

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 1: Frank Wright – Echidna Piggiebillah

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw an Echidna or *Piggiebillah*

- Choose three texta colours and paper and follow Frank drawing the outside of the echidna
- Draw the skin and the feet
- Fill in the skin with 2 lines all the way round
- Draw the spines or quills representing the spiritual spears from the elders after he did wrong as a young boy
- Draw the stomach and outline it with a darker colour and the inside with the third colour
- Colour in the feet
- Use first colour to outline the quills on his feet and to fill out the details inside the echidna
- Add details of his eyes and mouth
- Add lines to indicate the story of the Echidna and four symbols showing the hunters who punished him for stealing the food
- Add his tongue and some ants for him to eat

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Piggiebillah* the Echidna

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of *Piggiebillah* the Echidna - http://artistwd.com/joyzine/australia/dreaming/echidna_spines.php
- How the Echidna got his spear <https://www.kunwinjku-aboriginal-art.com/kunwinjku-dreamtime-story.html>
- The Myth of Old Man Echidna <https://www.australiangeographic.com.au/topics/history-culture/2017/07/the-myth-of-old-man-echidna/>

- Echidna facts <https://www.environment.sa.gov.au/goodliving/posts/2019/01/echidna-facts>
- Video of an echidna <https://youtu.be/yHjdIXN9v2g>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 2: Frank Wright – Butterfly Pallah Pallah

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a butterfly or *Pallah Pallah*

- Choose three texta colours and paper and follow Frank drawing the butterfly
- Start with the head and the three parts of the body
- Draw the wings on the right and left
- Draw the stomach and outline it with a different colour
- Use a different colour to outline the wings and draw lines all the way round
- Add details of head and colour in
- Add patterns to the wings
- Add lines to indicate the story of the Butterfly and way the colours ran out of the butterfly in the rain and made the opals at Lightning Ridge

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Pallah Pallah* – the butterfly

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of *Pallah Pallah* – the Butterfly – How the Opal came to be <https://blackopaldirect.com/blog/aboriginal-origins-opal/>
- Moorambilla and *Pallah Pallah* - <https://moorambilla.com/news/tag/pallah-pallah/>
- *Pallah Pallah* by Alice Chance: Moorambilla Voices sing about the story of the butterfly from the *Lepidoptera* recording <https://youtu.be/AgftblUufWY>
- Butterfly facts <https://en.wikipedia.org/wiki/Butterfly>
- Life cycle of a butterfly <https://youtu.be/1HKpFsWY1VU> or https://youtu.be/3o_nE1X014U
- Lightning Ridge https://en.wikipedia.org/wiki/Lightning_Ridge,_New_South_Wales#:~:

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 3: Frank Wright – Goanna *Thulii* or *Yurandaali*

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Goanna or *Thulii* for Sand Goanna, *Yurandaali* for Tree Goanna.

- Choose three texta colours and paper and follow Frank drawing the body and tail of the Goanna
- Draw the head and neck
- Draw the legs and the five claws
- Add lines to the tail and the head
- Draw the stomach
- Colour in the joints with a different colour
- Use a different colour to outline the stomach lining
- Add patterns around the stomach
- Add eyes and lines to indicate the bones
- Add lines to indicate the story of the Goanna and the river and the Goanna's foot and tail prints

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of the *Thulii* or *Yurandaali* - the Sand or Tree Goanna

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of the *Dirawong* - the Goanna - of the Bundjalung people and Ngiyaampaa people <https://en.wikipedia.org/wiki/Dirawong>
- Story of the *Koockard*– the River Goanna and how the Kookaburra got its laugh– <https://dreamtime.net.au/koockard/>
- Goanna facts <https://en.wikipedia.org/wiki/Goanna>
- Goannas (Monitor Lizards) <https://www.bushheritage.org.au/species/goannas>
- Walgett Tower Art that Frank painted with one of his goannas <https://www.australiansiloarttrail.com/walgett>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 4: Frank Wright – Turtle Waraba

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Turtle or *Waraba*

- Choose three texta colours and paper and follow Frank drawing the long neck turtle
- Start with the outline of the shell as a circle with a neck and a tail at either end
- Draw the head on to the neck
- Outline the shell and add two lines all the way round
- Draw his two back and two front legs and add 5 lines for his webbed feet and join them up
- Colour in the joints with a different colour
- Draw the stomach and outline it with a different colour
- Add lines to represent the inside of the shell
- Add details of head and neck
- Add details of the leg and the tail in a different colour
- Add lines to indicate the story of the Turtle and the river it swims in and its boundaries

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of the turtle - *Waraba* (Gamilaroi language) or *Wayamba* (Ngemba language)

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of Wayamba – the turtle – <https://www.kullillaart.com.au/dreamtime-stories/Wayamba-the-Turtle>
- The story depicted in art <http://www.aboriginalaustralianart.com/Aboriginal-Australian-Art-News/wayamba-the-turtle>
- An animation of the story <https://youtu.be/DpzDvpZ0hMg>
- Freshwater turtles <https://youtu.be/DpzDvpZ0hMg>

- Walgett Tower Art that Frank painted with one of his turtles on it
<https://www.australiansiloarttrail.com/walgett>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 5: Frank Wright – Fish *Guduu*

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a fish – *Guduu* (the Cod fish)

- Choose three texta colours and paper and follow Frank drawing the fish
- Start with the body from the head to the tail
- Draw the head and the fins
- Draw the bones with a different colour in each fin
- Draw the skeletal system of his spine
- Draw his stomach and colour it with a different colour
- Use a different colour to outline the stomach and draw lines to indicate what you would eat
- Draw the bones of the fish
- Add details of the eyes and patterns to the tail
- Add lines to indicate the story of the fish and the outline of the river and its banks

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research how the aborigines used different parts of the fish for food, spear heads, needles and water bags
- Research the traditional custodians of the Brewarrina Aboriginal Fish Traps - the Ngemba Wayilwan (or Wailwan) people

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- The story of Goodoo or *Guduu* the Cod fish http://www.artistwd.com/joyzine/australia/dreaming/rebellious_son.php
- Goodoo or *Guduu* – the Murray Cod <https://www.mdba.gov.au/sites/default/files/archived/native-fish/Overview-of-the-history-fishery-biology.pdf>
- Brewarrina Fish Traps https://en.wikipedia.org/wiki/Brewarrina_Aboriginal_Fish_Traps

<https://www.mpra.com.au/brewarrina-fish-traps>

- Story of Aboriginal aquaculture

<https://www.odysseytraveller.com/articles/aboriginal-aquaculture-small-group-tour-studies/>

- The Barwon River

[https://en.wikipedia.org/wiki/Barwon_River_\(New_South_Wales\)](https://en.wikipedia.org/wiki/Barwon_River_(New_South_Wales))

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 6: Frank Wright – Emu Dhinawan

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw an emu or Dhinawan

- Choose three texta colours and paper and follow Frank drawing the emu
- Draw the outline of the head, mouth, long neck, body and tail
- Draw the joints of the neck and spinal area
- Add his front and back legs with the knee joints and feet with three toes
- Draw the stomach and outline it with different colours
- Draw the bones and meat area of his legs
- Colour in the joints
- Add details of neck and head
- Add patterns to the wings
- Add lines to indicate the story of *Dhinawan* – the Emu, the river and its boundary lines

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of the emu – *Dinewan/Dhinawan*

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of the emu in the sky <https://www.abc.net.au/news/2017-04-05/aboriginal-astronomy-basis-of-dreamtime-stories-stargazing/8413492#>:
- Story of *Dinewan or Dhinawan* – the emu <https://www.kullillaart.com.au/dreamtime-stories/Dinewan-The-Emu>
- Moorambilla tells stories about Emus <https://moorambilla.com/news/respect-moorambilla-celebrates-indigenous-stories/>
- Frank paints the story of the Seven Sisters for Moorambilla <https://moorambillablog.wordpress.com/2014/08/18/two-painters-and-seven-sisters/>
- The Seven Sisters' story <https://indigenu.com.au/the-seven-sisters-story/>
- Interesting facts about Emus <https://en.wikipedia.org/wiki/Emu>

- Walgett Tower Art that Frank painted one of his emus on <https://www.australiansiloarttrail.com/walgett>

Visual Arts				
Making	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAES1.2 Experiments with a range of media in selected forms.	VAS1.2 Uses the forms to make artworks according to varying requirements	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks	VAS1.3 Realises what artists do, who they are and what they make.	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
	VAES1.4 Communicates their ideas about pictures and other kinds of artworks.	VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

Visual Arts	Stage 2	Stage 3
Making	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
	VAS2.4	VAS3.4 Communicates about

	Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	the ways in which subject matter is represented in artworks.
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Visual Arts				
Making	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAES1.2 Experiments with a range of media in selected forms.	VAS1.2 Uses the forms to make artworks according to varying requirements	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks	VAS1.3 Realises what artists do, who they are and what they make.	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
	VAES1.4 Communicates their ideas about pictures and other kinds of artworks.	VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 1: Frank Wright – Platypus – Gaya-dari

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Platypus – *Gaya-dari* - a very sacred animal

- Choose three texta colours and paper and follow Frank drawing the body of the Platypus
- Draw lines to separate the tail, the stomach area, the head and the mouth
- Add legs either side of the platypus and add lines for the elbows
- Draw the lining of the stomach and colour it with a different colour. Draw the outline with original colour
- Draw the eyes on the head
- Draw five lines for his feet and join them up to represent his webs
- Draw the bones and meat area on his legs
- Draw details of his mouth
- Add more detail to the stomach area and tail area
- Colour in the joints of the elbows
- Add lines to indicate the story of the Playtpus or *Gaya-dari* and the river he lives in

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of the Platypus - *Gaya-dari*

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- 2 stories of the Platypus – <https://www.didjshop.com/stories/platypus.html>
<https://www.kullillaart.com.au/dreamtime-stories/gaya-dari-the-platypus/>
- Animation of the story of the platypus <https://youtu.be/IDI5QwAR8DI>
- Platypus facts <https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/native-animal-facts/platypus>
- Videos about the Platypus <https://youtu.be/Co--pwwG4s>
- Video of facts about the Platypus <https://youtu.be/xuRvw3WQDkc>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 2: Frank Wright – Yellow Belly *Thagaay* and Yabby

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Yellow Belly Fish or *Thagaay* and Yabby

- Choose three texta colours and paper and follow Frank drawing the Yellow Belly and Yabby
- Start with the outline of the fish jumping out of the water
- Add the tail and designate the head, jaw, mouth
- Add the fins
- Draw the backbone down the middle and the bones
- Draw the stomach, liver and lungs and colour it in with a different colour
- Use first colour to outline the stomach
- Put bones in the fins and tail in a different colour
- Draw a line in the head and place the eye on the right-hand side
- Draw the outline of a yabby on the side of the fish
- Add three shapes for the tail
- Draw the stomach in the middle of each section
- Add details of the head and claws
- Add the eyes and tentacles
- Detail the tail
- Add three legs on each side
- Add lines to indicate the story of the Yellow Belly or *Thagaay* and Yabby and how they live in the river together

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Thagaay* the Yellow Belly and the Yabby

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of how the Darling River was created <https://dreamtime.net.au/creation/>
- Yellow Belly – freshwater perch http://perch.com.au/golden_perch.htm
- How to catch and cook a *Thagaay* Yellow Belly fish <https://youtu.be/0eypnSvFvF8>

- Yellow Belly facts https://en.wikipedia.org/wiki/Golden_perch
- Facts about the Yabby
<https://australian.museum/learn/animals/crustaceans/black-yabbie/>
- Story of children collecting Yabbies
[http://myplace.edu.au/teaching_activities/1878 -
_before_time/beforetime02barangaroo/2/yabbies.html](http://myplace.edu.au/teaching_activities/1878_-_before_time/beforetime02barangaroo/2/yabbies.html)

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 3: Frank Wright – Kangaroo Banadarr

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Kangaroo – the *Banadarr*

- Choose three texta colours and paper and follow Frank drawing the Kangaroo
- Draw the body and tail
- Add the legs, arms and head and ears with details of the bones
- Add the feet and the joints for the knees
- Add details on the tail
- Draw the hands with five claws
- Draw the heart, stomach and colour it in a different colour
- Draw the detail of the neck and throat area and backbone
- Colour in the joints
- Add eyes, stomach lining and lines to indicate the bones and meat areas
- Add lines to indicate the story of the Kangaroo - *Banadarr* - and the outline of country and his footprints

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Banadarr* the Kangaroo

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Mr Lowes reading the story 'How the kangaroos got their tail' <https://youtu.be/7jmFggPHjks>
- Kangaroo facts www.bushheritage.org.au/species/kangaroos
- Gangurru: Aboriginal Kangaroos Facts <https://www.welcometocountry.org/gangurru-aboriginal-kangaroo-facts/>
- Kangaroo Dance https://youtu.be/_b-vl3Nf50g

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 4: Frank Wright – Dragonfly Marmannaa

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Dragonfly or *Marmannaa*

- Choose three texta colours and paper and follow Frank drawing the Dragonfly or *Marmannaa*
- Draw the outline of the body of the dragonfly
- Draw the tail and the eyes on the head
- Add the wings on both sides
- Come back to the head and draw the eyes and lines on the stomach area
- Get a new colour and draw the stomach and colour it in
- Draw the stomach lining with the original colour
- Put detail on the tail, wings and stomach
- Add lines to indicate the story of the Dragonfly and the river and its boundaries

Appreciating/Critically and Historically interpret Art

- Frank shares his paintings of the platypus, emu, kangaroos, yellow belly, cod and the dragonfly on the toilet seat!
- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Marmannaa* the Dragonfly

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Aboriginal Ear Health - the dragonfly – <https://youtu.be/jb9nL7VAIco>
- Dragonfly Art - <https://youtu.be/4N-qcWyCue0>
- How to fold a dragonfly <https://youtu.be/zeBZ2PsSdDA>
- Dragonfly facts - <https://en.wikipedia.org/wiki/Dragonfly>
- Symbolism of the dragonfly - <https://www.dragonfly-site.com/meaning-symbolize.html>
- Walgett Tower Art that Frank painted with one of his dragonflies on it <https://www.australiansiloarttrail.com/walgett>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 5: Frank Wright – Crocodile

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Crocodile

- Choose three texta colours and paper and follow Frank drawing the Crocodile
- Start with the body from the head to the tail, including his snout and teeth
- Draw the detail of the tail
- Draw the legs and arms
- Add the scales of the crocodile from the head to the tail
- Add the joints of his legs/arms
- Draw the shape of a woman inside the crocodile as in the Narran Lakes story.
- Draw an outline around the woman
- Add five claws and join the webs together on each leg/arm
- Add detail to the head including the eye
- Add the bones and the meat for each leg/arm, the body and the tail
- Add lines to indicate the story of the Crocodile and the outline of the river and its boundaries

Appreciating/Critically and Historically interpret Art

- Frank shares his paintings of the platypus, emu, kangaroos, yellow belly, cod and the dragonfly on the toilet seat!
- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research stories about Crocodiles
- Research the importance of the Narran Lakes to the Indigenous people of the North West region

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- The origin of the Narran Lakes and the crocodiles <https://arcc.com.au/the-origin-of-the-narran-lake-dharriwaa-creation-story/>
- Story of the Narran Lakes told by Aunty Brenda <https://nuwarra.weebly.com/dreamtime-water-stories.html>

- Narran Lakes where dreaming stories about crocodiles are found
<https://www.environment.nsw.gov.au/topics/water/wetlands/internationally-significant-wetlands/narran-lake-nature-reserve>
- Dreamtime story of the Crocodile by Big Al https://www.vacca.org/page/get-involved/cultural-hub/video/kinder-dreaming-home_dreamtime-crocodile-story
- Freshwater Crocodile facts - <http://animalia.bio/freshwater-crocodile#:~:text=%20Fun%20Facts%20for%20Kids%20%201%20On,the%20strongest%20of%20all%20living%20animals.%20More%20>
- Frank paints the Crocodile story of Narran Lakes for Moorambilla
<https://moorambilla.com/news/the-dance-of-the-animal-collaboration-on-site-in-view/>
- Narran Lakes inspires Moorambilla <https://moorambilla.com/news/narran-lakes-legends-inspire-moorambilla-artists/>
- 2015 Moorambilla program <https://moorambilla.com/news/moorambilla-2015-10th-gala-concert-program/>
- *Yanaya* – By Andrew Howes, sung by the Song Company about the river
<https://www.dropbox.com/s/hr9dqve383qd1o0/TheSongCompanyLIVE-TheConcordofStrangers-AndrewHowes-Yanaya.mp3?dl=0>

Stage 2/3/4 Indigenous (Gamilaraay) Drawing MODULE# 6: Frank Wright – Pelican Guliyaali

Outcomes: Visual Art

St. 2: VAS 2.1, 2.2, 2.3, 2.4

St. 3: VAS 3.1, 3.2, 3.3, 3.4

St. 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

Making Art works

Exploring how to draw a Pelican or *Guliyaali*

- Choose three texta colours and paper and follow Frank drawing a Pelican
- Draw his neck and body and separate the areas
- Draw his head and beak and bill area
- Draw in his backbone and mark the bones
- Draw his legs and add the joints for his knees
- Draw the stomach and colour it in with a different colour
- Draw another line along his back and mark the bones of the wing
- Line the stomach with a different colour
- Draw the bones and meat area
- Add the bones and meat of the neck area
- Add feet with three claws and webbing
- Add the bones and meat of the legs and colour in the joints
- Add details of the head, and add a fish to the bill
- Add lines to indicate the story of the Pelican - *Guliyaali*, the river and its boundary lines and the water holes where he hunts for fish

Appreciating/Critically and Historically interpret Art

- Painting and drawing can be a wonderful way of capturing and telling stories about the world we live in
- Our first nation culture has many stories about the animals found in Australia and they are often told through art, dance and storytelling
- There are many skills in skeleton drawing and building up an animal section by section
- Acknowledging the skill involved in drawing like this is an important way to show respect
- Finding something you love and can develop skills in is a great way of finding a path for your future
- Research the story of *Guliyaali* the Pelican

Resources for extension

- Frank Wright – Gamilaroi Artist from Walgett - <https://www.livingartsandculture.com.au/frank-wright>
- Story of the Pelican - *Guliyaali* <https://www.kullillaart.com.au/dreamtime-stories/Goolay-Yali-the-Pelican>
- Story of *Borun* the Pelican https://www.deadlystory.com/page/aboriginal-country-map/Aboriginal_Country_Completed/gunaikurnai/totems
- Story of the first man and woman as told in language <https://youtu.be/AeQ1anZXC9I>
- Australian Pelican <https://www.birdlife.org.au/bird-profile/australian-pelican>

- Interesting facts about Pelicans <https://www.thoughtco.com/facts-about-pelicans-130588>
- *Storm Boy* – a story about a boy and his pelican
https://en.wikipedia.org/wiki/Storm_Boy_%28novel%29

Visual Arts	Stage 2	Stage 3
Making	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
	VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

Visual Arts				
Making	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
	VAES1.2 Experiments with a range of media in selected forms.	VAS1.2 Uses the forms to make artworks according to varying requirements	VAS2.2 Uses the forms to suggest the qualities of subject matter.	VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Appreciating	VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks	VAS1.3 Realises what artists do, who they are and what they make.	VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

	<p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.</p>	<p>VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p>	<p>VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</p>	<p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p>
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