

**MUSEUM
AND ART
GALLERY**
NORTHERN
TERRITORY

tjungunutja

FROM HAVING COME TOGETHER



EDUCATION KIT
UPPER PRIMARY STUDENT ACTIVITIES

Student Activities

Pre-Visit Classroom Activities

1. Read the Teachers' Notes and the Papunya School Book of Country and History

(available through online book stores) and share the information with the students.

2. Discuss the history of Papunya and the significance of Western Desert art.

3. On a large sheet of paper draw a map of the Western Desert.

Use the map on page 10 of the Teachers' Notes as a guide.

With the students begin marking locations of significant places and events onto your map.

These may include:

- Towns, roads and geographical sites
- Tribal language areas
- Dreaming sites

Add to the map as you discover new information.

4. Together with the class learn some Pintupi-Luritja words and phrases.

Make a list of words and meanings and display them in the classroom.

Add new words to the list as they are introduced.

5. Begin a glossary of English words which are new to the class.

Make a list of words and meanings and display them in the classroom.

Add to the list as new words are introduced.

6. Introductory Video

Watch the short introductory film: **Tjunguṅutja: from having come together** – 1:30mins

<https://vimeo.com/216630495>

7. Talk about visiting the gallery and what students will see and do.

At the Exhibition

- Students should arrive with a clipboard or notepad and pencil;
- Discuss the activities and exhibition upon arrival at the venue;
- Ask a gallery person to introduce the exhibition if available;
- Invite the students to have a general look around, reading the information and looking at the art works and video;
- Considering their pre-visit research ask students to note their feelings and responses to the different works as they walk around and make a list of questions or things they would like to know more about.
- After a suitable time bring students together and hand out the student activity sheet, students may like to do this in pairs, so they can talk and share ideas about what they are seeing/hearing/experiencing;
- Bring the class together towards the end of the visit to discuss questions and findings.

Post-Visit Classroom Activities

1. Revisit the introductory activities and recap the exhibition visit.

Discuss aspects of the exhibition that have raised queries for the class. Find out answers to questions that arise.

2. Revisit your map of the Western Desert.

Add new information to the map with the class.

3. Revisit the list of Pintupi-Luritja words and phrases.

Add new words to the list.

Talk about the list.

Ask each student to illustrate a word with a drawing

4. Add to the glossary of English words which are new to the class.

Talk about the words on the list.

Extension Activities

Art – Sand Drawing

Find a sand pit or sandy place where you can sit. Draw images in the sand with a stick to tell a story. Use your own symbols, make multiple drawings to illustrate the different parts of the story. Photograph each drawing like a cartoon sequence or video the story.

Draw some traditional designs in the sand. For example, a snake track, dog paw track, emu track, kangaroo track. Make impressions of animal tracks with your fingers and hands i.e dog tracks, goanna tracks or car tracks.

Art – My Backyard

Talk with the class about what it would be like to have a birds eye view.

What would you see when you are flying above the Earth?

Imagine you are flying above the place you live. Think about your home and backyard as the patterns and shapes seen from the sky.

Make a bird's eye view drawing of your backyard with a fine (permanent) felt tipped pen on A3 paper.

Draw lines and patterns to represent your backyard. Include plants, garden, objects equipment, clothesline, pathways and different surfaces. Show activities that happen in your back yard using your own symbols and shapes

Cover the whole surface of the drawing with fine patterns, shapes and symbols

Paint shapes and patterns with a fine brush using a thin wash of colour.

Write a sentence about your painting that tells about the place and people who live there.

Design – bush tools and shelter

Design a series of tools you would need if you were living in the bush. Think about how you would construct shelter and make hunting implements. What would your tools be made of? How would they be used? Come up with a design to indicate they belong to you.

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First, have a good look around the exhibition.

Spend time reading the information and looking at the objects and art works. Note your responses to the different works. Make a list of questions or write down things you do not understand, or you would like to know more about.

Look for the different symbols like circles or wavy lines in the paintings.

Think about what they might represent or mean: A camp? A landmark? A source of water? Look for other symbols and write the meaning of each symbol on the back of this sheet.

Make a list of Anangu [Aboriginal] language words and their meanings as you move about.

There is space on the back of this sheet.

Choose a painting and read about it. Make a drawing of the work and write notes about it:

Who was the artist? What is the painting about? Look for other paintings on the same theme or with similar symbols.

Finally discuss the exhibition with other members of your class.

Write a list of things you have learnt or would like to find out more about back in the classroom.

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Anangu symbols and meanings

Anangu / English word list