

Teacher Resource

Episode 18 28th June 2016

NAIDOC Art



FOCUS QUESTIONS

- 1. Describe the artwork the students in the BtN story are creating.
- 2. Why are they creating the artwork?
- 3. Why were camels introduced to Australia?
- 4. Where did the camels come from?
- 5. How did the relationship between Aboriginal people and Afghan cameleers develop?
- 6. How many Indigenous Australian Muslims live in Australia today?
- 7. Why were the cameleers phased out?
- 8. Where did the students learn about the story of the cameleers?
- 9. The students say the artwork is a celebration of
- 10. Name three facts you learnt watching this story.

Aboriginal and Torres Strait Islander readers please note that this document contains photographs of deceased Indigenous people.



ACTIVITY

Class Discussion

After watching the BtN *NAIDOC Art* story, discuss as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? Record what you know about the relationship between Muslim cameleers and Indigenous Australians.

The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?



KEY LEARNING

Students will investigate the relationship between Muslim cameleers and Indigenous Australians.



History - Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, <u>Anzac Day</u>, and National Sorry Day) and the importance of symbols and emblems (<u>ACHASSK064</u>)

History - Year 4

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)

History - Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

Civics and Citizenship - Year 7

How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)

Visual Arts - Years 3 & 4

Explore ideas and artworks from different cultures and times, including <u>artwork</u> by Aboriginal and Torres Strait Islander <u>artists</u>, to use as inspiration for their own representations (ACAVAM110)



Students will develop their own question/s for inquiry or use one or more of the questions below. They will collect and record information from a wide variety of sources (internet, books, newspaper and magazines) and present the information in an interesting way.

Questions for inquiry

- Investigate the history of Muslim cameleers in Australia:
 - o Who were the cameleers?
 - o Why did they come?
 - o Where did they live?
- How did the Muslim cameleers and Aboriginal people help each other?
- How did the expeditions involving explorers, Muslim cameleers and Aboriginal people help shape the Australian colonies?



Respond to the mosaic created by the students at the Islamic College. Students will respond to the following questions.

- What do you like about the artwork? Why?
- How does the artwork make you feel?
- What materials and techniques are used? Why might the artist choose these materials?
- What do I like or dislike about the artwork? Why?
- What emotions does the work evoke/ how does it make me feel? What colours are used? What does this communicate?
- What does the title of the artwork tell you about the meaning?





ACTIVITY

Visual literacy

As a class examine the following historical images and hold a class discussion asking students what they see and what they think is happening. Individually students will choose one of the images and respond to the questions below.



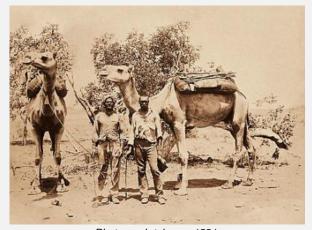
Unloading camels at Port Augusta, ca.1920. Source: State Library of South Australia



Bejah and Warrior Source: State Library of South Australia (<u>link</u> to image)



Expedition party at waterhole
Source: South Australian Museum (link to image)



Photograph taken c. 1891.
Source: State Library of WA (link to image)

Observe

• What do you see in this image? Describe the setting and who is in the image. Are there details you can't identify?

Reflect

- What do you think is happening?
- What do you think about what is happening in this image?

Query

- What might have happened just before and just after the scene in the picture?
- What questions do you have about what you see in this image?



Indigenous Art

Watch the BtN <u>Indigenous Art</u> story. The kids in this story are exploring a special exhibition called Tarnanthi and are working with the Art Gallery of South Australia, to create audio tours. Respond to the following questions after you have watched the story.

- 1. What have the kids made for the Tarnanthi art exhibition?
- 2. What is the purpose of an audio guide?
- 3. Give an example of the sort of information in the guide.
- 4. Who did the students interview as part of their research?
- 5. Describe Yvonne Koolmatrie artworks.
- 6. Where does she collect the materials for her artworks?
- 7. Describe at least one other piece of art in the exhibition.
- 8. How did they put together their audio guides?
- 9. What did the art gallery say about the guides the kids made?
- 10. What was surprising about this story?





USEFUL WEBSITES

ABC News – Mosaic helps Muslim and Aboriginal communities piece together old and new connections http://www.abc.net.au/news/2016-06-18/mosaic-helps-muslim-and-aboriginal-communities-connect/7522940

Islamic Museum of Australia – Australian Muslim History https://www.islamicmuseum.org.au/index.php/exhibitions/permanent-gallery/islamic-history

Australian.gov – Afghan Cameleers in Australia http://www.australia.gov.au/about-australia/australian-story/afghan-cameleers

Australia's Muslim Cameleers – Cameleers and Aboriginal People http://www.cameleers.net/?page_id=8

NAIDOC Week – Official Website http://www.naidoc.org.au/

