



MY COUNTRY

Showing the special places in our community!

What you'll need:

Staedtler coloured pencils



Staedtler wax crayons



Staedtler fibre tip pens



A4 sheet of paper



Or use paints if they are available!

Method:

If possible, connect with school or community indigenous groups to discover more about places of cultural and spiritual significance in your community.

STEP 1: Investigate how some Aboriginal and Torres Strait Islander artworks feature apparently abstract maps. Introduce the indigenous concept of one's 'country' or homeland. Consider paintings from APY Artists / the APY Lands, as examples (see 'Inspiration' below for meaning of 'APY'). Such paintings show the shape of the land, but also contain important information about the artist's spiritual beliefs and their community's ongoing relationship to the land. There are recurring motifs in the paintings, such as circles representing waterholes and lines showing interconnected paths across the country.

STEP 2: Explore the school grounds, encouraging students to note places that are important to them at school, for example special places in the playground where they like to spend time with their friends. Brainstorm and take note of other significant places in the community and near the students' homes. These places might be central to their daily lives or have a larger community significance, or they might be unique features of the natural environment.

STEP 4: Return to the classroom. Use online maps and satellite images to show the school, the community, and the students' other special places. Explain the meaning of a "bird's-eye view".

STEP 4: Students draw colourful, abstract birds'-eye view maps of their local community in pairs, using symbols for significant places in their lives.



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Extension Opportunities

Extension students and fast finishers could:

- Create a virtual tour of their local area using Adobe Spark Video, or similar technology. Include hotspots and info slides explaining the significant places.

Inspiration

Discover the beautiful, globally-renowned paintings by "APY Artists". (Artists from the Anangu Pitjantjatjara Yankunytjatjara lands in the remote NW of South Australia).

Learning Intentions

Students will:

- Investigate First Nations paintings' connections to spiritual beliefs, community and personal histories
- Consider places with a personal or community significance, or unique to the local environment
- Draw colourful, abstract birds'-eye view maps of their local community

Curriculum Links

HASS

- Pose questions to investigate people, events, places and issues (ACHASSI052)
- Interact with others with respect to share points of view (ACHASSI080)

Visual Arts

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)
 - Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- 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)

Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures