

MANME MAYH: Gardens of the Stone Country

Upper Primary lower secondary: Activity sheet

The following activities are designed to help students enjoy the Manme Mayh exhibition and assist them interpret and understand the art, people, place, history and environment of the Stone Country of western Arnhem Land.

Classroom activities can be adapted for students of various ages and abilities and can be undertaken individually or as an ongoing unit of work.

The Manme Mayh Catalogue and Project Notes can provide additional information to help students learn about the exhibition.

Additional print and electronic resources can be used to further research, (see website section of the Project Notes).

Additional information can be found at the Nomad Art and Injalak Arts website at www.nomadart.com.au www.injalak.com



**Classroom
Discussion****Research Activity**

Make a copy of the Manme Mayh Research Notes.
Read the following sections and discuss as a group.

People and Place

Clans
Kinship
Language
Arnhem Land and Kakadu National Park
Gunbalunya Community

Pre History

Pre Estuarine Period
Estuarine System
Freshwater Period
Contact
Explorers and Researchers
European Settlement

The Art

Injalak Arts
Materials and Techniques
Bark Painting and European Influences
Land and Spiritual Ancestors
Spirit figures

**Climate and
Environment**

The six seasons or Nagudjii Andjeuk (One Rain)
Warrdeken Rangers

**Plants and
Animals**

Make a list of plants and animals you can find in the art works

What to do:**Taxonomic Classification**

First find out about the Manme Mayh Exhibition.

Read the information in your class.

Look at the artworks and find out about the 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.

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

Discuss the idea of taxonomic classification with the class.

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

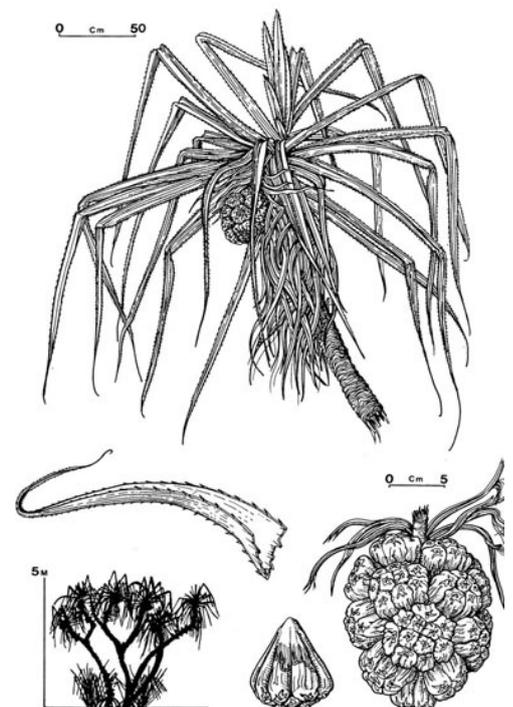
For example:

Sea plants, land plants, trees, flowers, bushes, land animals, insects, birds, fish 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 (like the one shown here of a Pandanus plant) and add it to the poster.

Describe the main features; include other information like reproductive features and seasonal variations.



Pandanus spiralis

Discuss your findings with the class**Make a poster****Make a scientific drawing**

Make a painting with natural ochres

Materials

Cardboard, ply wood or heavy paper
white clay, iron rich clay or crumple rock, charcoal,

What to do

Grind dry clay or charcoal into a fine powder, sieve to remove any larger particles.

Add water and PVA glue and mix into a painterly consistency.

Experiment by adding more or less amounts of glue. The more glue the shinier the surface when dry, less glue will result in a dry or flaky surface.

Try adding natural binders such as egg yolk, flour, sap or bees wax.

In western Arnhem Land brushes were made from a variety of grasses and barks.

Fine brushes are made from sedge grasses, pandanas leaves, feathers or human hair, wider brushes are made from the bark of the cotton tree, stringy bark and water pandanus, sticks are used for dots.

Make your own brush

Try making brushes from natural materials by binding hair, grasses, bark or feathers onto a stick.

Experiment with the kind of marks that can be made with each brush.

Try making a brush that makes fine lines

Try making a brush for filling in lots of colour

Make a Painting

Look at the paintings in the exhibition and discuss them with the class. What is the subject matter? How are they made? What special knowledge does the artist show through the works?

Your favourite animal

Choose an animal as the subject of your painting. The animal should be one with whom there is a close personal association. It may be a pet, your star sign, an animal you admire or like to eat!

Paint a silhouette

Paint the out line of the animal. Fill the shape with the ochre colour.

Make patterns or designs

Try another painting, which incorporates patterns within the shape of the animal. For example it may be a bird with stylised feather patterns, or a reptile with scale patterns. Or it may show what the animal eats, or where it lives by making patterns of water, clouds, rocks or leaves. Or it may show the inside organs like the rock art paintings of western Arnhem Land.

Write the story about your animal and place your painting and text panel around the classroom.

Looking inside

Look at the images by Allan Nadjamerrek of animals showing the inside organs of animals in the Manme Mayh Catalogue.

Make your own art work depicting the inside structure of an insect or plant or animal and what it is used for.

Seasonal Calendar

Natural science activity

Start a seasonal diary in your classroom.

Take some time each week to look around the school grounds.

Make notes

Make observations about what is occurring in your local environment. Make notes about:

- Trees that are flowering and fruiting
- Birds that are nesting
- Insects hatching
- New plants germinating

Collect feathers, skins, animal droppings, seeds etc.

Make a calendar

Make a list of the birds, animals and plants in your school environment.

- Track the changes that occur.
- Record your observations.
- Make a map showing where certain plants and animals live.
- Make a poster showing the seasonal changes; include drawings, photographs, map and descriptions.

You may have access to equipment such as a rain gauge, thermometer and barometer.

Record the readings each day and add the information to your data.