

## EXHIBITION REVIEW

AT THE EXHIBITION ACTIVITY SHEET 1

### What to do:

First have a good look around the exhibition.

Look closely at the artworks. Read the information.

### Imagine you are a news reporter.

Write a review about the exhibition for your local newspaper.

Use the following as a guide.

- What is the title of the exhibition? What does it mean?
- What do you think the exhibition is about?
- Where were the artworks made?
- Write down the names of two of the artists you like best?
- Where do the artists come from?
- Choose two works by the same artist. Describe them in detail.
- Can you work out how the works have been made?
- What special knowledge or skills does the artist have?
- Why do you like the works?
- Make a drawing of one of the artworks to illustrate your report.
- What did you like most about the exhibition?
- Sit down as a group and discuss your findings with your teacher or the gallery curator.
- Write up your report.

### Look around the exhibition, spend time reading, looking and making notes.

### Imagine you have to describe the works to a blind person. Tell them exactly what you can see.

### Why do you think the exhibition is important?

### How could it be better?

## PLANT AND ANIMAL SURVEY

AT THE EXHIBITION ACTIVITY SHEET 2

### What to do:

First have a good look around the exhibition.

Look closely at the artworks. Read the information.

Find out about the artworks and where they were made.

Make a list of plants and animals you can find in the works, or which are referred to in the descriptions.

Write down the names you know.

If you are unsure of the name, write a description or make a drawing of the plant or animal. Imagine you have to describe the objects to a blind person. Tell them exactly what you can see.

### Discuss your findings with the class.

What kinds of knowledge are shown in these works? How does the work of the Yolngu artists differ from the visiting artists? Discuss the different ways of seeing and knowing.

Why do you think it is important to share this cross-cultural knowledge?

Make a class list of the plants and animals represented in the exhibition.

Use a bird, plant or animal book (or web site) to identify names of plants or animals you did not recognise.

### Back in the classroom.

Discuss the idea of taxonomic classification with the class.

Come up with your own classification headings and divide the list accordingly.

For example:

Sea plants, land plants, trees, flowers, bushes, land animals, insects, birds etc

Make a poster showing the lists of plants and animals under their classification headings.

Make a scientific illustration of your favourite plant or animal in the exhibition and add it to the poster. Describe the main features; include other information like reproductive features and seasonal variations.