

PUNUKU TJUKURPA

PRE-VISIT ACTIVITIES

upper primary/lower secondary

PRE-VISIT ACTIVITIES

Pre-visit activities are designed to inform students about *Punuku Tjukurpa* and assist them to interpret and understand what they will see at the exhibition. The *Punuku Tjukurpa* exhibition catalogue can provide a context for appreciating the exhibition. Additional print and electronic resources (see the Education Kit) can be used to research different aspects of the exhibition.

Web search

Divide into small groups and explore the following subjects in a computer lab. Use the websites as a starting point for researching the exhibition. Expand on the information by finding other relevant sites and making notes. Ask each group to report back to the class with their findings.

The Place

Use a map to locate the central Australian region. What are some of the well-known landmarks? Why are they important? Find out about the environment. What does the country look like? What kind of plants and animals live there. Describe the climate.

The People

Who are the *Anangu* people? Where do they live? How long have the *Anangu* people occupied the land? What is the evidence of their occupation? What languages do the people of the central desert

speak? How do young people learn to become adults? Describe how people traditionally lived in the desert?

What is *Tjukurpa*?

Describe how *Tjukurpa* guides people's lives and beliefs. What is *Tjukurpa* Law? How is *Tjukurpa* passed on from one generation to the next?

What is *Punu*?

Why is *punu* important to *Anangu* people? What are some of the *punu* implements and how are they used? Which *punu* are for men and which are for women?

The Art

Find out about the art of the central desert. How has it developed and changed over time? Describe some of the symbols used in paintings and designs. Describe a painting: what is it about?

Indigenous Art Centres

Find out about Indigenous art centres. What are they? Where are they located? How do they operate? Look up *Maruku Arts*.

Indigenous Protocols

Find out about Indigenous protocols. What kind of things should people be aware of when travelling to Indigenous lands and working with Indigenous Australian people?

Anangu language

Teach the rest of the class some *Anangu* words and phrases.

VISITING THE EXHIBITION

- Students should come with a notebook and pen. Discuss the activities and exhibition upon arrival at the venue.
- Provide copies of the activity sheet for each student, where applicable.
- Encourage students to talk and share ideas about what they are seeing/hearing/learning and to ask lots of questions.
- Ask the gallery curator if present, to introduce the exhibition and facilitate a discussion at the end of the visit to talk about ideas, reactions and issues.
- Participate in the public program and activities provided.



PUNUKU TJUKURPA

EXHIBITION VISIT

STUDENT ACTIVITY SHEET

upper primary/lower secondary

1. Exhibition Review

Imagine you are a reporter. You have been asked to write a review about *Punuku Tjukurpa* for your local newspaper. 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 kind of place is it?
- Look carefully at the artwork and information in the exhibition.
- Who are the artists and where do they come from?

Pick two artworks you like best:

- Describe them in detail.
- Describe the colours, texture, shape medium, size.
- How were the objects made?
- What are they used for?
- What special skills, knowledge and abilities does the artist have?
- Make a drawing of one of the artworks to illustrate your report.

Sit down as a group and discuss your findings with the art gallery staff. Ask questions about things you do not understand or would like to know more about.

Who put the exhibition together and why?

Back in the classroom

Write about the things you liked most about the exhibition.

Find out more about the place the artist came from and why the artwork is considered important.

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

Finally:

- Light a campfire in an appropriate place in your school grounds.
- Make billy tea and cook damper.
- Discuss the exhibition.
- Students to read their reports.

2. Evolving Language

Watch the *punu* video at the exhibition and write down the English words you can hear people saying when they are speaking Pitjantjatjara (there are twenty, not including proper nouns).

Back in the classroom

Discuss why *Anangu* say some things in English? Can you imagine things *Anangu* might say that have no words in English? What old words do we have that are no longer used? Ask your parents or grandparents what old words they know that you don't hear any more. Discuss how new words get invented?

ART
BACK
NT

PUHUKU TJUKURPA

POST-VISIT ACTIVITIES

upper primary/lower secondary

POST-VISIT ACTIVITIES

Choose from or adapt the following:

1. Aerial drawing

Make an aerial drawing of your school. Use a pen or marker to create patterns or marks that represent buildings, grass, pathways, trees, gardens, car park, playgrounds etc. Fill your whole drawing with marks and patterns so the drawing is like a patterned map. Use diluted paint or watercolour wash to help show the different areas of your school map. Develop symbols or marks to show the different activities that happen there. Write a short story to go with your map.

2. Sand drawings

Find a suitable place in the school ground where there is dirt or sand. Use sticks to draw in the sand to tell a story. Photograph each segment of the story like a cartoon or storyboard. Manipulate the drawing on a computer to enhance the design. Add captions to explain the story. Make a stop motion cartoon, film or comic book story.

3. Ochre drawing

Find natural ochres, charcoal or clay and grind them into a fine paste. Add some PVC glue and water to make a painting solution. Make a brush from a stick or hair. Use the ochre colours to make a painting of your playground or garden using dots, lines, patterns and marks to show different aspects of your landscape.

4. Jigsaw puzzle

Look at the patterns and shapes in nature, draw the design as a line drawing using pen and ink. Transfer the design onto cardboard or thin wooden veneer. Use your design to make a jigsaw puzzle.

5. Tree study

Draw a tree in your garden. Name all the parts, name the animals you find in the tree. Tell a story about the tree and its community. Write from the point of view of a bird, insect or group. Who are your friends? Who are your enemies (predators)?

6. Move like an animal

Think of an animal you would like to be. Imagine you are the animal. Imagine you are moving or flying like the animal. Feel the energy through your body. Find food like your animal, rest and sleep like your animal. Make a dance from the movements and choreograph the dance with a group of classmates. Tell a story through movement.

7. Rules and beliefs

Tjukurpa describes an Indigenous system of beliefs and morality by which *Anangu* people can judge right and wrong. It establishes the rules we use to govern society and manage land. *Tjukurpa* guides the daily lives of people through a series of symbolic stories and metaphors. The stories represent complex explanations of the origins and structure of the universe. Write a story that illustrates the rules and beliefs that guide people in your school.