



NOLAN COLLECTION GALLERY @ CMAG Education Programs

Cnr London Circuit & Civic Square Canberra City / Enquiries 6207 3794

EVERY PICTURE TELLS A STORY

Onsite F – 2 Learning Program

Discover the Australian artist Sidney Nolan and learn about his unique vision and fascination with the bushranger Ned Kelly.

Where's Ned? Find the figure that hides in the landscape and learn about the ways Nolan uses line, shape, colour, texture and pattern.

Inspired by the *Kelly* series, children will respond creatively using a variety of media in the studio at the Canberra Museum and Gallery. This program is an engaging introduction to various art-making techniques.

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INFORMATION FOR TEACHERS

Every Picture Tells a Story is an Early Childhood visual arts program conducted within a gallery and studio setting. The program aims to:

- Introduce children to the work of Sidney Nolan, to learn about his unique vision and fascination with the bushranger Ned Kelly.
- Explore the figure in the landscape as subject matter.
- Investigate visual elements such as line, colour, shape, texture and pattern.
- Experiment with various media and techniques such as drawing, painting, collage, and printmaking.

School classrooms are full of visual material on display, but exposure to original works of art brings an added dimension. Led by a CMAG Access and Learning Officer, children will encounter works of art by the Australian artist Sidney Nolan in the gallery and engage in lively discussions about the subject matter and visual elements of Sidney Nolan's paintings. Drawing activities in the gallery encourage sustained, focused looking and foster imaginative activity. This experience is enhanced by a structured hands-on art making session in the CMAG studio.

Where is CMAG located?

Corner of London Circuit and Civic Square, Canberra City.



Pre-visit

A CMAG Access and Learning will contact you in the weeks leading up to your excursion to find out more information about your group/s. Please assist us by providing information about children with specific needs, including children who are from a non-English speaking background. This pre-visit contact is also an opportunity to share ideas about how 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 and toilet break (25 minutes)
11:15 – 12:15 pm	Art-making in the CMAG studio (60 minutes)
12:15 pm	Conclusion and goodbye

What will happen during the program?

The program runs for approximately two hours and includes a morning tea and toilet break. On arrival children's bags, hats and coats are stored away. Following an introduction, children will move into the gallery space for a facilitated tour. During the tour children are encouraged to look closely at and discuss works of art by Sidney Nolan. A morning tea break of approximately 20 - 30 minutes is provided. Following the 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 on the day of your excursion. The labels help us communicate with children. A named tag that is pinned high on the child's shirt is ideal as it can be easily adjusted when the child wears a smock in the studio session. Sticky labels are fine too, but they do tend to lose their adhesive properties once transferred to a smock.

Please ensure children are divided into 3 separate groups on the day of your excursion. The groups could be divided by placing a coloured red, blue and green dot or star in the corner of each child's name tag to indicate which 'team' the child will be in for the studio rotations. 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 assistance and supervision is essential to the smooth delivery of the program. We require all participating adults to help and be hands-on. We ask that teachers please communicate this clearly to the parents who attend the program. Due to space limitations, no more than 10 adults (including teachers) should attend the visit. 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 colour coded groups - red, blue and green
- Parent/carer help 1:4
- Morning tea

After the visit

Children's works of art are collated and name identified after their visit. A CMAG staff member will contact the school when the work is ready for collection. Allow up to four weeks to collect your students' work from CMAG Reception.

Photography

Photography is permitted throughout the program however flash photography is not permitted within CMAG galleries.

Learning resources

At the end of the program teachers will be provided with a Learning Resource comprising of a set of six A3 colour reproductions of selected works from the exhibition for use in the classroom. The resource also contains a series of practical art-based activities designed to assist teachers in further consolidating learning after the program visit.

Evaluation

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

Bookings and inquiries

- ***Every Picture Tells a Story*** is available Monday to Friday **10am - 12.00noon** and is subject to availability. Group bookings are essential.
- Cost is **\$10.00** per student which includes GST. Teachers and supervisors are free of charge.
- Maximum group size is **24 students**.
- To make a Booking, please contact the **Booking Officer on (02) 6205 0916**.
- If you have any queries or require further information about the program, please contact the **Nolan Access and Learning Officer on 6207 1711**.

PRE-VISIT ACTIVITIES

These activities are suggestions only and may be used to give your students an introduction to some of the terms, concepts, materials and processes that they will experience during the program.

Books to read

Books about Australia and Australian animals:

- *Wombat Stew* by Marcia K. Vaughan
- *The Wombat Stole my Shoe* by Katrina Griffiths
- *Diary of a Wombat* by Jackie French
- *Animals* by Debbie Austin
- *Waddle Giggle Gargle* by Pamela Allen
- *Are We There Yet?* by Alison Lester

Books about bushrangers:

- *Ned Kelly and the Green Sash* by Mark Greenwood
- *Big Bad Bushranger* by Bob Brown

Books that introduce children to looking at works of art:

- *The Shape Game* by Anthony Brown
- *The Art Book for Children Book One and Book Two*
- *Shape* by David Goodman

Children's songs with an Australian theme available on CD:

- *The Ultimate Collection* by Don Spencer

Story books relating to different Indigenous groups from across Australia:

- *Nyuntu Ninti: What you should know* - Bob Randall and M Hogan
- *Big rain coming* - Katrina Germein and Bronwyn Bancroft
- *Our Island* - Alison Lester
- *When we go walkabout (Yirruwa Yirrilikenuma-langwa)* - Rhoda and Alfred Lalara
- *How the birds got their colours* - Pamela Lofts and Mary Albert
- *Warnayarra the Rainbow Snake* - Pamela Lofts

Look at CMAGs *Ned Kelly* paintings

Works of art from the Nolan Collection Gallery may be viewed on the CMAG website. [Click here](#) to view.

Talk about the Australian artist Sidney Nolan. Children could ask parents and grandparents about Sidney Nolan. What do they know about his work? Share findings with the class.

- Who was he?
- What are the names of some other Australian artists?
- Visit the National Gallery of Australia online to see more paintings by Sidney Nolan
<https://nga.gov.au/nolan/>

Talk about the Australian bushranger Ned Kelly. Children could ask parents and grandparents about Ned Kelly. What do they know about his life and times? Share findings with the class.

- Who was he?
- What is Ned Kelly’s armor made from?
- Visit the State Library of Victoria online where the Ned Kelly armor is on display:
www.slv.vic.gov.au

Vocabulary

Children may encounter unfamiliar words during the program. We encourage teachers to talk with students about their artwork using age-appropriate language. This discussion will help to develop children’s understanding of art and allow them to communicate new concepts about art. Some new words children may encounter during the program include:

Museum	Gallery	Exhibition	Artist’s Folio	Panorama
Horizon Line	Landscape	Focal Point	Foreground	Background
Bushranger	Outlaw	Mask	Victoria	Wiradjuri Country

POST-VISIT ACTIVITIES

Line

Using a variety of media such as pencil, pens, crayons, paint and charcoal, children can explore different types of line (such as thick, thin, wiggly, happy, gentle, angry etc). After experimenting with line, children create monoprints or 'one-off' prints. This is a simple method of printmaking that does not require any special equipment. First, roll a layer of block printing ink or paint onto a smooth surface such as sheet of glass, perspex, mirror, laminex or a window perhaps. Have children draw into the ink with the end of a paintbrush. Place a piece of paper over the design, and then peel off to reveal the reversed image on the paper. Re-ink for subsequent prints.

Shape

Our shadow is a shape which changes depending on the time of day due to the position of the sun in the sky. Children can trace around the shadows of their friends with thick sticks of pavement chalk at three different times of the day; morning, midday and late afternoon.

Colour

Do you notice that the colour of the sky changes depending on the time of day? Paint large pieces of cartridge paper with acrylic paint in the same colours as those found in Nolan's paintings. Allow these to dry. Children can create their own Australian landscape collage by tearing the coloured paper into shapes and gluing them onto a support such as card, thick paper or canvas. Add details with black markers when dry.

Texture

Look at the way Sidney Nolan created texture with paint. Make a small viewfinder for each child by cutting a 4cm x 4cm square from the middle of a sheet of A4 paper. Provide colour reproductions of Sidney Nolan's paintings. Children can move their viewfinders over the image until they find an area with an interesting texture. Children can closely observe the selected area with a magnifying glass and make an enlarged painting of what they see on a large square piece of paper using acrylic paint. Provide different tools for applying paint, such as toothbrushes, spatulas, cardboard squeegees, sticks and feathers.

Pattern

Fold a piece of paper in half and then halve it again. Cut out a shape from the folded corner and unfold the paper. The result will be a symmetrical shape. Children can use these cut-outs as stencils to make a pattern of repeated shapes on a large piece of paper with acrylic paint and sponge rollers.

Line, Colour, Shape, Texture and Pattern

Go on an adventure down a wombat hole! What's down there? What does it smell like, sound like, look like? Would there be lots of rooms, any furniture or stairs? Are there curtains, comfy couches and artworks on the wall? Children can use paint, mixed media and collage materials to make an artwork about their adventure down the wombat hole.

A SIDNEY NOLAN ART TRAIL IN CANBERRA

There are many places in Canberra to see the works of Sidney Nolan (1917 - 1992). The following venues are suggestions only, circumstances change and the works may not always be on view. Please verify information before making your visit.

Nolan Collection Gallery at the Canberra Museum and Gallery (CMAG)

The Foundation Collection of twenty-four paintings by Sidney Nolan includes the earliest *Kelly* paintings (1945) and first *Burke and Wills* painting (1948). Works other than the Foundation Collection will be exhibited elsewhere in CMAG. They include: two series of drawings - *For the term of his Natural Life* and the *Rimbaud/Cezanne* series, paintings from the *Illuminations* series, works from the *Birds* series and works from *Remembrances of My Youth* series.

Nolan Collection Gallery at CMAG, Cnr London Cct and Civic Square, Canberra.

www.cmag.com.au

National Gallery of Australia

The National Gallery of Australia holds many important works by Sidney Nolan. A key group of works is the twenty-six paintings that comprise the *Kelly* series 1946 -1947, given to the National Collection by Sunday Reed in 1977. The National Gallery Shop has a selection of books, postcards and other material relating to Sidney Nolan and his work.

The National Gallery of Australia, Parkes Place, Parkes.

www.nga.gov.au

Australian National University Collection

The Australian National University holds in its collection Sir Sidney Nolan's *Riverbend* 1964 – 1965. A monumental nine panel painting stretching for over 11 metres it was painted while Nolan was living in London. It is both a continuation of the artist's *Kelly* series, depicting the infamous shoot out at Stringy Bark Creek, as well as a nostalgic recollection of the Murray and Goulburn Rivers that Nolan knew from childhood holidays.

The Drill Hall Gallery, Kingsley St Acton, ACT (off Barry Drive)

<https://dhg.anu.edu.au/>

National Portrait Gallery

‘Art is a dialogue between the artist inside himself and the exterior world. On the other hand, art as a career is a public exposure. These two points of view must be synchronized.’ Sidney Nolan, 1965.

The National Portrait Gallery holds a Sidney Nolan self-portrait, considered to be the last self-portrait he painted, created in the year he was made a Companion of the [Order of Australia](#) (AC), in 1988. Also on display is a 1974 portrait of the surrealist poet and intellectual Max Harris by Nolan, with whom he co-established (with John Reed) the literary journal *Angry Penguins* in 1940. Andrew Sayers, Director, National Portrait Gallery writes that “To some extent the final self-portrait of 1988 is an address to those critics who saw him as having achieved nothing of greatness after Kelly”.

The Portrait Store has a selection of books, postcards and other material relating to Sidney Nolan and his work. Listen to Andrew Sayers’ commentary on Sidney Nolan self-portraits online at: www.portrait.gov.au/portrait/oct06/nolan.swf

National Portrait Gallery, King Edward Terrace, Parkes, ACT 2600.
www.portrait.gov.au

Parliament House Art Collection

There are four paintings in the Parliament House Art Collection by Sidney Nolan purchased between 1983 and 1992. The works are *Burke and Wills* 1964, *Antarctica* 1964, *Kelly and Riverbend* 1965 and *Miner with Dog* 1972. Works by Sidney Nolan may be included in temporary exhibitions that are held in Parliament House.

Parliament House, Capital Hill, Canberra.
www.aph.gov.au/visitors

Australian War Memorial

The Australian War Memorial holds a large collection of the work of Sidney Nolan. Any number of these may be on exhibition at any one time. In 1978 Nolan donated 252 works from his *Gallipoli* series of paintings and works on paper to the Nation. These were to be held at the Australian War Memorial as a tribute to all the Australians killed in war and in particular in memory of his young brother Raymond, a soldier who drowned in a tragic accident in Cooktown, Queensland just before the end of the Second World War. View Nolan’s *Gallipoli* works online at: www.awm.gov.au/exhibitions/nolan/index.asp

The Australian War Memorial, Anzac Parade, Campbell.
www.awm.gov.au

AUSTRALIAN CURRICULUM LINKS

Visual Arts - Foundation to Year 2 Band Description

In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences. Learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through [purposeful play](#) in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of how and why [artists](#), craftspeople and designers present their ideas through different visual representations, [practices](#), processes and [viewpoints](#). They learn how their ideas or subject matter can be developed through different [forms](#), styles, techniques, [materials](#) and [technologies](#). They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how and why artworks are created and become familiar with using and applying [visual conventions](#), such as line, shape, colour and texture. They develop and apply safe and sustainable [practices](#) when experimenting with different [materials](#), techniques and [technologies](#).

Students undertake visual arts suitable to their level of development. As they make and respond to visual artworks, students explore meaning and interpretation, [forms](#) and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the [role](#) of artist and [audience](#) and they respond to feedback in their visual arts making.

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 ([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 ([ACAVAR109](#))

THANK YOU

Thank you for participating in *Every Picture Tells a Story* at CMAG.



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CANBERRA
MUSEUM
+ GALLERY