



# CANBERRA MUSEUM + GALLERY

Education Programs

Cnr London Circuit & Civic Square Canberra City / Enquiries 6207 1775

## What Do Artists Make

Preschool - Year 2

Children will explore the exhibition *Canberra Stories*; a collection of social history artefacts and works of art that tell intriguing tales about the Canberra region. They will discover the stories behind the objects, and in the CMAG Studio, explore and experiment with some of the tools and techniques artists use to create their works of art. The program is a wonderful way of introducing children to social history and visual art within a gallery and studio setting.

## EDUCATION RESOURCES

### Pre-visit activity – *Objects that tell a story.*

The exhibition *Canberra Stories* is a collection of artefacts that are connected to the diverse history and contemporary culture of the Canberra region. The artefacts and works of art in the collection give voice to stories that express our community's identity, our cultural diversity and the sense of place that makes this region unique.

To get a sense of what that may mean in your classroom, create a time capsule that documents the important events in your class group's school year so far.

#### **Materials:**

Medium sized box

A range of available art materials

#### **Activity**

Begin by explaining that certain objects can tell a story. Bring in a photograph or an object from home that tells a story of a past experience or event significant to you and model this to the students.

Ask the students to do the same by bringing something from home that tells a special story for them. Encourage students to discuss the objects and share their stories.

Explain that when the class comes to visit the *Canberra Stories* exhibition at CMAG, they will see many artefacts and works of art that are connected to the history, stories and identity of the Canberra region.

Explain to students that the box will become a time capsule - a place to collect and keep significant memories that relate to their own experiences.

Brainstorm with the students, the important experiences and events that tell a story about school this year.

Have the students represent these stories through objects, drawing, painting, collage and/or sculpture.

Collect these works of art and place them inside the box to be viewed and discussed at the end of the school year. When the class opens the box, what kinds of details about the events are students reminded of when they look at their works of art? Do they still hold significance? How have their thoughts and feelings about the events changed compared to earlier in the year?

## Books to read in the classroom.

Children will discover some works from the CMAG collection by Canberra based Indigenous artists. Below is a selection of picture story books stories relating to Ngambri, Ngunawal, Ngunnawal culture.

1. *The Swan* -as told by Ngunawal Elder Don Bell (available from [thunderstone.net.au](http://thunderstone.net.au))  
A Ngunawal Dreaming story that explains the creation of the white swan and the greedy large black swan.
2. *Dyirri the Frog* - as told by Ngunawal Elder Don Bell (available from [thunderstone.net.au](http://thunderstone.net.au))  
A dreamtime story of the creation of the Corroboree Frog.
3. *Mununja the butterfly* - as told by Ngunawal Elder Don Bell (available from [thunderstone.net.au](http://thunderstone.net.au))  
A beautifully illustrated Ngunawal story about a young girl who has turned into a butterfly to avoid marrying the evil Gunga.
4. *Kymin and Kangaroo* - Matilda, Leah and Ruby House  
A Ngambri love story.
5. *Kywun and the Gunji* - Darren, Dylan, Travis and Jacinta Williams  
A tale from Ngambri history.

**A selection of picture story books relating to a number of different Indigenous groups from across Australia.**

6. *Nyuntu Ninti: What you should know* - Bob Randall and M Hogan  
*"My name is Bob Randall and I'm an Anangu man from Uluru. Not many people know much about us. That's why I want to share some things with you. Things about us. Things about our land. Things you may not have heard before".*  
In this beautiful photographic book for children Bob Randall explains in a simple but effective way the Anangu's (people's) relationship to all that is around them.
7. *Big rain coming* - Katrina Germein and Bronwyn Bancroft  
A story about waiting for the rain to come to an isolated Aboriginal community. Tension in the community builds as the rain clouds thicken and grow dark. Everybody waits. When will the rain come?
8. *Our Island* - Alison Lester, Elizabeth Honey and the children of Gununa  
place, the children of Mornington Island explore their home in words and pictures.
9. *When we go walkabout (Yirruwa Yirrilikenuma-langwa)* - Rhoda and Alfred Lalara  
Set on Groote Eylandt, this book invites children to look for different animals throughout the course of the day.
10. *How the birds got their colours* - Pamela Lofts and Mary Albert  
This book is based on a story told by Mary Albert, of the Bardi people, to Aboriginal children living in Broome, Western Australia. The illustrations are adapted from their paintings of the story. Mary Albert said, *"Would you like to hear a story from long ago? My mother used to tell me lots of stories, but this story I loved the best, because I loved the birds".*

11. *Warnayarra the Rainbow Snake* - Pamela Lofts

This story is based on a story told by the senior boys at Lajamanu, a bilingual school where Aboriginal children are taught to read and write in their own language Walpiri. Illustrator Pamela Lofts adapted the illustrations from original paintings done by the children for their story.

**Children will encounter a work of art relating to Canberra’s pastoral history. A selection of farming inspired books is below.**

12. *Pete the Sheep* - Jackie French and Bruce Whately

Sean is a shearer and instead of a sheep dog to help him he has a sheep sheep – Pete. After being rejected by the other shearers and their dogs, Sean and Pete set up a sheep salon in town. Sheep from everywhere arrive to have their wool shorn in the latest style and even the shearer’s dogs end up arriving for a cut in order to look gorgeous.

13. *Shearing Time* - Allison Paterson

A story told through the eyes of a child, describing her family working together during one of their most significant annual tasks – the shearing season.

14. *Something wonderful* - Raewyn Casey and Karen Blair

Sam likes to pull things apart and put them back together, and think about how things work. He is sometimes so busy doing this he forgets his chores on the family farm. Then one day he creates something truly wonderful.

## Links for teachers

**Children will learn about the Possum skin cloak created by Matilda House, from the CMAG collection.**

Explore the AIATSIS Collection: [aiatsis.gov.au/collections/collections-online](http://aiatsis.gov.au/collections/collections-online)

Then click on the *Possum skin cloak* image for information and short films about the making of the AIATSIS Possum skin cloak.

**Children will discuss a work of art by artist Jenni Kemarre Martiniello from the CMAG collection titled *Fish trap 7*.**

Explore the following websites to see CMAG’s *Fishtrap 7* and other works by the same artist:

[cmag.com.au/collection/items/fish-trap-7/detail](http://cmag.com.au/collection/items/fish-trap-7/detail)

[sabiagallery.com/artists/jenni-kemarre-martiniello/](http://sabiagallery.com/artists/jenni-kemarre-martiniello/)

There is also a short film on Martiniello’s inspiration and practice: [vimeo.com/86854482](https://vimeo.com/86854482)

**The National Museum has a wonderful new addition to the First Australians Gallery called *The Welcome Space*. It contains Interactive and sensory displays that give visitors a greater understanding of the Ngambri, Ngunawal, Ngunnawal people’s connection to country along with personal stories from across Australia.**

## INFORMATION FOR TEACHERS

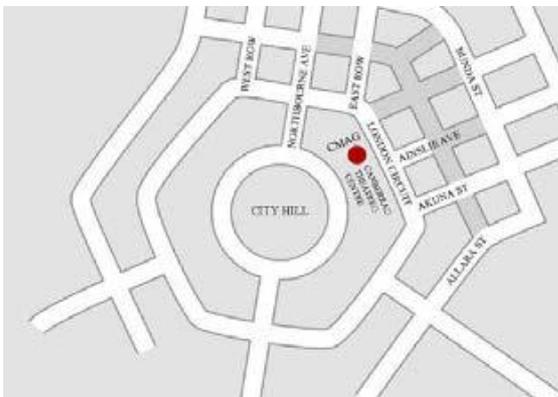
*What Do Artists Make: Canberra Stories* is a specialised Early Childhood / Lower Primary visual arts program conducted within a gallery and studio setting. The program aims to:

- Explore original works of art through lively discussion, games, singing and storytelling.
- Experiment with a variety of media and processes to create works of art.
- Develop an understanding and appreciation of the role of a museum and gallery.

In the gallery, children will encounter original works of art by Australian artists and engage in animated discussion, facilitated by a CMAG Access and Learning Officer. This experience is then enhanced by a structured hands-on art making session in the CMAG Studio.

### Where is CMAG located?

The corner of London Circuit and Civic Square, Canberra City.



### Pre-visit call

A CMAG Access and Learning Officer will contact you in the weeks leading up to your excursion to ask you for more information about your group/s. Please assist us at this time by providing information about any children with specific needs, including children who are from a non-English speaking background. This pre-visit call is also an opportunity to discuss ways the Access and Learning Officer can incorporate any recent classroom learning into the program.

### Time frame

10:00 – 10:05 am	Introduction (5 minutes)
10:05 – 10:50 am	Art appreciation in the exhibition space (45 minutes)
10:50 – 11:15 am	Morning tea (25 minutes)
11:15 – 12:15 pm	Art-making in the CMAG studio (60 minutes)
12:15 – 12:30 pm	Pack up and goodbye

### What will happen in the program?

The program runs for two and a half hours and includes a morning tea and toilet break. Upon arrival, children's bags, hats and coats are stored away. Following an introduction, children will move into the exhibition space for a facilitated tour.

During the exhibition tour, children are encouraged to look closely at, and discuss several works of art. Children will be viewing works of art from a current exhibition; *Canberra Stories*.

Following the 25 minute morning tea break, children move into the CMAG Studio. Each child will then make a painting, a print, and a collage in response to works they engaged with in the exhibition.

For double programs, where two class groups are attending on the same day, one group will start in the gallery and finish in the studio, while the other group will start in the studio and finish in the gallery.

### **What do I need to do before the visit?**

Please ensure children are wearing **name tags or stick-on name labels** on the day of your excursion. The labels help us communicate with children and will be transferred to smocks for the studio component of the program.

Please ensure children are divided into **3 separate groups** on the day of your excursion. The groups could be divided by placing a coloured dot (**red, blue or green**) in the corner of each child's name tag. In the studio we have red, blue and green painting smocks that will be worn by the students and having the same three colours for the groups helps the students remember their group colour.

**Adult help and supervision** is essential to run the program. We require adults to help out. We would appreciate if the ratio for adult to student is 1 to 4. For double programs these numbers will increase.

It would be appreciated if children's **morning tea** could be placed in a large basket rather than separate backpacks to assist in the time management of the program.

### **What do I need to bring with me?**

- Name tags
- Children divided into 3 groups
- Parent/carer help
- Morning tea

### **After the visit**

Children's works of art are collated after the excursion. Allow up to four weeks for CMAG staff to arrange a time with you to collect your students' work.

### **Education Kit**

At the end of the program teachers will be given a **Canberra Stories– Education Kit** comprising of a set of five A3 colour reproductions of selected works from the exhibition for use in the classroom. The kit also contains a series of practical art-based activities designed to assist teachers in further consolidating learning after the program visit.

### **Photography**

Photography is permitted within the CMAG galleries without the use of a flash.

### **Evaluation**

Teachers are asked to complete the evaluation emailed a week after the program. We really appreciate your input so we can continue to improve our programs. We also value your feedback so we can maintain those elements of the program that you think work well.

## CURRICULUM LINKS

*Canberra Stories* is framed by the following Essential Learning Achievements (ELAs) in the early childhood band of development and the ACT Curriculum framework:

### Every chance to learn: Curriculum framework for ACT schools

THE ARTS  
ELA 7  
THE STUDENT CREATES, PRESENTS AND APPRECIATES ARTISTIC WORKS

#### **Students have opportunities to understand and learn about visual arts and drama.**

Students will engage with selected works from the exhibition *Canberra Stories* and bring them to life through art-based games, storytelling, and role-play.

#### **7.EC.1 visual arts, dance, drama, music and media**

Students will engage with selected works from *Canberra Stories* and investigate them closely through art-based games and drawing activities.

#### **7.EC.2 basic visual concepts in painting and drawing (e.g. colour, line, shape and pattern)**

Students will look closely at *Canberra Stories* works of art in order to appreciate the artist's use of line, colour, shape, texture and pattern-making devices. They will manipulate these elements to create visually interesting compositions in their own work.

#### **7.EC.7 view, observe, experience and listen to a range of artistic works including those created by peers**

Students view the original work of Australian artists in a gallery setting. Children create their own art works and view and discuss one another's responses.

#### **7.EC.9 explore details and characteristics of objects, spaces, people and other living things around them (e.g. through drawing, painting, dance, drama)**

Students explore the details and characteristics of the objects, spaces, people and other living things that are depicted in various works of art through guided activities both in the exhibition and the studio.

#### **7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay)**

Students will experiment with drawing, painting, collage and printmaking techniques in age-appropriate art-making activities. A wide range of art materials will be provided.

ENGLISH  
ELA 8  
The student listens and speaks with purpose and effect

#### **8.EC.1 good listening and speaking behaviours and the need to take turns**

**8.EC.2 listening and speaking as providing opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others.**

Students will participate in lively discussions and take turns at contributing their ideas. This requires that they listen attentively, speak clearly to get their ideas across, consider the opinions of others and to be patient whilst waiting their turn.

### **Australian Curriculum: Visual Arts**

#### **[Foundation to Year 2 Content Descriptions](#)**

##### ***Examples of knowledge and skills***

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106](#))

Use and experiment with different [materials](#), techniques, [technologies](#) and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an [audience](#) ([ACAVAM108](#))

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR109](#))

## **THANK YOU**

Thank you for participating in the *Canberra Stories* education program at CMAG. If you have any questions about the program please contact the **CMAG Access and Learning Officer: 02 6207 1775**.



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