

2014

“OUR JOURNEY”

‘Cultural sharing and reconciliation workshops
and exhibition’



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“Our Journey” Project Evaluation Report

BACKGROUND

1. Aboriginal Artists in Blue Mountains Schools: workshops and exhibition.

In school term 1, 2014 a total of 300 Blue Mountains students from 9 Blue Mountains schools participated in workshops with local Aboriginal Artists. This year the theme was “Our Journey”, flowing on from last years’ theme of “The Crossing”.

Of the 9 schools that took part in the workshops and local exhibition, 5 chose to enter the NSW Reconciliation Challenge. As the Blue Mountains exhibition was held 4-5 April, Blue Mountains entries were given an extension to have those artworks participating in the NSW Reconciliation Challenge delivered.

2. Background to the Cultural Sharing and Reconciliation Art Exhibition.

Last year (2013) the Blue Mountains Aboriginal, Artist in Schools project focussed on the bicentenary of the visit of three English men (Blaxland, Wentworth and Lawson) to the lands of the Darug and Gundungurra people.

The project explored the theme ‘Crossing the Great Divide’, looking at Aboriginal life in the Mountains before the crossing.

In 2014 students were invited to learn, discuss and create artworks exploring where we’ve come from and where we’re heading. The Aboriginal Artists encouraged the students through workshops to look through Aboriginal eyes at our journey since the Crossing.

Students were asked to explore the theme ‘Our Journey’ using storytelling, music/dance and art making, and learn about the traditional management of land and water before the

English explorers' crossing and how this event brought irreversible change in those practices.

Once again this year a group of five Blue Mountains TAFE students, worked alongside Aunty Carol Cooper, Leanne Tobin, Mountains Outreach Community Service (MOCS) and ANTAR to produce a programme to increase awareness within the Blue Mountains community of the importance of understanding and reconciliation.

Although one workshop was held the day before the artworks were to be collected, all workshops ran well, and were attended keenly by students and artists alike. The week before the local exhibition at Lawson Public School most artworks were collected by TAFE students and either delivered to MOCS or delivered to the exhibition prior to hanging, and Hazelbrook School artworks were also picked up the Friday of the exhibition as the teacher involved in the project was typing up the students comments to attach to their artworks, (which in turn was of assistance to us, as all of the students comments already handed in had to be retyped and added to the artwork, which was a little time consuming). Also Springwood High School delivered photos of their artwork later in the day, as their projects were completed artworks on living trees. As with previous years, there were some difficulties with some artworks not having appropriate consent forms returned, although in the end this was overcome.



Artwork by Springwood High School students

AIMS AND PURPOSE

Our main aims were to:

- Encourage children in schools to celebrate and express creativity and interpretation through their artworks
- Increase awareness of Aboriginal culture through this year's theme "Our Journey".
- Promote Cultural sharing and Reconciliation between Aboriginal and Non-Aboriginal communities in the Blue Mountains.
- Facilitate children's participation in the workshops and exhibition.



Hazelbrook School, Class 3/4EM singing "Nulla Bunmurra"

HIGHLIGHTS AND OUTCOMES

Both Friday afternoon and Saturday morning presented many highlights. Friday's program being the official launch of the exhibition started with Aunty Carol giving a very warm welcome to country. Hazelbrook Public School then took centre stage, the students from 3-4EM, led by Mrs Marino and Mrs Evans, sang a beautiful song also composed by Mrs Marino called "Nulla Bunmurra" (Here There Everywhere the Blue Tongue Lizard).

Lyn Bevington then talked a moment about the project, Lyn went on to introduce Roza Sage MP who presented Certificates of Participation to representatives of the Schools that had contributed artworks to the exhibition.

Jo Clancy's Wagana dancers had an enchanting presence too, and thoroughly entertained their audience.

All involved in the exhibition were wary of Saturday's exhibition not being as big a success as Friday evening. But we were pleasantly surprised by the attendance again on Saturday. Saturday began with another Welcome to Country, followed by some Storytelling by Chris Tobin, which again had the audience spell bound, with stories both intriguing and captivating, impressing upon his audience the importance of Aboriginal Culture, acceptance and reconciliation. Jacinta Tobin also entertained us with her original and heart felt songs. Lewis Coe this year showed a humorous side with his didgeridoo playing, with both adults and children enjoying his riveting and entertaining interpretations of animal sounds and didgeridoo performance.



Artwork by Korowal School students

PROJECT FEEDBACK AND CHALLENGES

Through discussion, the following are some of the positive and negative responses from the organisers. (see attachment pages 16 & 17)

Positives for the workshops -

- Interaction between the students and artists.
- Cultural Sharing.
- The Aboriginal Elders attending the workshops.
- The children sharing the knowledge they had.
- Hands on art.
- The children's uniqueness showing in their artwork.
- The use of mixed media being included in the artworks produced.

Negatives for the workshops -

- Inconsistent use of the PowerPoint presentation.
- Some schools had limited art supplies.
- More time needed on workshops.
- Size of the class, the class needs to be kept small and manageable.
- Too much content, although the theme 'Our Journey' was used, the theme still seemed to be too broad. There was at one point discussion of using the recent bushfires as part of the journey. This would have brought more containment to the theme as fire is an integral part of Aboriginal culture past and present, and is also an integral part of Australian life past and present.

Positives of the Exhibition -

- Auntie Carol's ongoing support.
- Attendance by the Aboriginal artists and Blue Mountains dignitaries.
- Attendance by the public despite the bad weather.
- The artwork was amazing when displayed.
- The atmosphere of the exhibition was warm and inviting.
- The speeches were kept short, maintained a good pace and flowed well.

- Cultural sharing.
- Vibrant, colourful, diversity, understanding in the artwork.
- The entertainment was great, the enthusiasm with Lewis Coe and his didgeridoo, and the impromptu didgeridoo lessons after the exhibition.

Negatives of the Exhibition –

- Not enough time to set up the exhibition.
- Schools selecting artworks to be displayed at the exhibition, not all artworks were displayed by all participating children.
- The process of hanging the artworks.
- Children's stories needed to be retyped as they were attached to the back of the artworks and couldn't be displayed.
- More advertising needed, local radio wasn't included.
- Not enough hanging space.
- More helpers to assist in setting up of the exhibition.

School principals and teachers were also asked for their feedback on the workshops and exhibition. Their responses included:

- There was a range of different activities...this ensured all students were engaged and facilitated a deeper awareness of Aboriginal Culture.
- Very successful – artist input stimulates work in other classrooms.
- The connections made with the students that are carrying over from one year to the next.
- Students...really thought about the meanings of their artwork.
- Using natural materials as a starting point worked well for those who were less confident.
- Amazing – the children involved were all abuzz and went home wanting to share to their family.
- It is too difficult to complete artworks in one session.

FUNDING

As in previous years, funding for the project proved problematic. In the absences of any other funding source, schools were asked to contribute to the costs of the workshops.

In conjunction with the schools, a formula was developed based on the number of students enrolled. Whilst this funding formula had been agreed to by all participating schools, unfortunately just prior to the workshops commencing, two schools had to withdraw from the project as funds were not available within their school budget.

There was a total budget shortfall of \$2662.28 for the project this year. This shortfall was covered by MOCS from reserved funds. However, this was a once-only ability of MOCS to cover any project shortfall.

Unless a permanent funding source can be identified, the project will need to be restructured for the future.

INCOME & EXPENDITURE

		Budget	Actual	Variance
INCOME				
Schools		\$ 5860.00	\$ 4340.00	-\$1520.00
Donation			\$ 100.00	\$ 100.00
MOCS		\$ 500.00	\$ 500.00	
MOCS	In-kind	\$ 4357.00	\$ 4357.00	
TAFE	In-kind	\$ 3400.00	\$ 3400.00	
ANTaR	In-kind	\$ 1500.00	\$ 1500.00	`
Lawson PS	In-kind	\$ 300.00	\$ 300.00	
TOTAL INCOME		\$15917.00	\$14497.00	-\$1420.00
EXPENDITURE				
MOCS Project support worker	In-kind	\$2400.00	\$2400.00	
TAFE Students & Supervisor	In-kind	\$2400.00	\$2400.00	
ANTaR Volunteers	In-kind	\$ 500.00	\$ 500.00	
Aboriginal Project Coordinator		\$1870.00	\$3590.00	\$1720.00
Aboriginal Artists		\$2200.00	\$2200.00	
Artist Coordination Costs		\$ 550.00	\$ 550.00	
Aboriginal Elder Guidance		\$ 500.00	\$ 500.00	
Art materials from school stores	In-kind			
Exhibition Venue Hire	In-kind	\$ 300.00	\$ 300.00	
MOCS Exhibition Personnel	In-kind	\$ 500.00	\$ 500.00	
TAFE Exhibition Personnel	In-kind	\$ 500.00	\$ 500.00	
ANTaR Exhibition Volunteers	In-kind	\$1000.00	\$1000.00	
Exhibition Curator		\$ 500.00	\$ 500.00	
Exhibition Cultural Performances		\$ 700.00	\$ 700.00	
Promotion/printing (TAFE)	In-kind	\$ 500.00	\$ 500.00	
Gazette Public Notice			\$ 122.27	
TOTAL EXPENDITURE		\$15917.00	\$17159.28	\$1242.28
VARIANCE			-\$2662.28	

ACKNOWLEDGING PARTICIPANTS INVOLVED IN WORKSHOPS AND EXHIBITION

Aboriginal Elder & Cultural Mentor Aunty Carol Cooper

Aboriginal Artists and Performers

Lexodius Dadd	Graham Davis-King	Teekee Marloo
Chris Tobin	Jacinta Tobin	Leanne Tobin
Dianne Ussher		
Jo Clancys 'Wagana' Dancers	Lewis Coe	

Representatives from MOCS

Judith Hawkes	Lyn Bevington
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Participating Schools

Blackheath Public	Ellison Road Public	Hazelbrook Public
Korowal	Lawson Public	Leura Public
Mount Riverview	Mount Victoria	Springwood High

A special thankyou to the students of 3/4EM at Hazelbrook School for their performance

TAFE Student Team and Teacher

Kay Bazley (TAFE Teacher)	Lana Cooper	Robyn Elliott
Chris Farmilo	Natalie Fraser	Karen Stevenson

Acknowledging other workshop and exhibition helpers

Members of Blue Mountains People for Reconciliation

Elaine & John Telford	Shirley Lewis	Sheila Quonoey
Jeannie Elliott	Noreen Skellam	Les Scarborough
Ale Martinez	Julia Hanley	Gemma Jones
Diddy Fitzgerald	Meara Robinson	Jane Ruchmkorff
Jillian Salz	Ron Salz	

APPENDICES



'For the sake of our land', by Leanne Tobin

Join us for two days of cultural sharing at Lawson Public School.
An exhibition of artworks by local school children and Aboriginal artists who took part in the **Aboriginal Artists in Blue Mountains Schools** program.

Come along to the official launch on Friday 4th April, 4pm.

LAWSON PUBLIC SCHOOL HALL

Friday 4th April 3pm—6pm. (4pm Opening, Welcome to Country, refreshments & entertainment)

Saturday 5th April 9am—12 noon (10am entertainment)



A collaboration of the NSW Department of Education and Communities, Mountains Outreach Community Service, BM People for Reconciliation, BM TAFE Community Services and supporting the NSW Reconciliation Council's *School's Reconciliation Challenge*. More information Ph. MOCS 47586811 or email cdw@mocs.org.au

Official Launch : Friday 4th April

- 3:00 - Doors open
- 4:00 - Welcome to Country
Hazelbrook Public School, Class 3-4EM (Singing in language)
About the Project
- 4:25 - Presentation of Certificates by Roza Sage MP,
Member for Blue Mountains
- 4:30 - Wagana Dancers
- 6:00 - Doors close

Saturday 5th April

- 9:00 - Doors open
- 10:00 - Welcome to Country
Singing by Jacinta Tobin
Storytelling by Chris Tobin
- 12noon - Doors close

Participating Schools

Blackheath Public School	Leura Public School
Ellison Public School	Mt.Riverview Public School
Hazelbrook Public School	Mt.Victoria Public School
Korowal	Springwood High School
Lawson Public School	

This project is a collaboration of the NSW Department of Education and Communities, Mountains Outreach Community Service, Blue Mountains People for Reconciliation, BM TAFE Community Services and supports the NSW Reconciliation Council's School's Reconciliation Challenge. Thanks to the BM Stronger Families Alliance and our Community sponsors.
For more information contact MDCS on 4758-6811

'OUR JOURNEY'

Two days of Cultural Sharing

Friday 4th April 3-6pm (4pm opening)
Saturday 5th April 9am—12 noon

LAWSON PUBLIC SCHOOL HALL



'For the Sake of Our Land' by Leanne Tobin

Participating Artists

Teekee Marloo: I am an Aboriginal woman of the Palawa (Tasmanian) people. My art includes work on canvas, woven baskets, jewellery, printing and natural dyeing on textiles. I have curated and/or exhibited in many exhibitions including TAFE, NAIDOC, and several Blue Mountain Art Galleries. When working at NPWS I conducted bush walks and Aboriginal Cultural talks for tourists and School groups. This included information about how local Aboriginal people lived, their stories and bush tucker knowledge. I have conducted workshops with adults and children teaching basket weaving, painting and jewellery making. When designing my work I endeavour to paint weave or print a story into each item. Whether it's a certain coloured bead to the right type of bird feather it has to fit the story as well as being aesthetically pleasing. Where possible I use natural materials or try to recycle used objects in an effort to limit my footprint on this earth.



Lexodious Dadd is a proud Senior Darug man and is accepted in his community as being a good role model and mentor. He sits on various committees and organisations which promotes cultural awareness and self-determination. Lexodious has been part of many exhibitions that has showcased his artworks against child abuse and violence against women. A patriot of an organisation called 'Hands on Health', Lexodious's canvas paintings are displayed both overseas and in Australia. He also belongs to an organisation called Together for Humanity in which he conducts art workshops, demonstrating continuation of culture and industry through his artwork. An intriguing storyteller, Lexodious uses his traditional tools and bush craft to re-create the past and the dream time. Through this medium he is able to convey his message of how to be a humble, respectful and responsible role model. Lexodious also promotes in his artwork the importance of looking after country (Mother Earth) and that it is all our responsibility to look after her. His recent exhibition was at the Blue Mountains Cultural Centre promoting his traditional tool making and bush craft.



Leanne Tobin is descended from the Boorobernagal and Wumal clans of the Darug, the traditional Aboriginal people of the Greater Sydney region. Her works convey a strong sense of commitment and responsibility to the place of her Ancestors. Leanne uses her art to tell their stories of the people and place and to evoke an environmental and empathetic conscience toward the land and its original people.

Chris Tobin is an Aboriginal man of the Darug people. His family are one of the traditional custodians of the Sydney area tracing their families back to the people who met with the first Governor Arthur Phillip and later settled at the "Black's town" in the heart of Western Sydney. Chris' passion for social justice and celebration of the Indigenous culture of this ancestral country is the motivating factor behind Chris' art.



Graham Davis-King is a Wiradjuri and Ngilyampaa artist and activist. From an early age Graham has been involved in projects that concentrate on Aboriginal culture and education as an outcome. Graham set up the *Blue Mountains Aboriginal Artists Co-operative* in Katoomba in 2006 and is a Director of the Blue Mountains Aboriginal Culture and Resource Centre. Through this work Graham has been able to stage local exhibitions in which he also participates!



Jacinta Tobin has worked to raise the issues of Child protection, environmental destruction and the Darug people's history. She uses music and her community worker background to educate children and adults on Darug culture and life. Her expertise ranges from script writing, song and musical composing in English and Darug Language as well as local Darug stories and knowledge. Jacinta has a strong connection and unbroken women's line to her traditional lands of Darug People language group and takes comfort in the Blue Mountains where she resides.

AABMS Cultural Sharing Exhibition

Evaluation meeting April 2014

Natalie Fraser, Chris Farmilo, Lana Cooper, Karen Stevenson, Robyn Elliott,
Kay Bazley (TAFE)
Judith Hawkes (MOCS)



What worked well?

- Good teamwork, good morale and effective communication.
- Students committed, engaged and worked well as a team.
- the exhibition opening was a success: attendance , schools represented and Children representing their schools.
- Having the PowerPoint running in the background.
- Children identifying their school in the power point.
- Children's artwork looked fantastic- the vibrancy and sophistication of the art was impressive and moving.
- Timeframe of Opening Ceremony ran much better, speeches were shorter, ceremony ran to time.
- Promotional material looked wonderful and branding was continuous and readily identifiable.
- Promotional materials brought people into the exhibition.
- Publicity was effective.
- Press coverage from Lithgow Mercury (Moir from Mt Victoria Public arranged) and the Gazette effective in raising event profile.
- Performances were fantastic.
- Good mix of entertainment for all ages.
- Power point was a useful resource for schools some school children were more knowledgeable than others, the power point is a good conversation starter.
- The workshops were sometimes customised by the artist to suit the ages and stages of the students.
- Cultural sharing and meaningful discussion took place in the workshops.
- The whole event felt like "family", particularly Saturday when there was time for engaging didgeridoo performances and those who wanted to try could do so. Lewis Coe's playing was engaging, fun and educational and enjoyed by all.
- Auntie Carol's speech was moving and an effective message of the theme of the event and how valuable reconciliation is.
- Artist's work sold well.
- Great to see officials Roza Sage and Chris Van der Kley at the opening, reinforcing community engagement and support for issues surrounding reconciliation.

- Leanne's speech also reinforced the importance of our theme and again provided a unique insight into our workshops.
- Dance troupe was fantastic- engaging and moving.
- Choir from Hazelbrook School, sang in language, composed by Ms Marino: a very special and moving part of our ceremony.
- Judith was a calming influence especially with time pressures.
- Kay provided us with positive energy and enthusiasm.
- A lot of parents came, many more than expected.
- Excellent curation by Dianne Ussher- the exhibition was a visual feast of colour and energy.

What didn't work so well?

- Possibly review the opening hours to include longer hours. This may accommodate visitors who just want to see the artwork but not stay for formalities. There were a lot of spectators during the ceremony and no room to move for those not wishing to stay for that.
- Power Point: very successful teaching resource for schools but a bit too much information this year.
- Artist's presentation needs to be interactive. There was a lot of variety in the presentations and their use of the PPT (some didn't use it at all) and it worked well too.
- Maybe artist's need more training in the use of the PPT and given more freedom to do their own thing.
- Maybe the teacher or school could be spoken to before the workshops to ascertain the children's level of understanding so we know how to customise the information to suit them (e.g. Blackheath and Mt Riverview).
- PPT may need slides added or removed to suit the audience's requirements.
- During the Opening Ceremony the children from participating schools could receive their school's Participation Certificate
- Make sure the schools are aware of the spirit of the event and all the children's artwork from the workshops are hung in the exhibition.
- Promotional and "branding" could occur earlier in the process.
- School Newsletters could be done earlier in the process.
- Promotions could do some press with some advanced notice.
- More broad publicity....booking an overhead bridge space for a banner, larger advertising on the school fence, use the local radio.
- Not all the artists came to the exhibition nor did they have works to sell.
- Not as much participation in NSWRC competition as we would like.

AAIS SCHOOL WORKSHOP PROFILES

Aunty Carol Cooper – Aboriginal Elder and Cultural Mentor

Aunty Carol has been involved in the Aboriginal Art in Schools since its inception four years ago. Aunty Carol's ongoing support in the project, along with her knowledge and stories of Aboriginal Culture have been an invaluable resource. Aunty Carol assisted in the school workshops in different ways, she helped in the presentation of the powerpoint, and with explanations of the stories depicted in the powerpoint when necessary. Aunty Carol was most enthusiastic with her encouragement with the students and their artworks, always on hand for friendly advice and direction.



Lawson Primary School – Graham Davis King



Graham Davis-King, a Wiradjuri and Ngiyampaa artist and activist started the workshop with song. He taught the years 5-6 class of 47 two different clapping rhythms, the male and female heartbeat. He played the didgeridoo to the rhythms as the class clapped along. After talking about different traditional instruments, Graham told the Aboriginal story of how the echidna got his spines. Not long after, it was time for the painting to begin. Each student had their own paint and paper, and some nature items had been brought in to give the artworks some texture if they chose to use them. The artwork showed depth and skill, and the students were enamoured with Graham and the whole experience.

Korowal School – Teekee Marloo

Teekee was the artist at Korowal workshop which involved 20 students from years 4 and 5. She expresses her art on canvas, woven baskets, jewellery, printing and textiles by telling a story. At the workshop there was no painting as it was a storytelling workshop. Teekee told stories about animals, the environment and how we must look after both and showed the children the natural materials she uses to create her works. She then showed the students her painting of sea eagles and explained her journey and meaning of it. Teekee then spoke about the "Exemption Ticket" - what it was, what it meant to Aboriginal people and how it affected their lives and how they had to follow white man's ways.

Mt. Riverview Primary School – Jacinta Tobin

Jacinta Tobin, a singer-songwriter and educator, was the Aboriginal artist for Mt. Riverview, a year 5-6 class of 25 students. Jacinta began the workshop by singing in language, which the kids really enjoyed. Jacinta explained what we would be doing during the workshop, and introduced the powerpoint presentation which the TAFE team had worked on. The kids were told to paint as Jacinta and Aunty Carol talked to them about the powerpoint, which worked well as Jacinta was grabbing their attention with clap sticks when she wanted to speak on something important. Jacinta taught the kids some collage techniques to use in their art, and the kids had brought in some nature items of their own to glue to their artwork. Jacinta took questions from the kids as they packed up their art supplies, a lot of which were questions about totems, colonization and Aboriginal family dynamics.



Ellison Road Public – Lexodius Dadd



Lexodius Dadd was the artist at Ellison Public School workshop which had 31 children from years 4 to 5. Lex is a role model and mentor who uses his artworks and storytelling to promote cultural awareness and self determination. At the workshop Lex showed the children different tools Aboriginal people used for hunting and communicating with each other and told stories about sharing and being respectful to each other. Lex then took the workshop outside and the children participated in creating a group artwork on a large piece of bark. The children crushed up white ochre with water made handprints that went on the bark. They then had the opportunity to use strips of bark and do rope tying.

Blackheath Primary – Teekee Marloo



Teekee talked to a large and attentive class of approximately 70 stage 3 students about her journey, discovering her journey and how it was depicted in her artwork. Teekee went on to explain the meanings of the symbols in her artwork and what they represented to her. Teekee spoke to the students about some of the traditional tools used in hunting, these were passed amongst the students, she also spoke of the materials she enjoys working with when creating her artworks. Copies of the 'Exemption ticket' were distributed throughout the class, Teekee spoke about what the ticket was, what it meant to Aboriginal people and how it affected their lives and culture.

Mt Victoria Public School- Leanne Tobin

Leanne is a trained Primary School teacher with vast experience talking to large groups of students. In the 5/6 class, she used the PowerPoint in combination with storytelling to entrance and inspire the students. Leanne told stories of events since the crossing, focussing on land management, sustainability and respect for nature. This was especially relevant as the community was impacted by the bushfires of October 2013.

The children were encouraged to express their ideas about "Our Journey" using different techniques and materials. The end result was a unique, vibrant and individual collection of works. The school staff and children were enthusiastic and appreciative of the value the workshop provided for healing and expression.



Hazelbrook Public School - Dianne Ussher



Dianne and Aunty Carol generously shared their experiences and their journeys, explaining how history of the local area has impacted on the Aboriginal population and land management. Mrs Marino ran the Power Point while Dianne explained her artwork, her style and methods she uses. The children were enthused and peppered them with questions. The students then created works using both paint and natural materials. Even though the TAFE students and Aunty Carol were there to assist, the children really wanted Dianne's advice about their work. The final result was a roomful of individual, vibrant artworks. Whilst this class did not enter the SRC Schools Challenge, the resource material was used in a Stage 3 class who did enter. The school and staff were especially supportive and enthusiastic to have the workshops.

Leura Public School – Dianne Ussher

The workshop at Leura Public School involved 30 students from years 4 to 6 with artist Dianne Ussher and Elder Aunty Carol Cooper. The workshop started with Dianne and Aunty Carol showing the power point, discussing what each slide was about and then answering the children's questions. After looking at the slide show the children then started their paintings. The children brought in nature and either used it as inspiration or in the actual artwork itself. The nature included sticks, leaves, flowers and gum nuts. Even though the nature was optional many of the children used it and enjoyed the process of creating their artworks.

Springwood High School - Chris Tobin

Chris spoke about the land, how it was used prior to white settlement. He then shared a story about what has happened since, particularly the early history, where there was tensions, conflict and violence. The students (as well as teachers and TAFE students) were stunned to hear this previously unknown series of events that occurred on our doorstep.



Chris then spoke about the memorial in the grounds of St John of God Hospital at North Richmond, created as a place of peace and remembrance for those wishing to visit.

The students were then taken outside to create their artwork in the trees, using ochre they had made. Chris spoke about ancestors and the respect they had for country and the spiritual nature of the trees and land. He had painted a waratah on the large gumtree and encouraged the students to paint the trees nearby, using their ochres and brushes or natural materials. Some students painted trees while others painted each other. All agreed though that the experience was "awesome".

CURRICULUM

NSW Curriculum Outcomes incorporated within this Project

STAGE 2

Change and Continuity

CCS 2.1

Describes events and actions related to the British colonisation of Australia and assesses change and consequences.

CCS 2.2

Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

Cultures

Cultural Diversity CUS 2.4

Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

Identities CUS 2.3

Explains how shared customs, practises, symbols, languages and traditions in communities contribute to Australian and community identities.

Environments

ENS 2.5

Describes places in the local area and other parts of Australia and explains their significance.

Relationships with Places ENS 2.5

Explains how people can construct and modify environments in a manner that reflects ideas, culture, needs and wants.

Recognises that Aboriginal Nations and boundaries provide a way of understanding the Australian continent.

ENS 2.6

- Explains people's interactions with environments and identifies responsible ways of interacting with environments.
- Describes issues about the care of the places in the community or places of importance to them.
- Evaluates the necessity of caring for and conserving a feature site or place.
- Identify the consequences of using features, sites and places in different ways.

STAGE 3

Change and continuity

CCS3.1

Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identity and heritage.

Cultures

Identities CCS 3.3

Describes different cultural influences and their contribution to Australian identities

CUS 3.4

Examines how cultures change through interactions with other cultures and the environment.

Environments

Patterns of Place and Location

ENS 3.5

- Demonstrates an understanding of the interconnectedness between Australia and global environments. Also how individuals and groups can act in an ecologically responsible manner.
- Explains how various beliefs and practises influence the ways in which people interact with change and value their environment
- Evaluates alternative views about the use of the natural and built environments.
- Examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments.

- Identifies the different viewpoints of groups and individuals including aboriginal people, farmers and miners about the uses of land.
- Expresses a personal point of view on an environmental issue and provides supporting evidence.

STAGES 4 and 5

HISTORY

STAGE 4:

4.1

Describes and explains the nature of history, the main features of past society periods and their legacy.

4.2

Describes significant features of Aboriginal and indigenous cultures prior to colonisation.

4.3

Explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other.

4.4

Identifies major periods of historical time and sequences people and events within specific periods of time.

4.5

Identifies different contexts, perspectives and interpretations of the past.

HISTORY

STAGE 5:

5.1

Explains social, political and cultural developments and events. Evaluates the effect these have had on Australian life.

5.3

Explains the changing rights and freedoms of Aboriginal people and other groups in Australia.

5.4

Able to sequence major historical events to show an understanding of continuity, change and causation.

5.5

Identifies, comprehends and evaluates historical sources.

5.7

Explains different contexts, perspectives and interpretations of the past.

VISUAL ARTS

Practise

STAGE 4:

4.1

Uses a range of strategies to explore different artmaking conventions and procedures to make artworks.

STAGE 5:

5.1

Develop range and autonomy in selecting and applying visual art conventions and procedures to make artworks.

Conceptual Framework

Stage 4:

4.2

Explores the function of and relationship between artist -artwork-world-audience

Stage 5:

5.2

Makes artwork informed by their understanding the function of and relationship between artist-artwork-world-audience

Representation

Stage 4:

4.4

Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.

Stage 5:

5.4

Investigates the world as a source of ideas, concepts and subject matter in the visual arts.

Conceptual Strength and Meaning

Stage 4:

4.5

Investigates ways to develop meaning in their artworks.

Stage 5:

5.5

Makes informed choices to develop and extend concepts and different meanings in their artworks.