



Image: North Coast Women's Art Group, Aunty Jude Hammond (Gunggari/Kamilaroi), Jaiva Davis (Gubbi Gubbi)

SECONDARY TEACHING AND LEARNING RESOURCE

Supporting and connecting
teachers and students
with art and ideas.

Contemporary Songlines

Dhakkan/Mundagudda
(Rainbow Serpent) and
Maroochy (Black Swan) Project

Friday 21 June to Sunday 18 August

 **Sunshine Coast**
COUNCIL | CALOUNDRA
Regional Gallery

Contemporary Songlines:

Dhakkan/Mundagudda (Rainbow Serpent) and Maroochy (Black Swan) Project

In honour of NAIDOC week, Caloundra Regional Gallery is exhibiting Contemporary Songlines: Dhakkan/Mundagudda (Rainbow Serpent) and Maroochy (Black Swan) Project from the 21st of June to the 18th of August 2024. This year-long project has been a collaboration between artists and First Nations students and youth, developed in response to First Nations regional artists' collective stories and culture.

The project creator is lead and cultural arts project curator Aunty Jude Hammond (Gunggari/Kamilaroi) working with Jaiva Davis (Gubbi Gubbi), Project First Nations Cultural Arts Trainee. Four schools across the region have also been involved in the project: Burnside State High, Caloundra State High, Maroochydore State High and Noosa District State High in addition to Integrated Family and Youth Services Youth (ifys) Youth and First Nations Women's Art Group from North Coast Aboriginal Corporation for Community Health.

As part of the project, artists have created individual ceramic/metal Songline sculptures. These works share the artists' connections to place, people and ancestors, featuring Totems representative of Country or in respect of Gubbi Gubbi/Kabi Kabi flora and fauna.

Using this resource

Activities in this resource encourage you to make connections with the Australian Curriculum for Visual Art by exploring and responding to the artworks and by developing an understanding of relevant practices and skills. Some activities will also require you to create and make artworks or to consider how artworks can be presented.

The following process may be effective:

1. Look closely at each artwork. Think about the connections that you can make with it.
2. Look at the artist, title, year the work was made, and materials used.
3. Think about the art making processes (how the art materials were used).
4. Consider how the work is presented or displayed.
5. Attempt the activities provided.

Activities

1. Spend some time looking closely at the Songline sculptures. What might be some key ideas or themes in these works?
2. Think about your own experiences of living on the coast. What personal connections can you make to the Songlines sculptures?
3. Watch the video featuring Lyndon Davis. These artworks tell an important story about the artists and their ancestors. Have you ever made an artwork that tells a story that is important to you? Draw your own story into the 'My Story' template provided on the next page.

My Story

Make connections with the artwork by reflecting on your own story.

- Who, what and which places are most important to you?
- What would you like others to know about you?

Draw a story about who you are in the space below.

10. Aside from casting, what are some other clay techniques and processes can you see have been used to create the work?

11. After seeing the exhibition, what question would you ask the artists about their work?

12. Watch the *Rekindling* video. Describe some ways that participants shared stories and culture through this process.

13. What new knowledge have you gained about culture by looking at the work in the show?

Bibliography

The following resources have been used to assist in the development of this kit:

Australian Curriculum and Assessment Authority. (2023). *Visual Arts 9 - 10*. https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-10_year-9?view=quick&detailed-content

Neagle, K. (2023). *Aboriginal and Torres Strait Islander art in the classroom 2*. Art Gallery of South Australia.

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