

PRIMARY TEACHER NOTES

This education resource has been developed to assist primary teachers and supervising adults in interpreting selected art works and themes in 'The 7th Asia Pacific Triennial of Contemporary Art' (APT7). The worksheet assists students to investigate art works in the exhibition, and includes questions and activities. Locations of the art works in the exhibition are indicated.

You will notice a new element to the worksheet — selected art works feature a corresponding QR code. To learn more about these specific art works, and to view an introductory video, students and adults are invited to scan the QR code with a smart phone, iPhone or iPad.

Please also visit our new-look Education webpage for more APT7-related resources, including Design your own APT7 tour and Students' Choice videos. www.qagoma.qld.gov.au/education

RELEVANT CURRICULUM AREAS

Theme: Materials, building and sustainability

The worksheet concentrates on those APT7 art works which address types of structures, from the playful and the sculptural to the culturally significant. Different elements of these works can be explored — material, purpose, cultural importance and method of construction, as well as whether they are temporary or permanent.

Australian Curriculum

The rationale for the Arts Curriculum has two stands, Making and Responding. The activities included in this resource support both strands.

The following cross-curriculum priorities in the Australian Curriculum are addressed by art works featured in APT7:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia, including Australia's engagement with the region
- Sustainability

The draft Arts Curriculum makes generic references to culture, which links to Intercultural Understanding (ICU). Intercultural Understanding allows teachers to delve deeper into related content and move from learning about cultural content to engaging with diverse cultural perspectives.

Aboriginal and Torres Strait Islander histories and cultures

CODE	ORGANISING IDEAS
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal peoples and Torres Strait Islander peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to, and responsibility for, country/place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many language groups.
OI.5	Aboriginal and Torres Strait Islander peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander peoples have lived in Australia for tens of thousands of years and their experiences can be viewed through historical, social and political lenses.
People	
OI.7	Broader Aboriginal and Torres Strait Islander societies encompass a diversity of peoples across Australia.
OI.8	Aboriginal and Torres Strait Islander peoples have sophisticated family and kinship structures.
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people, both locally and globally.



Gimhongsok / South Korea b.1964 / *Canine Construction* 2009 / Resin, ed. 1/2 / 162 x 235 x 88cm / Purchased 2012. Queensland Art Gallery / Collection: Queensland Art Gallery / © The artist

Asia and Australia's engagement with Asia

CODE	ORGANISING IDEAS
Asia and its diversity	
OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
OI.2	Interrelationships between people and the diverse environments in Asia shape the region and have global implications.
Achievements and contributions of the peoples of Asia	
OI.3	The peoples and countries of Asia have contributed, and continue to contribute, to world history and human endeavour.
OI.4	The arts and literature of Asia influence aesthetic and creative pursuits in Australia, the region and globally.
Asia–Australia engagement	
OI.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
OI.6	Australia is part of Asia and our histories are linked.
OI.7	Australians play a significant role in social, cultural, political and economic developments in Asia.
OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.



Richard Maloy installing *Big Yellow* 2012, GOMA, November 2012

Sustainability

CODE	ORGANISING IDEAS
Systems	
OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
World views	
OI.4	World views that recognise the dependence of living things on healthy ecosystems and which value diversity and social justice are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and influence individual and community actions for sustainability.
Futures	
OI.6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand our immediate environments and others.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental directions.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

QUEENSLAND CURRICULUM

Essential Learnings by the end of Year 7

Visual Arts

Knowledge and understanding

Students will:

- explore the way artists use pattern and repetition to communicate ideas

Creating

Students will:

- select and develop ideas for art works (considering intended audience and purpose) and make decisions about art elements and languages

Presenting

Students will:

- create and shape art works by modifying art elements to express purpose and include influences from their own culture and time, as well as other cultures and times

Responding

Students will:

- respond to art works by analysing and evaluating them in social, cultural, historical and spiritual contexts, using art elements and languages

Reflecting

Students will:

- reflect on learning, apply new understandings and identify future applications
- identify different perspectives and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace.



Madeln Company / Est. 2009 / China / *Spread 201009103* (detail) 2010 / Nylon, plywood, plaster, acrylic paint, spray-paint, palm fibre, plastic / 500 x 400 x 400cm (installed, approx.) / Image courtesy: The artists / © The artists

Studies of Society and the Environment (SOSE)

Culture and identity

- Material and non-material elements influence personal identity and the sense of belonging to groups
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media
- Contact between Indigenous and non-Indigenous cultures in Australia, and elsewhere, has had significant effects on the language, culture, health and education of Indigenous people, as well as their rights in terms of land ownership.

The cross-curriculum priorities referenced in this resource are outlined in the Australian Curriculum, Assessment and Reporting Authority (refer to www.australiancurriculum.edu.au). The Essential Learnings and Standards of Queensland for Visual Art and Studies of Society and the Environment have also been referenced (refer to www.qsa.qld.edu.au). Please note that for editing purposes, some content has been adjusted.

CLASSROOM EXTENSION ACTIVITIES

The Australian music scene in the 1970s

As a class, research the music that was popular in Australia (and Brisbane) in the 1970s.

Consider the following:

- themes
- identities
- influences
- fashion

Class rock bands!

Students are to break into small groups of 3 or 4 to create their own rock bands based on their research.

Groups will:

- devise a name for their group
- decide on the type of music their band will perform
- decide on a 'look' for their band — how they will dress up
- nominate a nationality for the members of their band
- develop a logo or a mascot for their group.

Did you know?

Over time, the way we listen to music has changed. Research the different ways people have listened to music over the last 50 or 60 years.

Match the type of player with the format of its recording.

- | | |
|-----------------|---------------|
| ● Record player | cd |
| ● Radio | records |
| ● Tape player | digital files |
| ● Discman | transmission |
| ● MP3 player | cassette |

Predict why — and how — the way we listen to, purchase and experience music will change in the future.

Do you think this will change the type of music we enjoy?

HOUSING

Compare and contrast examples of architecture — houses, cultural buildings and traditional dwellings — from the South Pacific; also compare examples from the South Pacific with those from Australia.

Look closely at:

- decorative elements
- symbolism
- religious iconography
- possible influences from other cultures
- ceremonial elements.

Create your own version of a favourite South Pacific design that you have found in your research. Write a paragraph describing what the design means to you.

ARCHITECTS AND MODERN BUILDINGS

Look at the work of some of Australia's and Asia's most important contemporary designers and architects — those who shape our urban landscape. Their work could include residential homes, apartment buildings, commercial office buildings or community buildings; for example, Architectus (the architects who designed the Gallery of Modern Art). You could also research the architects or designers of bridges (Kurilpa Bridge), parklands (Roma Street Parklands) or public fountains.

Compare and contrast buildings and structures in countries throughout Asia (including Australia).

In particular, look at the appearance, location and materials of high-density dwellings, such as apartment buildings, and think about Nguyen Manh Hung's *Living together in paradise* 2009, which addresses city living in Vietnam. Record your observations of the following:

- noise levels
- privacy and respect for others
- neighbour behaviour
- environmental influences
- the size of living quarters and nearby open spaces
- community behaviour.

Using the principles of symmetry, design a city skyline.



Takahiro Iwasaki / Japan b.1975 / *Reflection Model (Perfect Bliss)* 2010–12 / Japanese cypress, wire / 150 x 280 x 194cm / © The artist / Image courtesy: The artist and ARATANIURANO, Tokyo / Photograph: Keizo Kioku

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W: qagoma.qld.gov.au

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