anders Sunna. How has the artist connected his multi-layered artwork? How does he 'lead' your eye from one part of the image to another? What makes it come together as a single picture?

6. Once your collage is dry, use textas or acrylic paint over the top of the works to visually bring together the many pieces. You might use your textas or paints to add symbolic colours and fill in the gaps, arrows to show how the story unfolds, or create an overall landscape where your story takes place.

7. Title your finished work and reflect on how your visual artwork tells the story in a different way to the book.

Activity for Primary School Students

Nongirrŋa Marawili

View the artwork and read the artwork statement (green tag) to inform your practical response.

Practical Activity

Create an artwork on a 3D object, inspired by the natural environment.

Materials Required

Paper

Coloured pencils or textas

Scissors

Craft glue

Large recycled object (eg. milk bottle, cardboard box, plastic container)

- 1. Visualisation: Close your eyes and think of a place in the natural environment where you feel calm, connected and at peace. Spend 5 minutes imagining this place, thinking of all the details, how the place looks, what it feels like under your hands or feet, how your body feels when you are there, how you breathe and how your heart beats, what you can hear, smell, or even taste in this place.**

If you can't think of a place, you could imagine the sky or waves.

- 2. Now write down as many words or phrases to describe your place. Use the prompts below if you get stuck.**

Choose different colours for each of your words or phrases, thinking about what colours might match the description.

Describe the... sounds, colours, movement, objects, wind or temperature, animals, patterns and repetitions, plants, what you can see, what you can touch, textures, tastes, your breathing, how your body feels.

- 3. Cut out each of your descriptions. Arrange and paste all over the surface of your recycled object. Try to group your words in interesting ways, creating lines and patterns, overlapping and connecting. Write and repeat your words, until you have covered your object.**
- 4. Optional: Seal your artwork by painting over with a layer of transparent glue or a clear acrylic medium.**

Activity for Primary School Students

Powerful Objects

View the artwork and read the artwork statement (green tag) to inform your practical response.

Practical Activity

Making and framing your world. As individuals we always see the world through our own lens. We bring our own culture, history and experiences, identity and knowledge to everything we see.

Materials Required

Coloured pencils or textas

Paper

Scrap cardboard

Sticky tape or stapler

Scissors and glue

- 1. Create your own ‘trademark’ pattern or design. This should be a repeating design, showing something about you such as your family or culture, or include favourite colours, numbers, foods, teams or games.**
- 2. Create a small cardboard frame, roughly the size of a piece of paper, and cover this with your trademark pattern. You can draw directly onto the cardboard, or paste your drawings along the edges.**
- 3. Experiment with looking at the world through your trademark frame. Carefully position your frame in front of objects around you. Draw or take photographs of what you see, as you transform the world around you into framed artworks. You will need to consider distance to help fit things into the frame, or cut out things you don’t want included.**
- 4. Reflection. Choose one of your drawings or photographs made using your frame. Write about how your frame has transformed an object, considering how you saw this object before, how it appears through the frame, what other people might think if they just see your drawing / photo.**

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Activity for Primary School Students

Ramin Haerizadeh, Rokni Haerizadeh and Hesam Rahmanian

View the artwork and read the information below to help answer the following questions.

About the artwork

The Haerizadeh brothers are from Iran, but have lived in Dubai since 2009. One of their artworks came to the attention of the Iranian government for being critical, and so the artists' family and friends warned them not to return to Iran for their own safety.

From Sea to Dawn is an artwork about refugees throughout the world. By the end of 2016, 5.2 million refugee migrants had reached European shores, including many women and unaccompanied children. Thousands of men, women and children have died trying to make this voyage to safety.

This work responds to the way the refugee crisis is represented in the news, and how people who are forced to flee their homes are often ignored and left in danger. The artwork is made from over 2000 frames of media footage, edited with cutting, mirroring, overdrawing and overpainting. *From Sea to Dawn* aims to re-present the people and their journeys, imbuing these images from the news with beauty and empathy.

1. What do you think it would be like to be a refugee?
2. What do some of the pictures in the film tell us about being a refugee and fleeing your home?
3. How would you welcome someone who came to a new country because it wasn't safe?
4. Practical activity
Create a sign to welcome someone who has arrived in Australia as a refugee.

Materials Required

Paper
Coloured pencils
Scissors
String
Holepunch or sticky tape

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- a. Draw and cut out an object you would like to give to a recently arrived refugee.
- b. Share with someone else, to explain why you would give this gift. What do you hope it would bring them? If you're doing this activity with others, sit in a circle and each place your gift in the middle once you have shared its importance.
- c. Create a 'Welcome' sign to hang in someone's new house to welcome them home: Draw bold letters on thin cardboard; cut out your letters; hole punch and thread onto string to create a hanging bunting sign. If you're in school, you can create a large single sign for your class.
- d. Attach your drawing to the welcome sign, and stick this out the front of your classroom or house to make people feel welcome.

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Activity for Primary School Students

Barbara McGrady with John Janson-Moore

View the artwork and read the artwork statement (green tag) to inform your practical response.

Practical activity

Share a heroic figure from your life.

Materials Required

This activity can be done using drawing materials, paint or digital drawing.

- 1. Look at some of the heroic people represented by Barbara McGrady.**
What tells the audience that a person in a photo is important?
How are they posing?
What are they wearing?
Where are they or what are they doing?
Who are they with?
What is their expression?
What photographic techniques has the artist used to communicate their 'hero' status?
- 2. Choose a hero in your own life. This could be a family or community member, a sports or other type of celebrity hero.**
- 3. Use the above questions to deliberately decide each detail of how you represent your hero.**
- 4. Choose some words or create a hashtag that describes how you feel about this person.**
- 5. Add this text to your artwork. Check with an adult, to see if you can post your artwork online, or share on a school social media account.**