

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – OCHRE

DEPARTMENT OF
EDUCATION
learners first

FOUNDATION

TOUCHING THE EARTH

Learners explore a personal connection to place and home by creating art with their hands using earth-paint sources from their home. The activity allows students to explore the significance of place with personalised art expression.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 2

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Organising idea 5

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

ACHIEVEMENT STANDARDS

Humanities and Social Sciences (HASS)

Students identify important events in their own lives and recognise why some places are special to people.

Students describe the features of familiar places and respond to questions about their own past and places they belong to.

CONTENT DESCRIPTORS

Humanities and Social Sciences (HASS)

Explore a point of view (ACHASSI005).

The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015).

The reasons why some places are special to people, and how they can be looked after (ACHASSK017).

GENERAL CAPABILITIES

Intercultural understanding

Recognising culture and developing respect

Investigate culture and cultural identity

Level 1 – share ideas about self and belonging with peer

Explore and compare cultural knowledge, beliefs and practices

Level 1 – identify, explore and compare culturally diverse activities and objects

Critical and creative thinking

Inquiring – identifying, exploring and organising information and ideas

Pose questions

Level 1 – pose factual and exploratory questions based on personal interests and experiences

Identify and clarify information and ideas

Level 1 – identify and describe familiar information and ideas during a discussion or investigation

Learning Goals

Learners will:

- » Understand we have a personal connection to place and home.
- » Recognise that places are special to people.
- » Explore their own special place and identify qualities that make it special.

Learning Sequence

Activating and Engaging

Story Sharing

View *Inland Journey* from the 'Living Cultures – Ochre' section of The Orb.

Ask students to bring a sample of earth brought from their home, or a place where they feel 'at home' and use the earth and their hands and a variety of materials to create a personal artwork.

Class discussion:

- » Ask students to tell the class about one aspect of their home or garden that is of significance to them.
- » Describe the place where you gathered your earth. Did it come from your garden or near the place where you live?
- » Where is your home?
- » What is the significance of that place to you?
- » What is your relationship with that place?
- » Are you 'at home' in your home?
- » Do you have a special place that you can call home?

Exploring and Discovering

Symbols and Images

Land links

Non-verbal

Visual art task

- » Mix earth with water to make a paint
- » Dip hands in the paint and make hand and fingerprints, and footprints, on a range of mediums such as calico, paper and bark.

Synthesising and Applying

Deconstruct-Reconstruct

- » How are people connected to their place and other places?
- » What factors affect my connection to places?
- » In what way are the artworks personal expressions of people, country and place?
- » Are there ways that Aboriginal people have used their bodies and paint from the earth to create personal and lasting messages?
- » What can be learned from the stories of the Community member who joined the class?
- » Can we pass on our knowledge and understanding to other younger students?
- » What can we help them discover about their connection to place?
- » Why is it important to respect people's special place?

Non-linear

Students use their personal artwork to form the cover of a diary of their place where they can collect and display materials and things they find that demonstrate their growing connection to their place.

Success Criteria

Learners:

- » Participate in a class discussion about their home or the place they collected their earth.
- » Create some visual art using their earth and other items collected.
- » Reflect on a number of questions about people and connection to place.
- » Share their thoughts in a class discussion.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Earth from students' homes or a special place, brought in sealed plastic bags or food containers.
- » Water for mixing
- » Calico, art paper, bark, rocks etc.



Glossary

Connection

A relationship in which a person or thing is linked or associated with something else.

Significance

The quality of being worthy of attention; importance.

Relationship

The way in which two or more people or things are connected, or the state of being connected.



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