

***Yiwarra Kuju: The Canning Stock Route*** exhibition visits [Queensland Museum, May 25 – 14 July, 2013](#) from the National Museum of Australia, Canberra.

The following Australian Curriculum links have been identified for 2013 school audiences. Queensland Museum recognises that *Yiwarra Kuju: The Canning Stock Route* is an exhibition which supports:

- **History and The Arts** (tables enclosed identify Years 3-10)

and Cross-curriculum priority,

- **Aboriginal and Torres Strait Islander histories and cultures.**

The National Museum of Australia has published education resources to complement the exhibition in a cross-curricular kit which includes information and activities for years 5-9. These learning experiences offer a range of applications, including before-visit and/or during-visit investigations and after-visit reflections or extensions.

This kit is also published as separate components for a specific theme-based inquiry.

Links to Queensland Essential Learnings and Standards KLAs (SOSE and The Arts) are identified in this kit. A range of activities are suggested for Visual Arts, Literacy, Sciences and History.

**EXHIBITION SYNOPSIS:** *This groundbreaking exhibition reveals the richness of desert life today. It tells the story of the Canning Stock Route's impact on Aboriginal people, and the importance of the Country that surrounds it, through the works of senior and emerging artists and the stories of traditional custodians. It is a story of contact, conflict and survival, of exodus and return, seen through Aboriginal eyes, and interpreted through their voices, art and new media.* ([National Museum of Australia](#))



*Patrick Tjungurrayi, from Papunya Tula Artists, photo by Tim Acker, 2007, Courtesy FORM Canning Stock Route Project*



THE AUSTRALIAN CURRICULUM		<i>History</i>
Year level	Historical Knowledge and Understanding	Historical Skills
Year 3	<p><b>Community and Remembrance</b></p> <p><i>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (<a href="#">ACHHK060</a>)</i></p>	<p><b>Analysis and use of sources provided</b></p> <p><i>Locate relevant information from sources provided (<a href="#">ACHHS068</a>)</i></p>
		<p><b>Perspectives and interpretations</b></p> <p><i>Identify different points of view (<a href="#">ACHHS069</a>)</i></p>
Year 4	<p><b>First Contacts</b></p> <p><i>The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (<a href="#">ACHHK077</a>)</i></p> <p><i>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (<a href="#">ACHHK080</a>)</i></p>	<p><b>Historical questions and research</b></p> <p><i>Pose a range of questions about the past (<a href="#">ACHHS083</a>)</i></p>
		<p><b>Analysis and use of sources provided</b></p> <p><i>Locate relevant information from sources provided (<a href="#">ACHHS084</a>)</i></p>
		<p><b>Perspectives and interpretations</b></p> <p><i>Identify different points of view (<a href="#">ACHHS085</a>)</i></p>
Year 5	<p><b>The Australian Colonies</b></p> <p><i>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (<a href="#">ACHHK095</a>)</i></p> <p><i>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (<a href="#">ACHHK097</a>)</i></p>	<p><b>Historical questions and research</b></p> <p><i>Identify questions to inform an historical inquiry (<a href="#">ACHHS100</a>)</i></p> <p><i>Identify and locate a range of relevant sources (<a href="#">ACHHS101</a>)</i></p>
		<p><b>Analysis and use of sources provided</b></p> <p><i>Compare information from a range of sources (<a href="#">ACHHS103</a>)</i></p>
		<p><b>Perspectives and interpretations</b></p> <p><i>Identify points of view in the past and present (<a href="#">ACHHS104</a>)</i></p>
Year 6	<p><b>Australia as a Nation</b></p> <p><i>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait</i></p>	<p><b>Historical questions and research</b></p> <p><i>Identify and locate a range of relevant sources (<a href="#">ACHHS120</a>)</i></p>





	<p><i>Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</i> <a href="#">(ACHHK116)</a></p>	<p><b>Analysis and use of sources provided</b></p> <p><i>Locate information related to inquiry questions in a range of sources.</i> <a href="#">(ACHHS121)</a></p> <p><i>Compare information from a range of sources.</i> <a href="#">(ACHHS122)</a></p>
Year 7	<p><b>The Ancient World</b></p> <p>Depth studies – Investigating the ancient past</p> <p><i>The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources</i> <a href="#">(ACDSEH031)</a></p>	<p><b>Perspectives and interpretations</b></p> <p><i>Identify and describe points of view, attitudes and values in primary and secondary sources</i> <a href="#">(ACHHS212)</a></p>
Year 9	<p><b>The Making of the Modern World</b></p> <p>Depth studies – Movement of peoples</p> <p><i>Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia</i> <a href="#">(ACDSEH084)</a></p> <p><i>The short and long-term impacts of the movement of peoples during this period</i> <a href="#">(ACDSEH085)</a></p> <p>Depth studies – Making a nation</p> <p><i>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples</i> <a href="#">(ACDSEH020)</a></p>	<p><b>Chronology, terms and concepts</b></p> <p><i>Use historical terms and concepts</i> <a href="#">(ACHHS165)</a></p> <hr/> <p><b>Historical questions and research</b></p> <p><i>Identify and locate relevant sources, using ICT and other methods</i> <a href="#">(ACHHS168)</a></p>
Year 10	<p><b>The Modern World and Australia</b></p> <p>Depth studies – Rights and freedoms</p> <p><i>The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007)</i> <a href="#">(ACDSEH143)</a></p>	<p><b>Historical questions and research</b></p> <p><i>Identify and select different kinds of questions about the past to inform historical inquiry</i> <a href="#">(ACHHS184)</a></p> <hr/> <p><b>Analysis and use of sources</b></p> <p><i>Identify the origin, purpose and context of primary and secondary sources</i> <a href="#">(ACHHS187)</a></p> <hr/> <p><b>Explanation and communication</b></p> <p><i>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</i> <a href="#">(ACHHS192)</a></p>



**THE AUSTRALIAN CURRICULUM**
*The Arts (draft)*

This exhibition experience (stories, perspectives, collections, artwork, media and spatial layout) can:

- inform, inspire and support the **Making** strand of the Arts Curriculum.
- elicit discussion, investigation and reflection to address the **Responding** strand (exploring, responding to, analysing and interpreting art works) of the Arts Curriculum.

Year 3-4	<b>Media Arts</b>	<p><b>Making</b></p> <p><i>4.3 Experiment with representations to create media arts works that reflect themselves, people, environments or concepts they know or know about</i></p> <p><b>Responding</b></p> <p><i>4.7 Express understanding about choices made in the creation of media arts works identifying reasons for these based upon features of the works</i></p> <p><i>4.8 Identify and describe the purpose of the media arts work, the audience for which it is made, and the responsibilities of makers and users of media</i></p>
	<b>Visual Arts</b>	<p><b>Making</b></p> <p><i>4.1 Explore how to express ways of seeing and imagining their world working with images forms, objects and spaces</i></p> <p><i>4.2 Investigate and experiment with the qualities of different media and techniques to develop intended effects</i></p> <p><b>Responding</b></p> <p><i>4.7 Express understanding about choices made in the creation of their own visual arts works identifying reasons for these based upon features of the art works</i></p> <p><i>4.8 Recognise and describe how images, objects, forms and ideas in visual arts works can be considered from different viewpoints</i></p> <p><i>4.9 Explore and explain visual arts works and comment on the connections with Australia, the Asia region and other world regions</i></p>
Year 5-6	<b>Media Arts</b>	<p><b>Making</b> (case study: Museum Exhibitions)</p> <p><i>6.3 Create representations that explore values and beliefs about people, places, and events or times, including those from the Asia region, for specific audiences and purposes</i></p> <p><i>6.6 Combine Arts subjects and other learning areas to communicate meaning in and through media arts</i></p> <p><b>Responding</b></p> <p><i>6.7 Investigate and explain how media arts works engage audiences, referring to codes and conventions</i></p> <p><i>6.8 Identify and reflect on personal, social, ethical and environmental issues regarding the creation of media arts works, including cultural issues, collaboration, permissions and the</i></p>





		<p><i>acknowledgement of ownership</i></p> <p><i>6.9 Identify, describe and explain how representations in various media arts forms from Australia, the Asia region and the world are constructed and reflect the personal, social, cultural and environmental contexts, values and beliefs of those who make them</i></p>
	<b>Visual Arts</b>	<p><b>Making</b></p> <p><i>6.2 Select and use different media and techniques to explore visual arts ideas</i></p> <p><b>Responding</b></p> <p><i>6.7 Investigate values and meanings in their own and others' visual arts works</i></p> <p><i>6.9 Identify and analyse ways that societies, cultures and eras of Australia, the Asia region and the world are represented by artists and designers</i></p>
Year 7-8	<b>Media Arts</b>	<p><b>Making</b> <i>(case study: Museum Exhibitions)</i></p> <p><i>8.4 Apply codes and conventions in the planning of media arts works for intended audiences</i></p> <p><b>Responding</b></p> <p><i>8.7 Analyse how the choice of codes and conventions in a media arts work engages audiences and communicates ideas</i></p> <p><i>8.10 Recognise that audiences are diverse and have varied readings of media arts works that depend on personal, social and cultural contexts</i></p>
	<b>Visual Arts</b>	<p><b>Making</b></p> <p><i>8.2 Investigate the practices and viewpoints of art, craft and design and the connection to and influence on aesthetic and expressive intention when imagining and planning</i></p> <p><b>Responding</b></p> <p><i>8.7 Attribute purpose and meaning to visual arts works through a range of perspectives</i></p> <p><i>8.9 Research and analyse how practice in visual arts in different times and places is conditioned by a range of interests</i></p> <p><i>8.10 Develop an understanding of artists' impacts and contributions to social, cultural, environmental and historical interests, attitudes, values and beliefs</i></p>
Year 9-10	<b>Media Arts</b>	<p><b>Making</b> <i>(case study: Museum Exhibitions)</i></p> <p><i>10.3 Manipulate representations to invite alternate social, cultural and environmental viewpoints and audience interpretations</i></p> <p><b>Responding</b></p> <p><i>10.11 Investigate world views through media arts works from different social, cultural, historical and environmental contexts and compare representations</i></p>
	<b>Visual Arts</b>	<p><b>Making</b></p> <p><i>10.2/10.4 Investigate and explore the perspectives on and in the arts' practices of other artists in relation to their own ideas about design, symbols, objects and spaces</i></p>





*10.6 Explore other art forms and learning areas to develop ideas and issues to explore symbol and representation*

**Responding**

*10.7 Evaluate and share with others their understandings about the role intentions play in how and why visual arts works are made, what they are about and how they are understood in different ways*



*Patrick Tjungurrayi naming the waterholes in his painting, Canning Stock Route Country, photo by Tim Acker, 2007,  
Courtesy FORM Canning Stock Route Project*

