



Year 7 Art
Unit 2
'Aboriginal Art'



Year 7 – Knowledge Organiser – Half Term 3, 'Aboriginal Art'

Project Overview

In this project you will investigate Aboriginal Art, exploring the significance and meanings behind the different animals, colours and symbols used by the Aboriginal people. You will be responding to these artifacts, creating two and three-dimensional works.

Aboriginal Art

Aboriginal art can be understood as the carvings, paintings, and depictions of nature created by Aboriginal people. These are a group of Australians who are native to Australia. They're a vast community of Native peoples who have lived in Australia for the past 50,000 years - the oldest living culture in the world.

Aboriginal people are known to have a strong relationship to the natural landscape, including deserts, coasts, valleys, and grasslands. They often use Australian animals as inspiration in their art and folklore (stories).



Art Formal Elements

Colour – What you see when light reflects off something.

Line – A mark which can be long, straight, curved, etc.

Tone – How light or dark a colour is.

Texture – How something looks or feels, e.g., rough or smooth.

Pattern – A symbol, design or shape that is repeated.

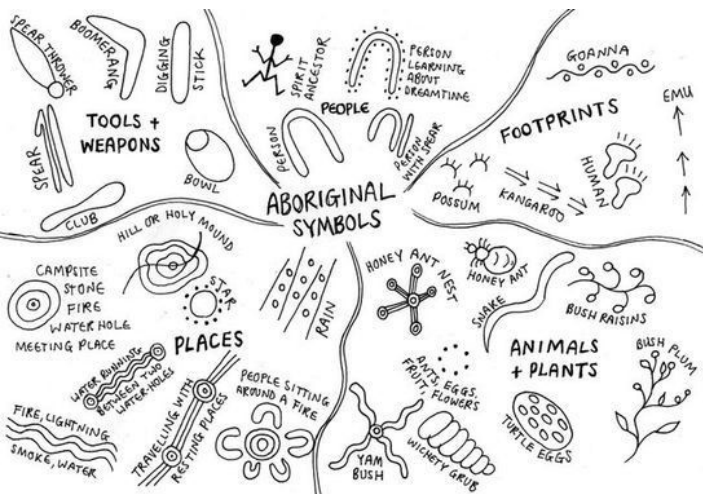
Shape – A 2D area which is enclosed by a line, e.g., triangle, square, circle.

Form – Something which is 3-dimensional, e.g., cuboid.

Symbols Aboriginal Art

A large proportion of Aboriginal art is based on important ancient stories and symbols centred on 'The Dreamtime' – the period in which Aboriginal people believe the world was created.

Australian Aboriginal people have NO written language of their own, and so the important stories central to the people's culture are based on the traditional icons (symbols) and information in their artwork.



Year 7 – Half Term 3 – IKE Plus

1. Create a **title page** for the unit, '**Aboriginal Art**'. Complete this on an **A4** page.

Checklist:

*A clear **title** introducing the topic – 'Aboriginal Art'. Use bold, interesting font.

*A minimum of three **images/ drawings** which reflect the topic.

***Key words/ facts** about the Aboriginal people of Australia and their Art.

*An intentional page layout.

***Colour** – add colour using a **medium** of your choice, e.g., colouring pencils, paints, marker pens, etc.



2. **Research** the **rugby kits** worn by the team '**Indigenous Allstars**'. This kit is decorated with Aboriginal Art.

Design a **new kit** for the Indigenous Allstars. This kit should include **Aboriginal art**, e.g., Australian animals, Aboriginal symbols, etc.

Complete your design drawings on an **A4** piece of paper using a **pencil**, before adding **colour** using a **medium** of your choice.

[Indigenous All Stars History - The Gallery of League](#)



4. Research **one** of the following animals and their **significance** in **Aboriginal Art**.

- *Turtle
- *Crocodile
- *Platypus
- *Goanna

Create an **A4 fact-file** outlining how your chosen animal is **important** to the Aboriginal people - What do they **symbolise/ represent**.

3. **Research** the **modern** Aboriginal artist, **Chern'ee Sutton**. Complete an Artist research page which includes the following:

*A title – A bold, interesting title introducing the artist 'Chern'ee Sutton'

*Secondary images – a selection of the artist's work.

*Key information – an introduction to the artist and the work they create.

Challenge:

Create a **copy** of a piece of **Chern'ee Sutton's** work. Create this alongside your research page using **similar materials** to the artist. Your copy can be of a **whole piece** of Sutton's work or just a **section**.

Clearly **outline** what piece of work you have copied, by **labelling** your outcome and including an image of the artists **original work** next to it.

Show your class teacher your copy alongside your research page for extra achievement points!

Year 7 – Knowledge Organiser – Half Term 4, 'Aboriginal Art'

Animals in Aboriginal Art

In Aboriginal Art, animals embody powerful spiritual entities, ancestral beings, and integral components of the Dreaming stories that form the foundation of Aboriginal culture.

Animals embody various characteristics like strength, resilience, fertility, wisdom, and connection to the land, reflecting the values and beliefs of Aboriginal culture.

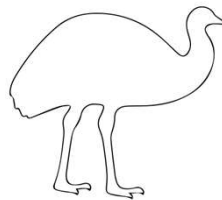
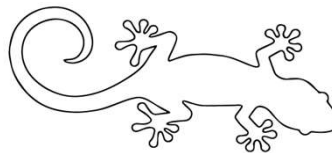
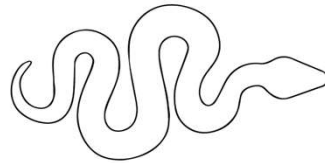
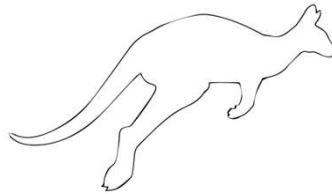
Kangaroo: The kangaroo is often associated with the creation of the land and the survival of Aboriginal people. Its powerful legs symbolise strength and resilience, while its pouch represents fertility.

Snake: Snakes are often depicted as ancestral beings who bring rain and fertility to the land. Their ability to shed their skin symbolises transformation and renewal (a fresh start).

Lizard: Lizards are often depicted as ancestral beings. Their agility and adaptability symbolise their connection to the earth.

Koala: Koalas represent a connection to nature and the importance of respecting the environment.

Emu: The emu is associated with the creation of the earth and its connection to the cycle of life and death. The emu represents endurance and adaptability.



Ceramic Sculpture

To make a sculpture is to create something which is **3-dimensional** in its form. It can be done using a variety of **materials** and **techniques**, such as carving from wood or stone, or casting with metal.

Key Words:

Ceramics – Hand built, or wheel thrown shapes or vessels made of clay which can be fired in a kiln at high temperature to make them harder and stronger.

Coiling – A method of building clay forms using clay rolled out into sausage shapes and joined one above the other.

Kneading – Folding the clay in on itself to remove air bubbles.

Firing – Baking or cooking the clay at a high temperature in a Kiln.

Slab Building – Hand building technique which involves forming flat slabs of clay and connecting them to form a vessel.

Slip – This is liquid clay. It is used as a glue/ cement to join pieces of clay together.

Impressing – Marking marks made in soft clay by pressing objects into the surface.

Leather Hard – Clay which is too firm to bend yet soft enough to be carved.

Kiln – A large hot oven in which clay is fired to temperatures above 1000 degrees Celsius.

Year 7 – Half Term 4 – IKE Plus

1. Create a 3-dimensional outcome of an **Australian animal**.

Use a **medium** of your choice to create this **sculpture**, e.g., food (cake), recycled materials, clay, etc.

Steps to Success:

*Take **inspiration** from the art of the Aboriginal people as you create this outcome. Consider the different colours, marks and symbols you could add to your sculpture.

You can bring your sculpture in or take a photograph to show your class teacher.



2. Design an **Aboriginal boomerang**.

Steps to Success:

*Take **inspiration** from the art of the Aboriginal people. Consider the different colours, marks and symbols you could add to your boomerang.

*Use your pencil first, before adding colour and details use a medium of your choice, e.g., fine-liner, colouring pencil, etc.

Pushforward:

Bring your design to life!! Using **cardboard** or an **alternative material**, create your boomerang.

Bring this to your class teacher alongside your design for extra achievement points!



3. Create a how to **guide** for **clay**.

Include images and notes which will support you when completing your clay outcome in the lesson.

Checklist:

*Add tips and reminders about using clay and the equipment.

*Make your steps clear and precise.

*Include images alongside your steps – you may wish to draw these.

*Be creative!

4. Places to visit.

- *Victoria and Albert (V&A) Museum, London
- *Pitt Rivers Museum, Oxford
- *The British Museum, London
- *Horniman Museum and Gardens

If you visit any of these places take **pictures** to show your class teacher.

5. Paint a small **rock/ pebble** in the style of **Aboriginal dot art**.

