

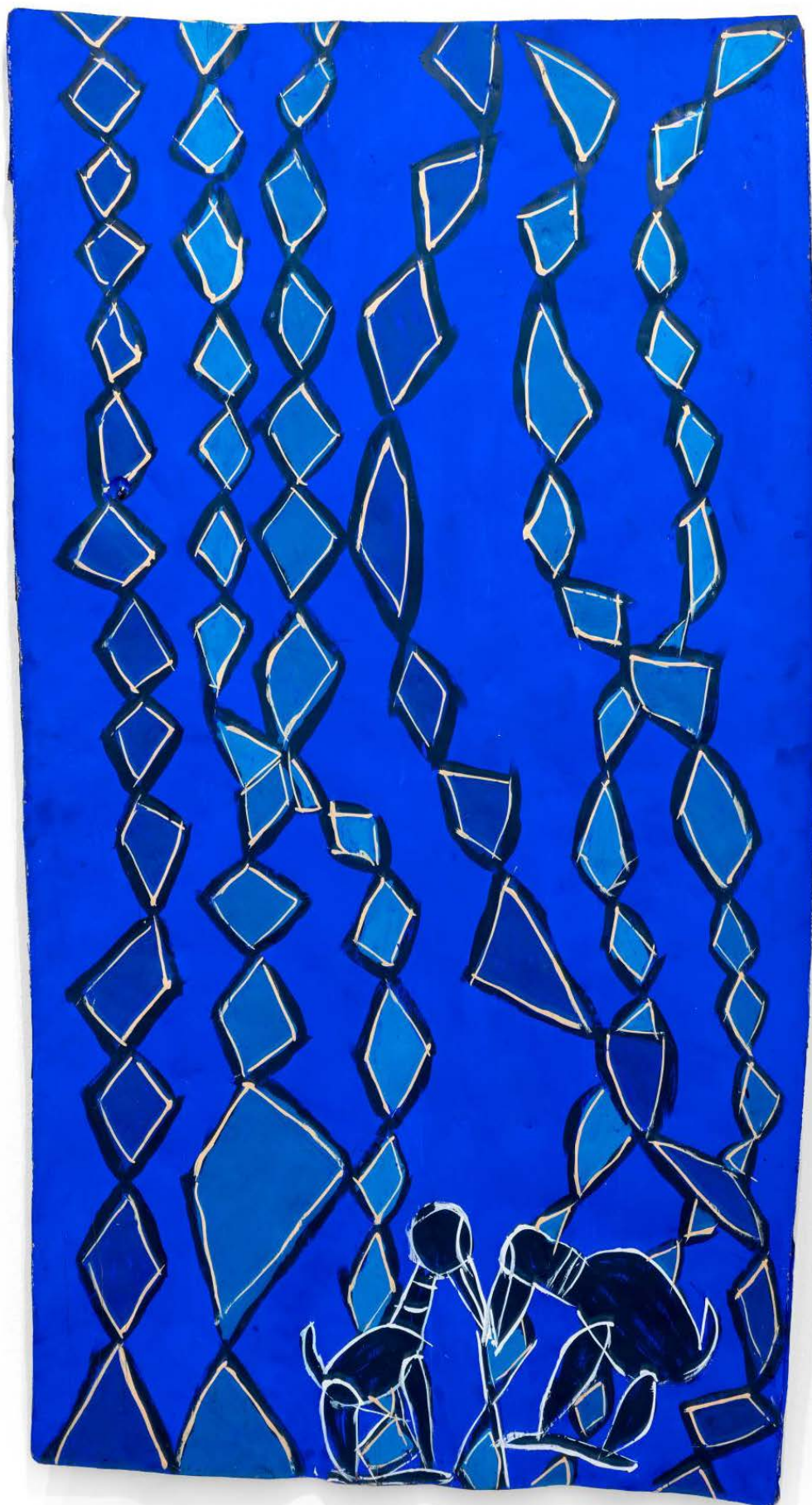
**N G
V**



ACCESSIBLE LEARNING WITH

**DHAMBIT
MUNUNGURR**

ARTWORK IN FOCUS



Dhambit Mununggurr
Djirikitj-Wop! 2020
 synthetic polymer paint on
 Stringybark (Eucalyptus Sp.)
 194.5 x 102.0 cm
 National Gallery of Victoria,
 Melbourne
 Commissioned by the
 National Gallery of Victoria,
 Melbourne
 Purchased with funds
 donated by Orloff Family
 Charitable Trust, 2021
 2021.44
 © Dhambit Mununggurr,
 courtesy Salon Indigenous
 Art Projects, Darwin

OVERVIEW OF RESOURCE

The Accessible Learning with Art resources are designed to provide opportunities for students with diverse learning abilities to view and meaningfully respond to works of art and design from the NGV Collection. The resources promote the development of close looking skills and introduce strategies to encourage students to critically respond to visual elements, ideas and artmaking processes.

The video component focuses on a single artwork and is intended to be used as a starting point to inspire exploration, discussion and artmaking. Each self-contained video is accompanied by a PDF support document, which can be utilised by teachers and/or parents to scaffold and extend student learning. The level of support given should be adjusted based on the age and abilities of the students. Observe student engagement levels to inform how far to progress with the video and related activities. Each video can be watched in full or paused as needed.

In this video, students are invited to respond to a painting created by Yolŋu artist, Dhambit Mununggurr. Mununggurr has displayed passion and determination to overcome personal challenges and create artworks that express her individuality, identity and culture. The bright colours and bold shapes in the artwork *Djirikitj-Wop!*, 2020, offer a visually rich starting point for students to explore the stories and meanings that Mununggurr expresses in her art.



LEVEL

Foundation

LEARNING OBJECTIVES

Students will:

- Identify subject matter in an artwork.
- Recognise visual elements in connection to oral stories and information.
- Demonstrate an understanding of various social and cultural groups they, and others, belong to.
- Identify ways artist, Dhambit Mununggurr, has adapted to difficult or challenging life experiences and make connections to their own experiences of challenge and resilience.

CURRICULUM LINKS

VISUAL ARTS

Respond and Interpret

Respond to visual artworks and consider where and why people make visual artworks ([VCAVAR020](#))

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and Management

Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems ([VCPSCSE003](#))

Social-awareness and Management

Identify a range of groups to which they, their family and members of their class belong ([VCPSCSO004](#))



NOTES FOR TEACHERS AND PARENTS

The following suggestions have been provided to support teachers and parents to empower young people to actively engage with works of art and design, explore ideas and establish connections to their own lives and to each other.

PRIOR TO WATCHING

PREPARE YOURSELF

- Familiarise yourself with the content and structure of the Dhambit Mununggurr video resource.
- Identify and prepare any necessary visual cues required to further support student understanding of concepts explored in the video, guided discussion and activities.
- Familiarise yourself with the artist, Dhambit Mununggurr, by watching a relaxed conversation between the artist and NGV Curator Myles Russell-Cook. During this recording, you'll hear Mununggurr reflect on her installation titled *Can we all have a happy life?* previously on display in NGV Triennial. Discuss her use of acrylic paints and explain how blue has become the dominant colour in her work. [Find it here](#)

PREPARE YOUR STUDENTS

- Introduce the activity when students are feeling calm and at ease.
- Explain to students that they will be looking at a painting and learning about the person who made it. A person who makes art is called an artist.
- Introduce art galleries as places for displaying works made by artists. Talk about what students might see if they were to visit an art gallery. This may include drawings, paintings, sculptures, photography and films.
- Look at photos of the NGV and/or navigate through [interactive virtual self-guided tours](#) accessible on the NGV website. Explain that the artwork students will be looking at, as well as other works of art and design, can be viewed in real life on display at the Gallery, where anyone can go and visit.
- Explore editable [social stories](#) about visiting the NGV to familiarise students with the gallery experience.
- Ensure adequate time is allocated for students to slow down and look at the artwork, with minimal distractions.
- Display a colour wheel and invite students to point to or name the colours that they can see. Explain that the artwork they will be looking at has one main colour that is used a lot by the artist. Generate excitement for students to spot the colour when the artwork is revealed. You may choose to introduce the artwork to students prior to watching the video.

- Check for prior knowledge of basic shapes and their names, including diamonds. Reinforce visual recognition of shapes, if required.
- View a map of Australia and invite students to name the places they are familiar with and/or point to where they live.
- Explore the [AIATSIS map](#) of Indigenous Australia and identify the Traditional Owners of the area where your school is located.
- Survey class members to demonstrate that there are many ways to group people, such as students who own a pet, walk to school or who like ice-cream.
- Invite students to share other groups that they belong to.
- Introduce students to the significance of First Nations people in Australia who have been here for over 65,000 years.

DURING AND/OR AFTER WATCHING

GUIDED DISCUSSION AND ACTIVITIES

The video covers three key themes that you may wish to explore in more depth. Below are suggested discussion points and activities to assist. They are intended to be flexible, so choose the ones that best suit the interests and needs of your students. You may like to encourage their efforts by modelling your own responses to questions or by trying the activities together.



THEME 1: COLOURS

TUNING IN

Draw students' attention to the colours in the work. Some sample questions may include:

- What colours stand out to you in this painting?
- Where else could you see bright blue colours like the ones in this artwork? What does the blue remind you of? Perhaps a bird, or the sky, or something else?
- Colours can be made darker or lighter by adding either black or white. The different blues in this painting are called tones. How many different tones of blue can you see in this painting?
- If this picture was all red instead of blue, would it feel different to look at? What about green? Or black and white? Why?

Once students have considered and answered these guiding questions, play a memory style game to further increase their awareness of Dhambit Mununggurr's use of colour in *Djirikitj-Wop!*. One way to do this is to allow sufficient time and invite students to look carefully at the artwork. Let students know that there will be a time limit (ensure they receive a warning in the lead up to the conclusion). When the time is up, cover the artwork. Ask students to draw, write or describe what they remember seeing. Reveal the artwork again. Ask if they noticed anything new that they may have missed earlier.

ACTIVITIES

- Invite students to make a list or draw pictures of other blue things they like to look at.
- Provide an assortment of blue coloured collage materials, such as paper, textured card, cellophane and tissue paper. Cut or tear a variety of shapes and sizes. Encourage students to experiment with layering and arranging the blue collage materials to create patterns and shapes in their picture.
- Invite students to create their own colour palette with acrylic or poster paint. They can choose a colour and mix up three lighter tints by adding increasing amounts of white and three darker shades by adding increasing amounts of black. Encourage students to paint a picture with the colours in their colour palette.

THEME 2: RESILIENCE

TUNING IN

Brainstorm different tools people use to assist in everyday life. For example, some people wear glasses, some people have hearing aids, some people use wheelchairs and some use communication devices. Dhambit Mununggurr uses a wheelchair and had to learn how to paint with her other (non-dominant) hand after she was injured in a car accident. She is now a famous artist and her work is on display in art galleries all over the world. Make connections between people who live with a disability and their achievements and experiences of success.

Resilience exists in every student. Sometimes, they just need supportive adults around them to highlight their strengths and guide them to discover ways to manage problems and feel good. Different people have different coping strategies and tools. To help students personally relate to these concepts, invite them to share something challenging that they have learnt how to do, how they did it and how they felt when they achieved their goal. Further to this, brainstorm some challenges that the students may be experiencing at present, such as making a new friend or looking after their own possessions and discuss why it is important to keep trying. Students may find it helpful to develop a list of responses to the prompt *'It is important to keep trying because...'*

ACTIVITIES

- Invite students to create a painting or drawing with their non-dominant hand, the hand that they don't normally use. Look for opportunities to further develop this skill by introducing the practice of students using their non-dominant hand in other learning experiences. If and when appropriate, check-in with your students to see if they find it easier to use their other hand the more times they try.
- Instruct students to look at the ceiling or close their eyes and attempt to write their name or draw a smiley face without looking down at the paper. Ask students how it felt for them to not see what they were drawing. Collectively brainstorm what strategies or tools may help to make the task easier and repeat the drawing task again with these in place. Supports could include drawing on larger sized paper, using a pencil grip or creating a raised border around the edge of the paper with masking tape.
- To encourage students to solve problems, adapt to new situations and overcome challenges, offer a variety of artmaking activities that require adjustments and flexibility to complete the task. Adapt the nature and level of adjustments, including the amount of warning given prior to any change, to suit the abilities of the individual students you are working with. Adjustments, ranging from simple to more complex, could include:
 - > Offering two to three different art materials and inviting students to choose one to start with. Halfway through the artmaking activity, ask students to return the material they were using and select a different material to complete their artwork.
 - > Adding or taking away particular resources, materials or equipment.



THEME 3: SHAPES AND SYMBOLS

TUNING IN

Invite students to look around the room and point out any shapes they can see that are the same as the shapes in the painting. Identify and name the shape(s). With the help of an adult, students may wish to capture these shapes by taking photographs or sketching.

Invite students to look at the painting closely and ask them focus questions such as:

- How many diamonds has the artist painted in this picture?
- How has the artist organised the diamonds? Are they spread out or are they connected?
- What do these lines of diamonds in the painting remind you of? Have you seen something that looks like this before?
- Dhambit uses diamonds to show fire in her artwork. What other shapes could be used to represent fire?

To further engage your students, you could refer to their own interests. Encourage them to identify shapes or symbols on their toys, books or other items of special interest, such as a favourite football team logo or computer game images.

Some students might find it easier to relate to the animal component of the work. In this case, invite them to share their favourite animals and what they like about them as a 'way in'. Spark imaginative thinking by asking students what animal they'd like to be and why. You could model this by offering the group your own personal animal choice and reasons for your decision.

ACTIVITIES

- To highlight the shapes used in the work, display the painting on a screen and invite students to trace along the shapes and lines within the painting with their fingers or a pointing tool. Hand over hand may be required for some students.
- Invite students to mimic the movements their hands and/or bodies would make if they were painting this artwork. Draw attention to the lines and shapes visible in the artwork.
- Provide an assortment of cut-out diamonds in a variety of colours and sizes. Invite students to make a collage with these shapes.
- Explore how diamonds tessellate (fit together) by providing cut-out paper diamonds and have students position them on a page with all sides of the shapes touching another. Tessellation can also be explored by using a diamond shaped stamp or diamond shaped blocks.

- Create a diamond chain by twisting or folding lengths of crepe paper.
- Experiment using different shapes to draw other things, such as fish, trees, cars, etc.
- Supply an assortment of shapes and coloured paper. Encourage students to paste the shape of their choice to create a similar image to the artwork.
- Ask students to think about all the things that make them special and unique, and how they would paint them. Provide examples such as *'I have lots of energy, that is something that makes me who I am. To paint energetic, I would use fast brush strokes with lots of colours going in all different directions'*.
- Play a variety of different songs. Encourage students to paint lines and shapes that they think match the song as they slow down and listen carefully.
- Ask students to think of a symbol that can tell you something about them. Prompt to find out why they chose that one. You could lead with a statement such as *'I really love ice cream, so my symbol could be a cone shape, like this (draw a cone). What would yours be?'*
- The painting shows images of Djirikitj (quails) in it. Ask students to describe or draw what they think a quail looks like. Following this, search for images of quails and compare similarities and differences to their descriptions.



EXTEND THE LEARNING

Plan a visit to the NGV for your students to see the artwork they have learnt about on display.

Please note that sometimes artworks are moved around the Gallery or are taken off display. We recommend checking their location in advance by searching [Collection Online](#).

For information on accessible programs, services and facilities at the NGV, visit the website or email education.bookings@ngv.vic.gov.au to talk to our bookings staff or NGV Educators about program options for your group.

A range of resources to help you prepare for your visit are available on the NGV website.



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