



WATER

LEARNING RESOURCES

QAGOMA
LEARNING

This resource has been developed in collaboration with Valerie Rogers, QAGOMA Learning Teacher Advisory Group Volunteer.

Foundation Cross-Curriculum Links

Visual Art (F-2)
Unit 2: Up,
down and all
around

English (F)
Unit 2:
Enjoying and
Re-telling
Stories

HASS (F)
Unit 2: My
Special
Places

Stories and connection to
place



Megan Cope
RE FORMATION 2019

Special places



Olafur Eliasson
Riverbed 2014

Connection to place



Cai Guo-Qiang
Heritage 2013

Foundation Cross-Curriculum Links

Inquiry Questions/Learning Objectives:

- What are places like and what makes them special? (HASS)
- How do visual images or texts tell a story? (English)
- What makes you think that it is a real place or an imaginary place? (Visual Arts)
- Children share stories about familiar special places and how to care for them (HASS)
- Children select appropriate vocabulary for telling a story to match a visual text (English)
- Children explore a sense of place through imaginative experimentation with a range of materials and processes (Visual Arts)

Suggested Texts:

- *The Water Hole* Graeme Base
- *The Hidden Forrest* Jeannie Baker
- *Big Rain Coming* Katrina Garmein
- *Tom Tom* Rosemary Sullivan
- *Magic Beach* Alison Lester.
- *Mr Seahorse* Eric Carle

Before your visit

Discuss

- Places children go where water is a feature.
- Find photographic examples of their places. Look at shape, lines, patterns. Images or video from under the sea as well as the beach.
- Why are we drawn to water? What makes these places special for us?

Create

Pebbles, stones, shells, sea and land animals (felt, wood, plastic), felt boards, water trough, sand tray, sand pit.

Note stories children tell as they play. Explore and extend further.

During your visit

Look at the different installations. What is real? What is imaginary?

What materials have been used?

How important is the water in these artworks?



What do you think 're-formation' means? Where is the water here?



Walk along *Riverbed*. Use your senses – what can you see/hear/feel?



How is *Heritage* different to *Riverbed*?

After your visit

Making

- Children create an artwork to represent their special place, using their choice of available materials.

Responding

- Children tell a story to match their artwork.
- Set up an art gallery with the works and stories. Invite parents to attend the opening.

Captions

Unless otherwise stated, all artworks © The artist.

Paul Blackmore / Australia b.1968 / *Heat 1* (from 'Heat' series) 2018, printed 2019 / Archival inkjet print / Courtesy: The artist | **Megan Cope** / Quandamooka people, Australia b.1982 / *RE FORMATION* 2019 / cast-concrete oyster shells, copper slag / Purchased 2019 with funds from the Contemporary Patrons through the Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: QAGOMA | **Olafur Eliasson** / Denmark/Iceland b.1967 / *Riverbed* 2014 / Water, rock (volcanic stones [blue basalt, basalt, lava], other stones, gravel, sand), wood, steel, plastic sheeting, hose, pumps / Courtesy: The artist; neugerriemschneider, Berlin; Tanya Bonakdar Gallery, New York/Los Angeles / Photograph: Anders Sune Berg | **Cai Guo-Qiang** / China/United States b.1957 / *Heritage* 2013 / 45 (from 99) life-sized replicas of animals: polystyrene, gauze, resin and hide / Installed dimensions variable / Commissioned 2013 with funds from the Josephine Ulrick and Win Schubert Diversity Foundation through and with the assistance of the Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: QAGOMA / Photograph: Natasha Harth, QAGOMA

STRATEGIC PARTNER



PRINCIPAL PARTNER



MAJOR PARTNER



TOURISM & MEDIA PARTNERS



SUPPORTING PARTNERS

