



THE ESSENTIAL CHARACTER  
OF QUEENSLAND

---

EDUCATION KIT

---

a Flying Arts Alliance  
touring exhibition

# Contents

Overview .....	Page 3
Gallery Worksheets .....	Page 5
Teacher Notes for Classroom Activities .....	Page 11
Additional Resources .....	Page 17

## Overview | About this education kit

The following education kit is for teachers and students to use in the gallery in the form of gallery worksheets, as well as in the classroom using the teacher notes along with a copy of the catalogue. Visit the Flying Arts website [www.flyingarts.org.au](http://www.flyingarts.org.au) to download a .PDF version of the resources.

This education kit has been designed to cater for Prep to Year 12 students. During the transition phase to the Australian National Curriculum, this education kit utilises the draft Australian Curriculum in accordance with subject specific syllabus, mainly The Arts: Visual Arts.

### QUICK SEARCH

Look for General Capabilities which relate to the activity:

- Literacy (LIT)
- Numeracy (NUM)
- Information and Communication Technology (ICT)
- Critical and Creative Thinking (CCT)
- Personal and Social Capability (PSC)
- Intercultural Understanding (ICU)

Look for Cross-Curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Culture (ATSHIC)
- Asia and Australia's engagement with Asia (AAEA)
- Sustainability (SUST)

The main Key Learning Areas (KLAs) include:

- Visual Arts
- English
- History
- Geography
- Civics and Citizenship
- Economics and Business

The main categories the artworks identify with which addressed the theme, "The Essential Character of Queensland" include;

- Landscapes
- Landmarks
- People & Communities
- Architecture
- History
- Environment

What the students will need:

- Gallery Worksheets - Pencil or pen, coloured pencils or textas.
- Classroom Activities - Copy of the catalogue, print outs of the images.

## About the exhibition

'The Essential Character of Queensland' is the touring exhibition of the 2012 Queensland Regional Art Awards (QRAA). The event is open to artists living and working in regional and remote Queensland. Artists were asked to respond to the theme drawing on their ideas, stories, experiences or feelings about the essential character or characteristics of Queensland.

All entries received for the Awards were initially displayed in the Flying Arts Online Gallery. Curator John Waldron then selected the touring exhibition from the vast range of entries received.

The responses by the artists to the theme varied greatly in media, genre and subject matter.

The artworks explore ideas, stories and reflections on the notion of what is the essence of this extraordinary State; the icons of Queensland, the distinct landscape, unique individuals, and places or landmarks that are significant to the artist's in their community. This exhibition demonstrates that the environment in which we live influences us as individuals as well as the historical, cultural and social context in which we live.



The background image is a painting of a beach scene. In the foreground, there is a wide expanse of light-colored sand. Two flagpoles are planted in the sand. The flag on the right is red with a yellow horizontal stripe. The flag on the left is blue and white. In the background, the ocean meets the shore with gentle waves, and the sky is a clear, pale blue. The text 'GALLERY WORKSHEETS' is overlaid in the center of the image in a large, black, sans-serif font.

# GALLERY WORKSHEETS

# Years Prep - 2 Gallery Worksheet

## Colourful Gum Leaves

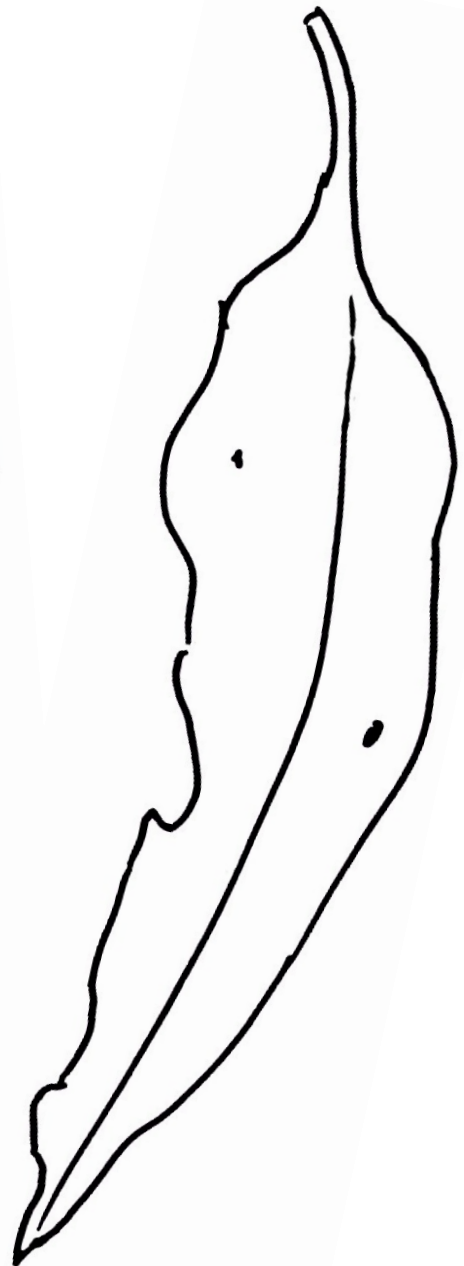
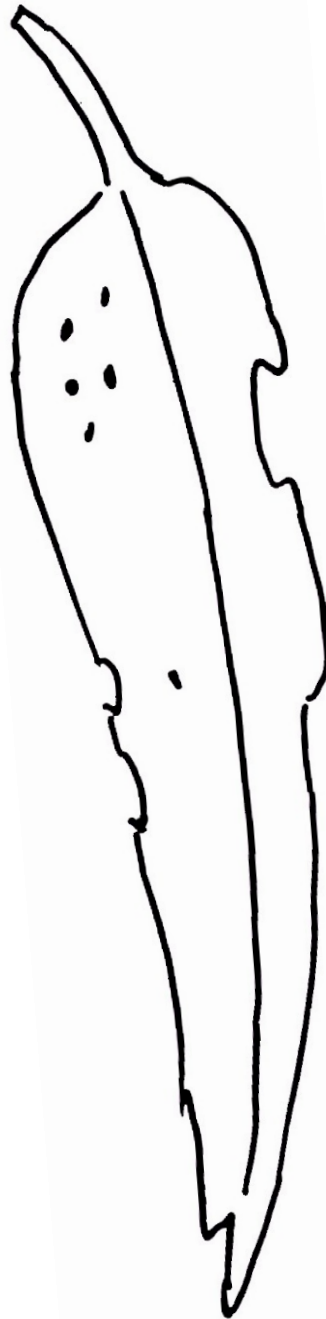
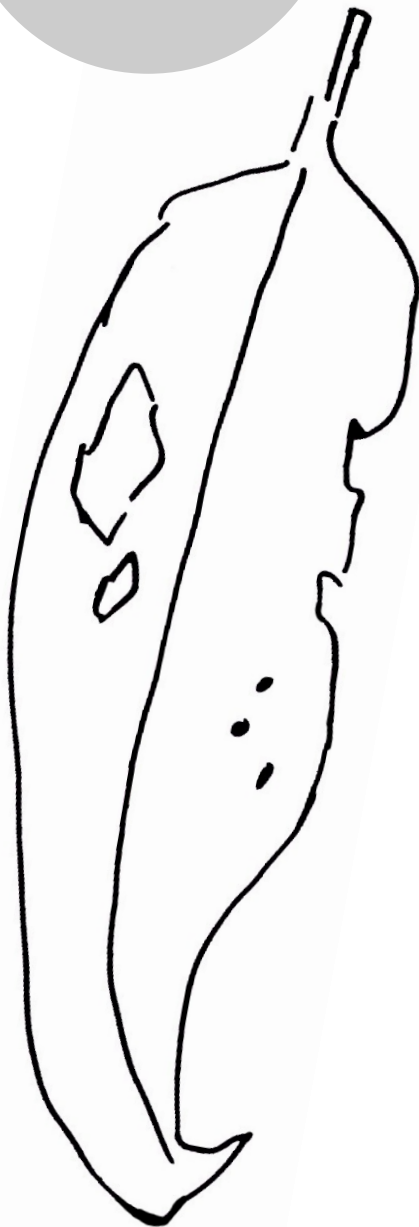
(LIT)

Geoffrey Head's artwork "*Corymbia Citriodora*" is based on leaves from the Gum Tree (Eucalypt tree, or Lemon - scented gum). The fallen leaves have many lovely earth tone colours.

### ACTIVITY

Colour in the drawing of the Gum Leaf using the colours:

Pink, Yellow, Orange, Red,  
Green, Blue, Purple.



Extension Activity: Discuss colour theory; warm and cool colours

# Years 3 - 5 Gallery Worksheet

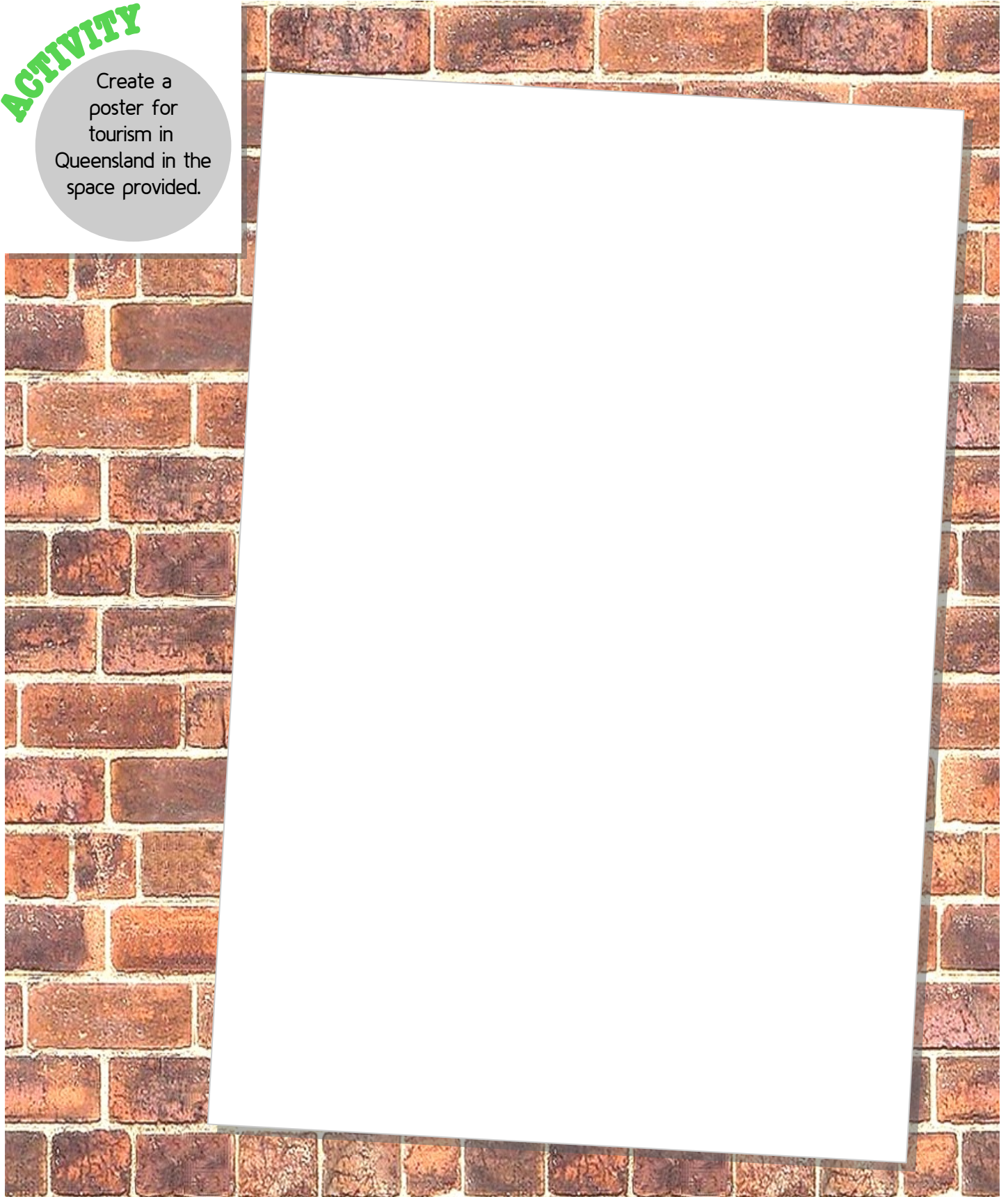
## Iconic Queensland

Business

There are many landmarks identified in this exhibition. Examine the artworks closely as inspiration for creating a poster advertising Queensland as a place to visit. Think of a slogan. What is your message? What imagery would you use? What colours would represent Queensland as a tourist destination? Think about your layout.

### ACTIVITY

Create a poster for tourism in Queensland in the space provided.





# Years 6 - 8 Gallery Worksheet

## Landmark Mapping

(NUM) (ICT)  
Geography + Maths

There are a lot of iconic landmarks depicted in this exhibition. Can you identify these landmarks and mark where they are on the map using the clues below and the skills of orienteering (map reading).

### ACTIVITY

Fill in the blanks from the choices given and then mark/write these landmarks on the map.

1. Find the halfway point along the east coast of Queensland. This is the town of \_\_\_\_\_ where the South Sea Islanders were used as labourers for the sugar cane industry.

2. Start from the tip of Queensland, along the coast, draw the "reef" symbol all the way down to the Island near Bundaberg. This reef is called the \_\_\_\_\_

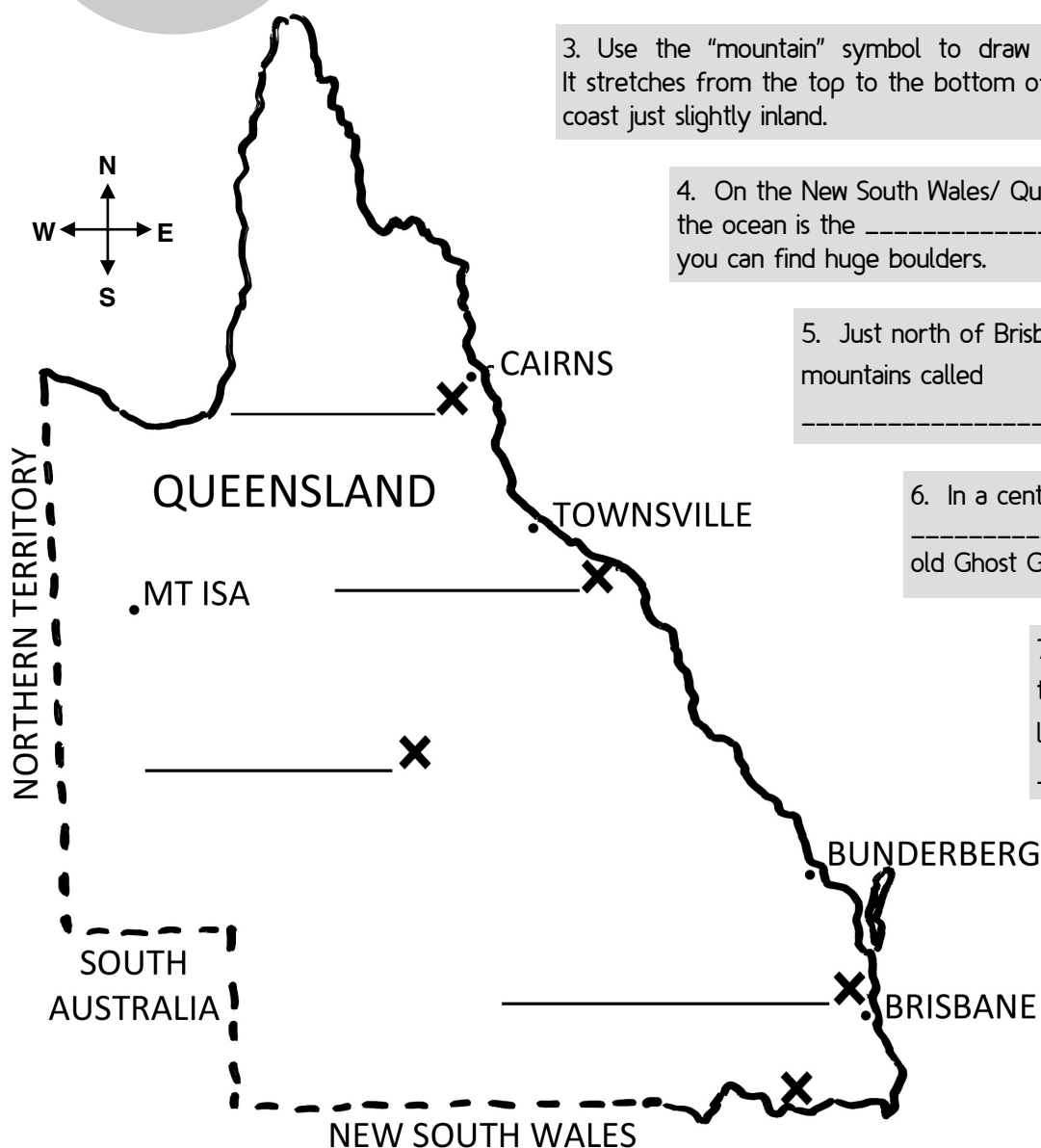
3. Use the "mountain" symbol to draw The Great Dividing Range. It stretches from the top to the bottom of Queensland along the east coast just slightly inland.

4. On the New South Wales/ Queensland border, closer to the ocean is the \_\_\_\_\_ National Park where you can find huge boulders.

5. Just north of Brisbane is this large group of mountains called \_\_\_\_\_

6. In a central town of Queensland is \_\_\_\_\_ where a 150yr old Ghost Gum tree grows.

7. On the Atherton tablelands, near Cairns is a large body of water called \_\_\_\_\_



### SYMBOLS

Mountains  
Reef

ANSWERS: Bowen, The Great Dividing Range, The Glasshouse Mountains, Lake Tinaroo, Bacaldine, Girraween

Extension Activity [Online]: Using Google Map Marker, get students to work in groups to mark their icons.



# Years 9 - 10 Gallery Worksheet

## It's all in the Experience

(PSC)  
Media + English

Elisa Trifunoski's video artwork "*Friday 2pm, Mine Commute*" is a visual documentation of her experiencing her environment. Artwork is about expressing feeling and communicating thoughts and ideas.

### ACTIVITY

Watch the video and as a viewer of this experience try to take in the feeling Trifunoski may have felt. Write down single words that describe the feelings, emotions, objects, smells, and sounds. Use a Cinquain poem to express your experience.

#### Cinquain Poem Structure

Line 1 is one word (the title)

Line 2 is two words that describe the title.

Line 3 is three words that tell the action

Line 4 is four words that express the feeling

Line 5 is one word that recalls the title



# Years 11 - 12 Gallery Worksheet

When old meets new

(CCT)

Examine Ilona Demecs's tapestry and wood assemblage "*21<sup>st</sup> Century Icon*". Without reading her Artist statement, and with your knowledge of symbolism, try to ascertain what the meaning behind this artwork is by deconstructing it.

ACTIVITY

Using the conceptual framework template, analyse the artwork by writing down at least 3 bullet points in each box. Discuss your conclusion as a group.

Artwork:

Title: \_\_\_\_\_

Medium: \_\_\_\_\_

Size: \_\_\_\_\_ Year: \_\_\_\_\_

Artist: \_\_\_\_\_

1. DESCRIPTION

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. ANALYSIS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. CONTEXTS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. INTERPRETATION / JUDGEMENT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

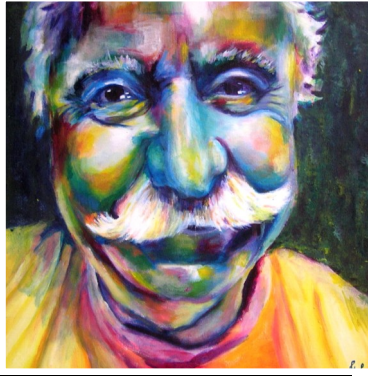




# CLASSROOM ACTIVITIES



# Years Prep - 2 Classroom Activity



## People and Colours

(PSC) (CCT)  
Art + Media

Sometimes people's personalities can be described as a particular colour. They may be a happy bubbly person and you see them as a yellow or orange colour, or maybe they are sad and moody and you sense they seem like a bluey-purple colour.

Johanna Beningfield's painting "Dad" is an example of how colours can show a person's personality.

### Artist Quote:

"Queensland is made up of people from all walks of life. I believe the quintessential characteristics found within most Queenslanders are qualities such as; honesty, integrity, optimism, larrikinism, humour and the ability to laugh at one self."

### Discussion:

What colours can you see?

What type of personality do you think 'Dad' has?

Describe what colours match different types of personalities.

Get students to identify Primary, Secondary and Tertiary colours.

Discuss warm and cool colours.

### Activity:

In pairs get the students to take photos of their partner. Download off the camera and print out the image in black and white. Get the students to trace their silhouette including facial features. Students can use oil pastels or watercolour to paint areas of their faces using the colours with which they identify.

### Link to the Visual Arts Curriculum:

Art Movements: Impressionism, Colour Field

Artworks: "The Scream" by Edvard Munch



## Native Food

(ATSIHC) (ICU)  
Art + English

Tarn's artwork 'Bush Tukka' illustrates some of Australia's wildflowers including the Rosella, Boabab and native grape. Can you list other native Australian Foods?

### Discussion:

Talk about the different kinds of Bush Tucker foods including animals, plants, spices, fruits and vegetables and create a list.

*Suggestions: Macadamia Nut Native Ginger Pigface Lemon Scented Myrtle*

### Activity:

Using the list created in the discussion, the teacher or teacher aid is to find images to match the food items and create and print A6 size cards with the images on some and the matching text on others. Get students to match the image to the text by playing a memory game.

### Link to the Visual Arts Curriculum:

Research: Indigenous Art and culture

Top:  
Joanna Beningfield, *Dad*, 2011, acrylic on canvas (detail)  
Bottom:  
Tarn McLean, *Bush Tukka*, 2012, waterbased textile ink on linen (detail)

# Years 3 - 5 Classroom Activity



## Where are we from? Multicultural Australia

(ATSIHC) (PSC)(ICU)

Geography + History + Civics & Citizenship + Economics & Business

### Artist Quote:

"South Sea Islander culture, spirituality and family values add richness to our locality, and contribute to the essential character of Queensland."

Pam Finlay's painting depicts a scene of South Sea Islander people in present day and has tried to represent the connection of tradition and culture through their lifestyle activity of fishing. Bowen is located in the centre of the east coast of Queensland where South Sea Islander people were used as labourers from the late nineteenth century (1800s) on sugar cane plantations.

### Research:

South Sea Islands, South Sea Islanders, sugar cane, Bowen

### Resource Links:

Australian Government (2012). "Australian South Sea Islanders".

[Online] <http://www.datsima.qld.gov.au/multicultural/community/australian-south-sea-islanders>

### Discussion Topics:

Immigrants, Stolen Generation, Import/Export Industry, Sugar Cane Industry

### Group Activity:

Project a map of the world on the white board or print out a large copy and tac to the board. Get the students to identify their ethnicities or ancestry or, in general, immigrants who have come to live in Australia. Get students to draw a line from the countries identified to Australia.

### Extension Activity:

Talk about where some of the migrants have come from and why, for example; Chinese people came to Australia for the Gold Rush.



## Dreamtime and story telling

(ATSIHC)

English + Geography

Be inspired by Teho Ropeyarn's "*Great Dividing Range Dreaming*" linocut which depicts a story of how the range came to be.

### Artist Quote:

"The dreaming tells the story of two carpet snakes who carved out the Great Dividing Range working their way up north. As they got to the top of Queensland, they had a great thirst for water. They used the ends of their tails, drilling into the ground fast to find water. Then suddenly, water burst from beneath creating rivers and springs, so they drank. They worked their way up through Cape York making mountains with their body and creating springs and rivers with their tails. The two carpet snakes then went on beyond Cape York to the Torres Straits."

### Activity:

Brainstorm as a class or ask students to undertake some online research about other Queensland or National natural landmarks. Choose one or more as the inspiration for a written paragraph or story about how this landmark came to be. Hint: Uluru, The Great Barrier reef, The Twelve Apostles.

### Extension Activity:

Sketch a design to illustrate your story. Draw your image onto printing foam, roll paint over foam and print onto paper.

### Link to the Visual Arts Curriculum:

Art Movements: Symbolism

Top:  
Pam Finlay, *Generational Knowledge*,  
2012, acrylic and collage on canvas  
(detail)

Bottom:  
Teho Ropeyarn, *Great Dividing Range  
Dreaming*, 2011, linocut print on paper  
(detail)

# Years 6 - 8 Classroom Activity



## Early settlers

(LIT)  
English + History

Nicole Mitchell's photograph "A Place to Call Home" depicts an old Queenslander colonial style house and reflects the early pioneers. Migrants are people who come from another country to live in your country. The first migrants to Australia were British and they arrived on Captain Cook's First Fleet in 1788.

### Activity:

Imagine you are a reporter on a boat travelling to Australia in 1788 when Captain Cook first discovered Australia (then known as Van Diemens land). Write a Newspaper Article on the new people arriving. Who are they? Where are they coming from? Why are they coming to Australia?

### Research:

Australian Early Settlers



## Natural disasters

(LIT) (ICT)  
Science + Geography

A number of Artists in this exhibition have been inspired by the weather and environment of Australia, for example Peta Warner's "Passing Showers and Thunderstorms" and Elysha Gould's "Earthlines".

### Group Activity:

In small groups, compete against your fellow weather-watchers and race to see who can think of the most words relating to weather?

### Teacher:

Download this word search from EssentialKids.com.au <http://images.essentialbaby.com.au/file/2011/09/01/2596692/Weather-Word-Search.pdf>

### Discussion:

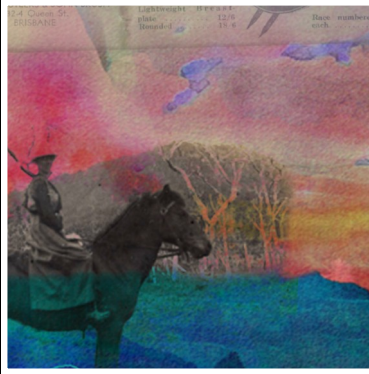
Climate Change, Natural Disasters

### Activity [Online]:

Take a look at the Disaster Mapper <http://disastermapper.ema.edu.au> which has identified disasters around Australia. Choose a disaster and research it. Act as a weather reporter and present to the class the facts about the disaster as if it has just happened.

Top:  
Nicole Mitchell, *A Place to Call Home*,  
2012, ultrachrome K3 ink on pearl photo  
rag (detail)  
Bottom:  
Elysha Gould, *Earthlines*, 2012, papercut  
(detail)

# Years 9 - 10 Classroom Activity



## Significant People

(ICT)  
English + Art & Media

Donna Maree Robinson's digital work "Vestiges – Bob Campbell, 2012" can be described as a contemporary portrait. She has used video, sound and photographs to create a digital art video.

### Artist Quote:

"This digital art video was created in response to artefacts located at the Sarina District's Field of Dreams Historical Centre. The work explores the life of Bob Campbell who was a local SP Bookie, Saddler and Boot maker. With the use of altered footage, soundscapes and still photographic images, the video paints a portrait of an important local man utilising fact, fiction and the memory and events of those who were around him during the birth of the town. He was an integral part of early life in a small Queensland community and remains a very important aspect of it through the remaining family and history."

### Activity:

Read the above quote from the artist as stimulus and think of a significant person who has had an impact on your town. Create a powerpoint presentation or use other software incorporating video, sound and images. Suggestion: Sir Thomas Brisbane, Cathy Freeman, Steve Irwin.

### Extension Activity:

Write a feature article on the significant person.



## Cause and effect

Science

Donna Davis' artwork "Resilience" explores the notion of extinction.

### Activity:

As a source of inspiration, choose something which is endangered. Using a flow chart to identify the cause and effect of events which may impact on its survival and the effect it has the eco system.

Top:  
Donna Maree Robinson, *Vestiges - Bob Campbell*, 2012, digital video (detail)  
Bottom:  
Donna Davis, *Great Resilience*, 2012, pigment print on fine art photographic rag (detail)



# Years 11 - 12 Classroom Activity



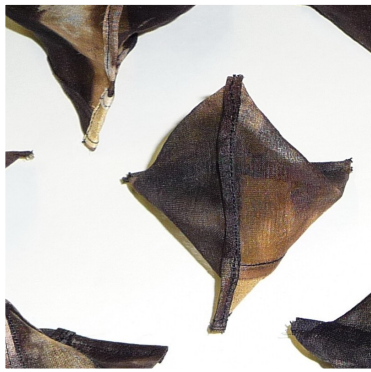
## Pastimes and Popular Culture of early Australian Society Civics & Citizenship + English

Ken Munsie's, "*Our Cinematic Legacy*" is an assemblage using rescued timber, metal and paper depicting and capturing an identity of a place - Queensland. As time goes by what was once popular culture or undertaken as a pastime may no longer be modern. Recording our memories of these things or preserving artifacts and objects are important to documenting our history.

### Activity:

Choose a once popular pastime or leisure activity or something from popular culture from early Australian society between 1800 & 1900s that you can explore and capture its legacy. Research the topic, theme or subject, and brainstorm ways of representing this thing in a contemporary way. How would you represent the what is considered to be 'old' today? Write an essay to accompany your artwork on your new found research. Hint: Gameboards, Croquet, Polo, Badminton, Tapestry.

[Link to the Visual Arts Curriculum:](#)



## Dreamtime and story telling

Civics & Citizenship + Economics & Business

Noela Mills, "*Devil's Dice*" is an artwork representing the deeper issues and controversy surrounding the mining industry in Queensland. The artwork is a metaphor and symbolic of the connotations that surround mining.

### Activity:

Spilt up to form small groups. Imagine you are protestors (Against) or supporters (For) mining and have a debate; identify the positive or negative effects it has on our economy and environment.

### Research:

Propaganda

Art Movements: Dadaism

Top:  
Ken Munsie, *Our Cinematic Legacy*,  
2012, rescued assemblage -timber,  
metal and paper (detail)  
Bottom:  
Noela Mills, *Devils Dice*, 2012, rust dyed  
silks (detail)



# ADDITIONAL RESOURCES

# How to Analyse an Artwork

Lower Primary

As a class group, in pairs or individually, choose an artwork from the exhibition and analyse it.

## 1. DESCRIPTION

- a. Exhibition: \_\_\_\_\_
- b. Artist: \_\_\_\_\_
- c. Artwork Title: \_\_\_\_\_
- d. Date Created: \_\_\_\_\_ Medium: \_\_\_\_\_

## 2. SUBJECT

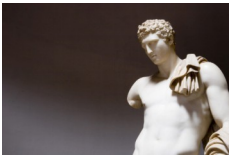
- a. Circle the category of the artwork:



Painting



Drawing



Sculpture



Photography



Digital/Media

- b. Circle the category of your artwork's subject matter. Is it a:

Person                      Place                      Object                      Thing/Idea

- c. Choose 1 word from the box below to fill in the blank line.

Portrait      Figure      Landscape      Seascape      Cityscape      Still Life      Interior

*This artwork is a \_\_\_\_\_*

- d. Circle does the image look *realistic* or is it *abstract*?
- e. List all the things you see in the artwork (trees, people, animals, shapes, mountains, cars, vase, fruit etc.).


### 3. ART ELEMENTS

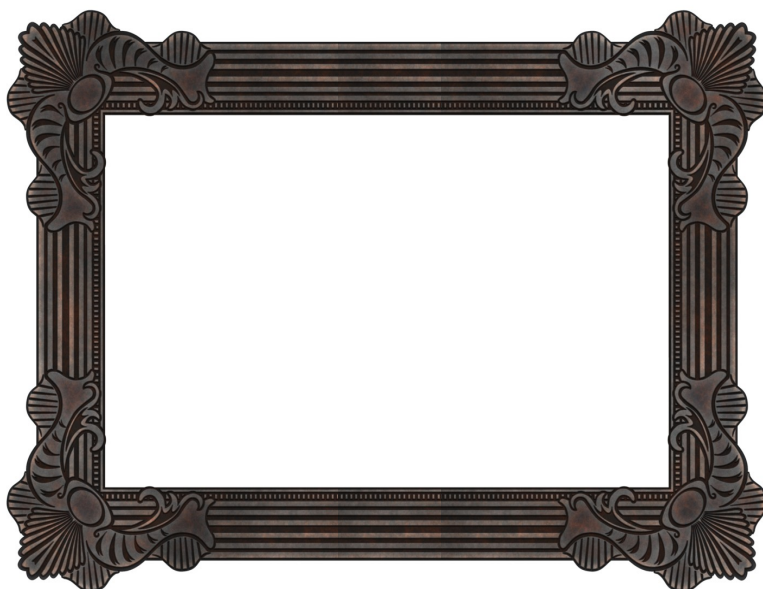
- In the left side column of the table, tick (✓) the box if you can see the following art elements AND
- In the right side column of the table, circle the adjectives you would use to describe the artwork.

Art Elements	Adjectives
<input type="checkbox"/> Line	wavy, zig zag, straight, thin, thick, diagonal, vertical, horizontal
<input type="checkbox"/> Colour	bright, dark, cool, warm, earth tones, unnatural
<input type="checkbox"/> Shape	geometric, organic, circle, oval, square, rectangle, triangle, hexagon
<input type="checkbox"/> Texture	soft, hard, rough, smooth, sharp, blunt, bumpy
<input type="checkbox"/> Pattern	stripes, checked, criss-cross, flowery, grainy, marble, spotty, tie-dye

### 4. COMPOSITION

- Draw in the frame (to the right) the outline of the artwork.
- Draw a line down the middle of the frame
- Is the *artwork the same in both halves*?

Yes - This means its **SYMMETRICAL**  
 No - This means its **ASYMMETRICAL**



### 5. WHAT DO YOU FEEL

Write in the boxes below 3 - 5 words to describe the mood of the artwork.

Is it dark, scary, sad, OR bright, happy, friendly?

--	--	--	--	--

### 6. DISCUSSION

Talk about the artwork as a class, or tell your classmates about the artwork you looked at.

- Why did you choose it?
- What do you like about it?

# How to Analyse an Artwork

Upper Primary / Lower Secondary

As a class group, in pairs or individually, choose an artwork from the exhibition and analyse it.

## 1. DESCRIPTION

- a. Exhibition: \_\_\_\_\_
- b. Artist: \_\_\_\_\_
- c. Artwork Title: \_\_\_\_\_
- d. Date Created: \_\_\_\_\_
- e. Medium: \_\_\_\_\_

## 2. SUBJECT

- a. Circle the category of the artwork:



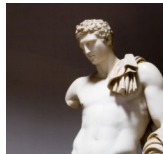
Painting



Drawing



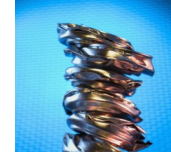
Photography



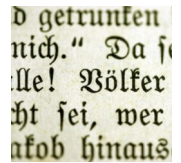
Sculpture



Digital/New Media



Installation



Printmaking

- b. What is the subject genre of the artwork? \_\_\_\_\_

*Hint: Portrait, Figure, Landscape, Seascape, Cityscape, Still Life, Interior, Conceptual*

- c. Write a sentence describing the subject matter of the artwork.

This artwork \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- d. Does the image look *realistic* or is it *abstract*? Explain why: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. ART ELEMENTS & PRINCIPLES OF DESIGN

- a. Tick the box of the art element and principle of design which applies to the artwork.
- b. List 3-5 adjectives (describing words) next to the element or principle which describes what the artwork looks like.

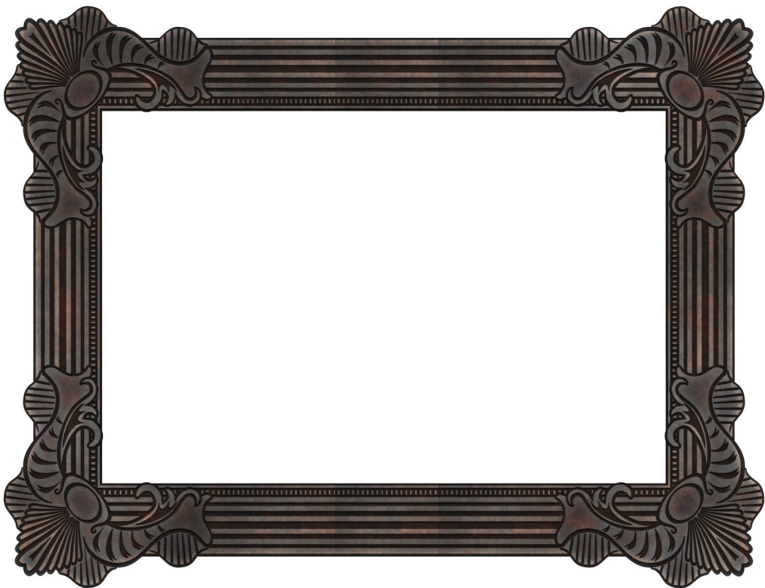
Hint: Pretend you were trying to explain the artwork to a blind person, how would you describe it?  
Example: The lines are thick and wavy but have smooth brushstrokes.

Art Elements	Adjectives
<input type="checkbox"/> Line	
<input type="checkbox"/> Tone	
<input type="checkbox"/> Colour	
<input type="checkbox"/> Shape	
<input type="checkbox"/> Space	
<input type="checkbox"/> Form	
<input type="checkbox"/> Texture	

Principles	Adjectives
<input type="checkbox"/> Pattern	
<input type="checkbox"/> Scale	
<input type="checkbox"/> Contrast	
<input type="checkbox"/> Balance	
<input type="checkbox"/> Movement	

4. COMPOSITION

- a. Draw in the frame to the right the outline of the artwork.
- b. Is the artwork *balanced*?  
(Circle) Is it: symmetrical or asymmetrical



## 5. ART HISTORY

- a. What art movement, if at all, do you think inspired/influenced this artwork?

-----

- a. What context/s (social, historical, political, religious, cultural) are present in the artwork? i.e. If the artwork was a sculpture of a Buddhist praying it would have a religious context.

-----

-----

- c. Please explain your answer: *(Hint: Read the Artist Statements as the artist usually identifies the background behind the artwork)*

-----

-----

## 6. MESSAGE & MEANING

What message or meaning has the artist tried to communicate through this artwork?

-----

-----

## 7. DISCUSSION

Talk about the artwork as a class, or tell your classmates the artwork you looked at.

- Why did you choose it?
- What do you like about it? What don't you like about it? Why?
- What did you find out about it? Did the artist communicate his message well?





# ACKNOWLEDGEMENTS

---

EDUCATION KIT DEVELOPMENT:

Chrissy Dwyer

EXHIBITION CURATOR:

John Waldron

TOURING ORGANISATION:

Flying Arts Alliance Inc

DESIGN:

Carli Griffin

IMAGES:

Courtesy of the artist and Gallery

---

# FLYING ARTS

## ALLIANCE INC

[www.flyingarts.org.au](http://www.flyingarts.org.au)

+61 7 3216 1322

[info@flyingarts.org.au](mailto:info@flyingarts.org.au)

PO BOX 263 Fortitude Valley QLD 4006



Queensland  
Government



State Library  
of Queensland



UNIVERSITY OF  
SOUTHERN QUEENSLAND  
fulfilling lives

