

PUNUKU TJUKURPA

PRE-VISIT ACTIVITIES

upper secondary

Pre-visit activities are designed to inform students about *Punuku Tjukurpa* and assist them to interpret and understand what they will see at the exhibition.

The *Punuku Tjukurpa* exhibition catalogue and *Punuku Tjukurpa* Education Kit can provide information to help students and teachers learn about the exhibition. Additional print and electronic resources are suggested to assist with student research.

1. Make a copy of the *Punuku Tjukurpa* Education Kit. Read the following sections and discuss as a group.

Punuku Tjukurpa Education Kit – Research Notes

- The Place
- The People
- *Tjukurpa*
- The Art
- The Exhibition

2. Read the essays by Steve Fox, Kathy Tozer and Billy Cooley in the exhibition catalogue.

Discuss how the introduction of making *punu* for sale changed the lives and economy of *Anangu* people while at the same time maintaining cultural practice, lifestyle and belief.

How has the notion and importance of a heritage collection changed for the *Anangu* people?

3. Discuss the development of the central and western desert Aboriginal art movement.

Use the web links in the Education Kit to further inform the discussion.

VISITING THE EXHIBITION

- Students should arrive with a clipboard and pencil.
- Discuss the activities and exhibition upon arrival at the venue.
- Ask a gallery person to introduce the exhibition.
- Provide copies of the activity for each student, where applicable.
- Encourage students to talk and share ideas about what they are seeing/hearing/learning and to ask questions.
- Bring the class together towards the end of the visit to discuss questions and findings.
- Participate in the public programs and activities provided at the exhibition venue.

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EXHIBITION VISIT

STUDENT ACTIVITY SHEET

upper secondary

Welcome to *Punuku Tjukurpa*

Have a good look around the exhibition. Consider the following questions:

1. *Tjukurpa* refers to important events that happened in the distant past but also to things that are important to Aboriginal people today. Why do you think it is important that the old people pass these stories on to younger people?
2. List the different kinds of implements *Anangu* make. Describe them and how they are used. Some items are made by women and some by men, what is the difference?
3. Look at the *tjara* (shield) by Reggie Jackson. Reggie Jackson would say of his *tjara*, 'this is my mark'. He was proud of that mark, it was about his place, it belonged to him and he shared it with us. Stephen Fox (exhibition curator) explains that 'we should not ask too much about marks on his *tjara*. We should remain honoured that we can share objects that carry such strength. The marks made are powerful, they belong to country, they belong to *Anangu*.' Discuss the statement above. Why is it important?
4. Choose two works in the exhibition. Describe them in detail in your notebook. Describe the colours, texture, shape medium and size. Describe how the objects have been made? What are they used for? What special skills, knowledge and abilities does the artist have? Make detailed drawings of the artworks. Discuss the work with the art gallery staff. Ask questions about things you do not understand or would like to know more about.
5. Choose ten pieces from the exhibition to curate your own mini exhibition. Write a curator's essay about your selection and how you chose it. Design the installation. What other things would you include in the exhibition space to help visitors appreciate both the pieces and your curatorial rationale?
6. Where else have you been able to learn about *punu* before this exhibition? Why do you think its important organisations like Artback NT and Visions Australia exist? Imagine you wanted people to see and learn about something you have made or are proud of. What would you say to convince them to fund or tour you or your work?
7. It is the grandparents role to teach in traditional Aboriginal culture. Discuss what is happening, not just for *Anangu*, but within your own cultures when change is so rapid your elders can't teach you about many of the new technologies you are using.

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POST-VISIT ACTIVITIES

STUDENT ACTIVITY SHEET

upper secondary

Student essay. Choose one of the following questions.

The *Punuku Tjukurpa* exhibition catalogue and *Punuku Tjukurpa* Education Kit can provide information about the exhibition. Additional print and electronic resources are provided in the Education Kit to assist student research.

1. Read the essays by Stephen Fox, Kathy Tozer and Billy Cooley in the exhibition catalogue. Discuss how the introduction of making *punu* for sale changed the lives and economy of *Anangu* people while at the same time maintaining cultural practice, lifestyles and belief.
2. Imagine you were a curator in an important art gallery. You have been asked to select three works from the *Punuku Tjukurpa* exhibition. Which three works would you choose? Write a gallery wall panel to accompany the works and explain why they are important.
3. How are exhibitions like *Punuku Tjukurpa* financially supported? Where does the money come from to put the exhibition together? How is the money spent? What is the role of the curator? What is the role and purpose of Artback NT? Why is this organisation important? How does its activities enhance and reflect our identity as Australian people?
4. What is an Indigenous art centre? Where are they located? How are they managed and what do they do? What are the benefits to the local people from having an art centre in their community? Answer in reference to a particular Indigenous art centre.
5. *Tjukurpa* describes an Indigenous system of beliefs and morality by which *Anangu* people can judge right and wrong. It establishes the rules we use to govern society and manage land. *Tjukurpa* guides the daily lives of people through a series of symbolic stories and metaphors. The stories represent complex explanations of the origins and structure of the universe. What are the rules and beliefs that guide people in your school?