

**MUSEUM  
AND ART  
GALLERY**  
NORTHERN  
TERRITORY

# tjungunutja

FROM HAVING COME TOGETHER



**EDUCATION KIT**  
**LOWER SECONDARY STUDENT ACTIVITIES**

# Student Activities

## Pre-visit Classroom Activities

Pre-visit activities are designed to help students enjoy the Tjunguṅutja exhibition and provide an understanding of what they will see.

The Tjunguṅutja Teachers' Notes and Exhibition Catalogue and can provide information to help students and teachers learn about the exhibition. Additional print and electronic resources are suggested to assist with student enquiries.

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

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

Add new words to the list as they are introduced.

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

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

Add to the list as new words are introduced.

### 4. Introductory Video

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

<https://vimeo.com/216630495>

### 5. Discuss the Assimilation Policy and what it meant for Aboriginal people at Papunya

**Australian Assimilation Policy**

[http://www.workingwithindigenoustralians.info/content/History\\_5\\_Assimilation.html](http://www.workingwithindigenoustralians.info/content/History_5_Assimilation.html)

**Australians Together**

<https://www.australianstogether.org.au/churches/resources/episode-3/>

### 6. Discuss visiting the gallery and what students will see and do.

## At the Exhibition

- Students should arrive with a clipboard or notebook and pencil;
- Discuss the activities and exhibition upon arrival at the venue;
- Ask gallery staff to introduce the exhibition if available;
- Invite the students to have a general look around, reading the information and take time to look at the objects and art works;
- Considering their pre-visit research ask students to note their feelings and responses to the different works as they walk around. Make a list of questions or things they would like to know more about.
- After a suitable time bring students together and hand out one of the student activity sheets as per below. 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.

### Student activity sheets

1. Art and Story Telling
2. Exhibition Review

# Student Activities

## 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 the list of Pintupi-Luritja words and phrases.

Talk about the list.

Add new words to the list.

Ask each student to illustrate a word with a drawing

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

Talk about the words on the list.

## Extension Activities

Choose from the following:

1. Art and Story Telling
2. Exhibition Review
3. Papunya and the Assimilation Policy

# Post-Visit Activities

## Art and Story Telling

Make a drawing or painting made up of a series of symbols and patterns that represent your family at home. Use the art work to tell a story about something that happened.

### **Design original symbols for each of the following:**

- Your father, mother, sister, brother, pet, home, car, garden, furniture, plants, objects, floor, surfaces and geographical location.
- Create a map made up of the symbols and patterns you have designed showing the house, people and objects in your story.
- Use the art work to tell about something that happened at home or about your family. Write a short paragraph to explain what is happening.

## Exhibition Review

Imagine you are a reporter. You have been asked to review the exhibition for your local newspaper. Use your notes from *Tjungunutja* to write the review including:

### **Where and what you saw at the exhibition.**

- The significance of the title.
- What the exhibition is about.
- The major events or issues presented in the exhibition.
- The key artists and people.
- Where they come from.

### **Describe two artworks that best represent the exhibition:**

- What are the works about?
- Why are they important?

Use the *Tjungunutja* Teachers' Notes, Exhibition Catalogue and the Papunya School Book of Country and History to find out more about the exhibition

### **Write your report.**

- Create a title or headline for your article.
- Include a summary at the end.
- Include your drawing or photograph of an artwork.
- Why is the exhibition important for Australian people to see?

## Papunya and the Assimilation Policy

- Find out about the people of Papunya and their traditional relationship to the land and community.
- Find out about the history of Papunya as a Government settlement.
- Find out about the conditions for Aboriginal people living at Papunya and how they felt about living there.
- What was the White Australia Policy?
- What was the Assimilation Policy?
- How did the Government Policy of Assimilation affect Aboriginal People at Papunya?

### **Write a one-page report reflecting on some of the questions above.**

# tjungun<sup>u</sup>tja

## FROM HAVING COME TOGETHER

**Have a good look around the exhibition.** Spend time reading the information and looking at the art works and video. Note your responses to the different works. Make a list of questions and write down things that you do not understand, or you would like to know more about. Think about the notion of Tjukurrpa [Dreaming] as you look at the works.

**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 the Anangu (Aboriginal) words used in this exhibition and their meanings as you move about.** Write them on the back of this sheet

**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 when you return to the class room.

### **Art and Story Telling**

Find a painting you like that tells a story. Look carefully at the work and read the label. Write a short version of the story. Describe what the painting looks like.

Make a sketch of the work. Write a short caption to go with your drawing.

# tjungunutja

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**Anangu symbols and meanings**

**Anangu / English word list**

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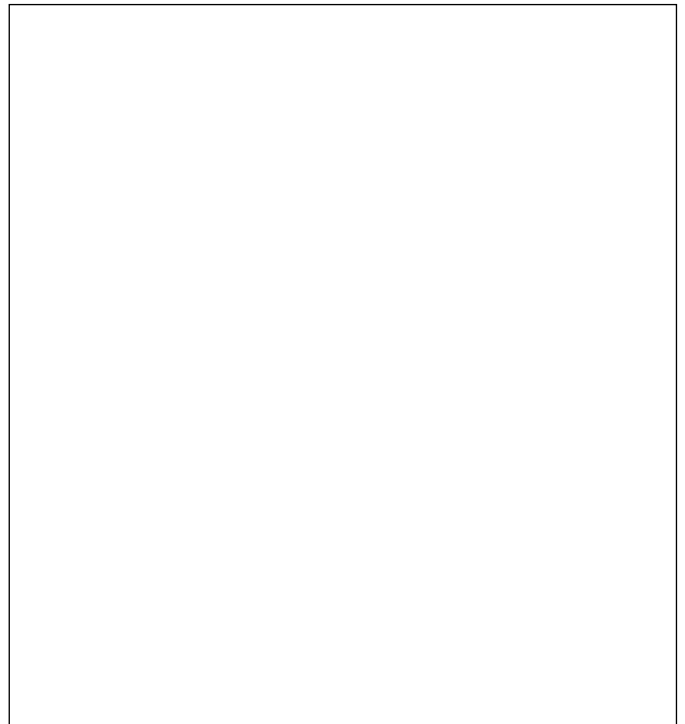
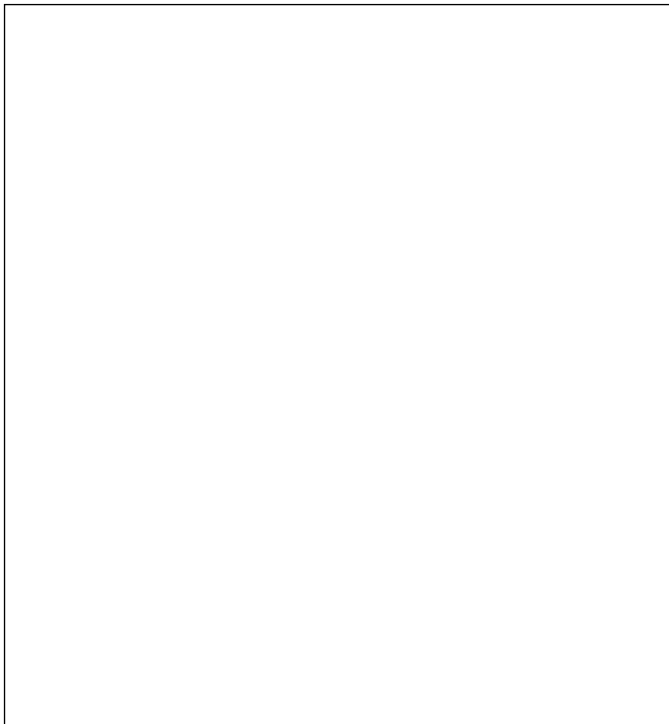
FROM HAVING COME TOGETHER

**Imagine you are a reporter. You have been asked to review the exhibition for your local newspaper. First look around the exhibition, spend time reading and looking and making notes. Use the following as a guide.**

- Where did you see the exhibition?
- What is the significance of the title?
- What is the exhibition about?
- What major events and issues are presented in the exhibition?
- Read the information and watch the film.
- Who are the artists and key people? Where do they come from?

**Pick two artworks that best represent the exhibition:**

- Describe them in detail.
- What are the works about?
- Why are they important?



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## **Sit down as a group and discuss your findings.**

- Who put the exhibition together and why?
- Write down a list of things you do not know
- Ask questions about things you do not understand or would like to know more about.

## **Back in the classroom**

Find out more about Papunya and the Western Desert Art movement

- Write your report.
- Create a title or headline for your article.
- Include a summary at the end.
- Why is the exhibition important for Australian people to see?