

Teacher Resource

Episode 27 15th September 2020

Fake Aboriginal Art

Q Focus Questions

- 1. What was the main point of the BTN story?
- 2. What percentage of artworks and souvenirs sold in Australia are fake?
- 3. Why is Aboriginal art unique?
- 4. What impact does the production of fake art have on Indigenous artists?
- 5. While it's illegal to pretend something has been created by an Indigenous person, there are no laws against selling art that looks similar. True or false?
- 6. What is the Government doing to stop fake Aboriginal art being produced?
- 7. How can you tell the difference between a fake and an authentic piece of Indigenous art?
- 8. Predict what might happen if fake artworks continue to be made and sold to tourists
- 9. Should more be done to protect the Aboriginal art industry? Explain your answer.
- 10. What do you understand more clearly since watching this story?

Activity

After watching the BTN Fake Aboriginal Art story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

Key Learning

Students will learn more about the importance of Aboriginal and Torres Strait Islander art and respond to artwork created by Indigenous artists.

@ Curriculum

The Arts - Years 3/4

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations.

Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples.

The Arts - Years 5/6

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks.

Activity

Class Discussion

Discuss the BTN *Fake Aboriginal Art* story as a class. Record the main point of the discussion. Use the following questions to guide the discussion.

- What do you know about Aboriginal art?
- What impact do the fake artworks have on Aboriginal artists and the industry?
- Why do you think the Australian Government has cracked down on fake Aboriginal art?











Key Words

Students will brainstorm a list of key words that relate to the BTN *Fake Aboriginal Art* story. Here are some words to get you started.

fake	souvenir	artwork
authentic	tourist	ethical



Indigenous Art Research

Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- Why is Aboriginal art important?
- · How does Aboriginal art tell stories?
- How is Aboriginal culture expressed through art?
- How does Aboriginal art differ across Australia?

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Oral presentation
- <u>Prezi</u> presentation
- Poster

Evaluate: What have we learnt?

Each group reflects on what they have learnt about Aboriginal art during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...





Responding to Indigenous Art

Virtual art gallery trip

Students will visit an online art gallery and respond to Indigenous artworks they have chosen. Below is a list of galleries with links to Aboriginal and Torres Strait Islander art collections for students to choose from.

Art Gallery of South Australia
Art Gallery of NSW
National Gallery Victoria
Art Gallery of WA
Queensland Art Gallery
National Gallery of Australia

Choose an artwork/s to respond to. Record everything you see in detail.

- What is the name of the artwork and artist who created it?
- Is it a painting, print, sculpture or another type of artwork?
- What does the artwork remind you of? What does it make you think about?
- What materials were used to make it?
- Describe the artwork. What sorts of colours, lines, shapes and patterns can you see?
- Does it tell a story? What sort of story?
- How does the artwork make you feel?
- What questions do you have about the artwork?

Further investigation

Reflect on the artwork and learn more about the artist. Respond to the following:

- Why did you choose the artwork?
- What were your fist impressions of the artwork?
- How would you describe the artwork to someone who has never seen it before?
- Is it contemporary or traditional?
- If you could interview the artist what questions would you ask them about the artwork? Find out if you can contact the artist for an interview.
- What is the 'story' behind this artwork?
- What other artworks has the artist created?
- Where is the artist from?
- Interesting facts

Challenge

Choose another Indigenous artist to explore in detail to learn more about their life and art. Create a short biography of their life and show examples of their artworks. Explain why you chose to find out more about them and what you like about their art.





BTN Story

Watch the <u>BTN Indigenous Art</u> story and learn about how some kids got involved in a special Indigenous art exhibition.

- 1. What have the kids made for the Tarnanthi art exhibition?
- 2. What is the purpose of an audio guide?
- 3. Give an example of the sort of information in the guide.
- 4. Who did the students interview as part of their research?
- 5. Describe Yvonne Koolmatrie artworks.
- 6. Where does she collect the materials for her artworks?
- 7. Describe at least one other piece of art in the exhibition.
- 8. How did they put together their audio guides?
- 9. What did the art gallery say about the guides the kids made?



Useful Websites

Commonwealth vows to stamp out fake Aboriginal art made in `sweatshops' – ABC News https://www.abc.net.au/news/2020-09-02/federal-government-moves-to-protect-indigenous-art-from-fakes/12621362

Indigenous Art - BTN

https://www.abc.net.au/btn/classroom/indigenous-art/10525598

