

Defying Empire: 3rd National Indigenous Art Triennial

Curriculum links

Cross-curriculum priorities

The cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures is relevant to all students and teachers as this theme runs across all learning (subject) areas at all levels. The cross-curriculum priority of Sustainability may be relevant to some artists/works.

Learning areas (subjects)

Visual Arts: Contemporary art is particularly relevant to senior students in Year 11–12, so a major exhibition with work by 30 living artists has strong connections. At all year levels students are asked to look at artworks created by ATSI artists, often comparing them to that of other artists.

Humanities and Social Sciences: Year 4 includes the study of first contact between ATSI people and Europeans with colonisation of Australia up until 1800. Year 5 includes ongoing colonisation of Australia during the 1800s.

History: In Year 10 one of the depth studies for The Modern World and Australia is on Rights and Freedoms (including civil rights movement in US and Australia).

Civics and Citizenship: At Year 7 students develop understanding of the process of constitutional change through referendums. In Year 8 students study how citizens can participate in democracy including through lobby groups and direct action, while the curriculum at Year 9 encompasses inquiry into how government policy is shaped and developed.

Specific connections from Australian Curriculum

Cross-curriculum Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. ACARA acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers. It recognises the need for the Australian Curriculum to provide every opportunity possible to 'close the gap'.

Therefore, the Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education:

- Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem.
- All students engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through the Australian Curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of Identity and Living Communities and the key concepts of Country/Place, Culture and People. Aboriginal and Torres Strait Islander Identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People. The development of knowledge about Aboriginal and Torres Strait Islander Peoples' law, languages, dialects and literacies is approached through the exploration of Cultures. These relationships are linked to the deep knowledge traditions and holistic world views of Aboriginal and/or Torres Strait Islander communities.

Students will understand that Identities and Cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander peoples against the historic and contemporary impacts of colonisation.

ATSI Histories and Cultures within various learning areas

Visual arts

Students' exploration of traditional and contemporary artworks by Aboriginal and Torres Strait Islander peoples provides insight into the way the relationships between People, Culture and Country/Place for Aboriginal and Torres Strait Islander peoples can be conveyed through the arts, their expression in living communities, and the way these build Identity.

Humanities and Social Sciences

The diverse cultures of Aboriginal and Torres Strait Islander peoples are explored through their long and continuous strong connections with Country/Place and their economic, cultural, spiritual and aesthetic value of place, including the idea of custodial responsibility. Students examine the influence of Aboriginal and Torres Strait Islander peoples on the

environmental characteristics of Australian places, and the different ways in which places are represented.

Students develop their understanding of Aboriginal and Torres Strait Islander peoples' experiences before, during and after European colonisation including the nature of contact with other peoples and their progress towards recognition and equality. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander peoples to Australian society, and contemporary issues.

Students explore how groups express their particular identities, and come to understand how group belonging influences perceptions of others.

The use of primary and secondary sources, including oral histories, gives students opportunities to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal and Torres Strait Islander peoples.

Humanities and Social Sciences (Primary)

Year 4: How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected people, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact.

One of the Historical inquiry questions is: What was the nature and consequence of contact between Aboriginal and Torres Strait Islander peoples and early traders, explorers and settlers?

Geography: The custodial responsibility Aboriginal and Torres Strait Islander peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089).

Year 5: Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment.

History:

Year 10: The Modern World and Australia – Depth study on Rights and Freedoms (1945 to the present)

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104).

The US civil rights movement and its influence on Australia (ACDSEH105).

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106).

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle.

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143).

Civics and Citizenship

The study of Civics and Citizenship encompasses provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Year 7: Democracy, justice and cohesion

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

The process for constitutional change through a referendum (ACHCK049).

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

Year 8: Citizenship, diversity and identity

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066).

How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067).

Identify, gather and sort information and ideas from a range of sources (ACHCS069).

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070).

Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071).

Visual Arts

Primary

Year 5 and 6:

In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander peoples and learn that they are used for different purposes.

In Visual Arts, students develop understanding of use and application of visual conventions as they develop conceptual and representational skills. Students also explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences. Through viewing artwork students draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. Finally, students extend their understanding of how and why artists, craftspeople and designers

realise their ideas through different visual representations, practices, processes and viewpoints.

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114).

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117).

Year 7 and 8:

In Visual Arts Year 7 and 8 students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning.

They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118).

Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120).

Analyse how artists use visual conventions in artworks (ACAVAR123).

Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander peoples (ACAVAR124).

Year 9 and 10:

In Visual Arts, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. Students also research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints.

Students are encouraged to draw on artworks from a range of cultures, times and locations as they experience visual arts as well as explore the influences of Aboriginal and Torres

Strait Islander peoples and those of the Asia region. Students identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts.

Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125).

Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130).

Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander peoples, and consider international artworks (ACAVAR131).