



## Stage Research Project A

### Assessment Type 2: Outcome

*“The comments and words shaded in pink are the commentary provided at implementation workshops to illustrate substantiation.”*

For my Research Outcome I chose to produce an Aboriginal dot painting and research the history of Aboriginal Dot painting. I chose to research Aboriginal dot paintings because this topic hits really close to home as my father and many other relatives are Aboriginal dot painters, and I myself also enjoy painting but I am only just a beginner. One thing that is stopping me from being a great artist like my relatives, is that I lack the spiritual connection and the ability to create a message through my paintings. Through researching this topic it has taught me to open my mind and create fantastic pieces of artwork in the future with special meanings.

#### The History of Aboriginal Dot Painting

During ceremonies the Aboriginal people would clean the surface of the soil and draw their dot paintings in the sand/dirt.<sup>1</sup> Traditionally Aboriginal people would also do body art for corroborees. Stories were often told by cave paintings and even to this day can be found in caves across Australia. Traditionally these forms of art were created and viewed by people initiated to the proper level of knowledge, whereas today anyone can view a similar type of these art forms.<sup>2</sup>

Modern day Aboriginal dot painting emerged in central Australia in 1971 in the Aboriginal community of Papunya, North West of Alice Springs. Geoffrey Bardon was an art teacher at the school and he encouraged the children to paint murals of the dreaming on the school walls, which sparked interest among men in the community.<sup>3</sup> At first they used cardboard or pieces of wood which was later replaced by canvas. They used brushes and acrylic paints. In 1972 these artists established their own company called The Papunya Tula Artists Pty Ltd. This paved the way for other Aboriginal artists and the western desert art movement.<sup>3</sup>

Today the Aboriginal art industry is worth millions of dollars and has evolved from strictly canvas to be found on all sorts of Australian souvenirs such as didgeridoos, boomerangs, t shirts, magnets and glassware.<sup>4</sup>

The Aboriginal people did not have a written language so these paintings of their stories and ceremonies were their way of passing down information for future generations. They told their stories through the use of symbols known as iconography to represent certain things.<sup>5</sup> The symbols and icons are the same as the ones found on cave paintings and rock engravings many years ago.

**Comment [ 1 ]:** This section references the aspects of the research outcome to sources, using, for example, in-text references and thereby demonstrating the origin of ideas and thoughts.

**Comment [ 2 ]:** Substantiation by referencing – referring to a website run by experts.

**Comment [ 3 ]:** Substantiation by using an example of a website where art forms can be viewed.

**Comment [ 4 ]:** Uses a government website to substantiate and prove the history of this art movement to be correct.

**Comment [ 5 ]:** Proves the point is accurate through reference to a website that confirms the information.

**Comment [ 6 ]:** Substantiates the findings with reference to a website run by Aboriginal artists in Western Australia – subject experts.

#### The Symbols

<sup>1</sup> <http://www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-dot-paintings.php>

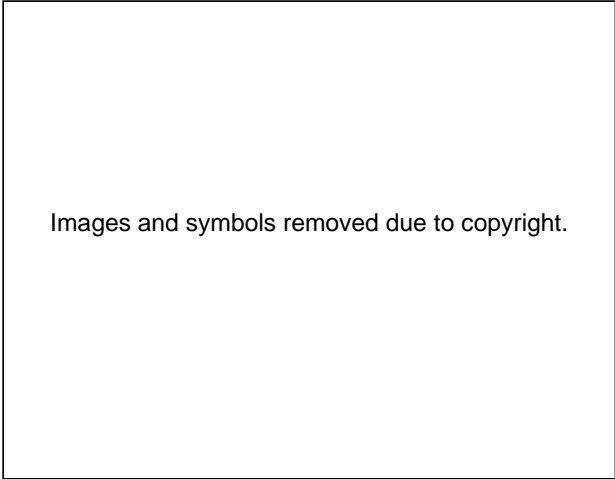
<sup>2</sup> <http://www.aboriginalartonline.com>

<sup>3</sup> <http://nma.gov.au/collections/highlights/papunya-collection>

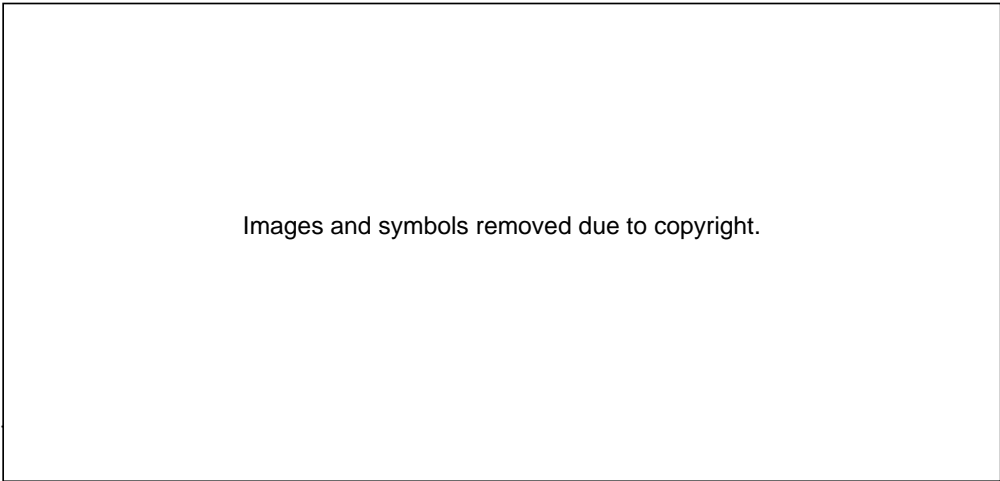
<sup>4</sup> <http://www.gondwananet.com/aboriginal-dot-paintings>

<sup>5</sup> <http://www.dideswedoo.com.au/aboriginals.html>

The images and symbols used in dot painting vary according to the region they come from. Below are some images of different symbols used by the Aboriginal people in the Western Australian Central Desert and far north Queensland.



Below are the symbols used in Papunya central desert. <sup>2</sup>



### **The Paint**

Traditionally they used naturally produced pigments such as red, yellow, black and white. These colours were made from ochre, charcoal, pipe clay, crushed seeds, blood, sand and plant materials placed together on the ground.<sup>2</sup> The materials they used to paint with and on were bark, rocks, sticks sand and their own bodies. Today with the use of acrylic paints the range of colours has expanded greatly. Modern day materials used today are brushes, toothpicks and cotton buds for the dots, and canvases are used as the base of these paintings, however traditional methods are still used amongst artists. Wood is also used as a base, especially in commercially produced articles such as boomerangs and didgeridoos.

**My Painting** (please see images attached.)

A lot of the ideas for this painting came from my dad's and other artists previous pieces of artwork and I wanted to use my own modern interpretation of these for my Research Project.

I decided to use a canvas and acrylic paint and I also added a little a bit of water to the paint to make the paint less lumpy. I used dark blue as the background colour because I needed a plain dark colour to in order to give contrast to the different coloured splatters. The colours I decided to splatter are light blue, light red, yellow and light brown. I used the light colours so that it wouldn't dominate the main focus of the boomerangs and central land. I tried to emulate a background of one of my father's paintings, which was splatters as well but his were perfect spots splattered by a paintbrush. My attempt at this technique wasn't how I imagined it would turn out but in a way it turned out better, more modern. Aboriginal art is evolving like any culture's art, so I did not have to emulate exactly what has been done before.

The land in the centre of my painting is the main focus as the land is central to the dreamtime. To represent the land I have painted a black, rocky surface and trees with a red and yellow sunset in the background and this is encompassed in a circle. I chose to use red, yellow and black as they are traditional Aboriginal colours which reflect the land. Around the edge of the circle I have placed green dots with blue and white in the inside of them. I used these colours to add a modern twist as they aren't typically used colours.

The largest symbols in this painting are the two boomerangs encircling the land. The colours used in the boomerang are again black, yellow and red and I have placed them in order according to the Aboriginal flag. I have outlined the boomerangs in white to make them stand out, I also have the dots around the boomerang to symbolise traditional drawings in the sand. I have always liked lizards and thought it would look good to have them along the boomerang. It took me a while to work out how I was going to place them, but I eventually came up with this idea due to speaking to my dad about it. He gave me an idea which I took it the wrong way and ended up wrapping the lizard around the boomerangs.

I found whilst researching that a lot of people use snakes in their paintings and I decided I wanted to incorporate them in my painting too. The snakes represent people from different tribes around South Australia and I placed them diagonally in each corner to make a symmetrical effect. I repeated the Aboriginal flag colours in the snakes to give the painting repetition and a noticeable colour theme. I also repeated the dot effect with the Aboriginal colours running down the snakes spines

Overall, I have tried to create a piece of traditional Aboriginal art with a modern day twist. I hope you like.

**Comment [ 7]:** This section provides substantiation by presenting an account of the methodology adopted and thereby demonstrating that it is able to be reproduced.

**Comment [ 8]:** Bases ideas on models of artwork from other successful artists – substantiates initial ideas and how these will be developed.

**Comment [ 9]:** Valid substantiation – emulating/copying a technique used by someone else.

**Comment [ 10]:** Substantiation in the form of experimentation and trial and error.

**Comment [ 11]:** Substantiates by providing reasons for choices made in the outcome based on traditional understanding and prior knowledge.

**Comment [ 12]:** Substantiation of ideas using experimentation and seeking expert/mentor guidance.

## Performance Standards for Stage 2 Research Project A

	<i>Planning</i>	<i>Development</i>	<i>Synthesis</i>	<i>Review</i>
	Assessment Type 1: Folio		Assessment Type 2: Research Outcome	
				Assessment Type 3: Review
<b>A</b>	<p>P1 Thorough consideration and refinement of a research question.</p> <p>P2 Thorough planning of research processes that are highly appropriate to the research question.</p>	<p>D1 Thorough and highly resourceful development of the research.</p> <p>D2 In-depth analysis of information and exploration of ideas to develop the research.</p> <p>D3 Highly effective development of knowledge and skills specific to the research question.</p> <p>D4 Thorough and informed understanding and development of one or more capabilities</p>	<p><b>S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</b></p> <p><b>S2 Insightful and thorough substantiation of key findings relevant to the research outcome.</b></p> <p><b>S3 Clear and coherent expression of ideas.</b></p>	<p>R1 Insightful review of knowledge and skills developed in response to the research question.</p> <p>R2 In-depth discussion of decisions made in response to challenges and/or opportunities.</p> <p>R3 Insightful reflection on the quality of the research outcome</p>
<b>B</b>	<p>P1 Consideration and some refinement of a research question.</p> <p>P2 Considered planning of research processes that are appropriate to the research question.</p>	<p>D1 Considered and mostly resourceful development of the research.</p> <p>D2 Some complexity in analysis of information and exploration of ideas to develop the research.</p> <p>D3 Effective development of knowledge and skills specific to the research question.</p> <p>D4 Informed understanding and development of one or more capabilities.</p>	<p><b>S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</b></p> <p><b>S2 Substantiation of most key findings relevant to the research outcome.</b></p> <p><b>S3 Mostly clear and coherent expression of ideas.</b></p>	<p>R1 Considered review of knowledge and skills developed in response to the research question.</p> <p>R2 Some depth in discussion of decisions made in response to challenges and/or opportunities.</p> <p>R3 Considered reflection on the quality of the research outcome</p>
<b>C</b>	<p>P1 Some consideration of a research question, but little evidence of refinement.</p> <p>P2 Satisfactory planning of research processes that are appropriate to the research question.</p>	<p>D1 Satisfactory development of the research.</p> <p>D2 Satisfactory analysis of information and exploration of ideas to develop the research.</p> <p>D3 Satisfactory development of knowledge and skills specific to the research question.</p> <p>D4 Satisfactory understanding and development of one or more capabilities.</p>	<p><b>S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</b></p> <p><b>S2 Substantiation of some key findings relevant to the research outcome.</b></p> <p><b>S3 Generally clear expression of ideas.</b></p>	<p>R1 Satisfactory review of knowledge and skills developed in response to the research question.</p> <p>R2 Satisfactory discussion of decisions made in response to challenges and/or opportunities.</p> <p>R3 Satisfactory reflection on the quality of the research outcome</p>
<b>D</b>	<p>P1 Basic consideration and identification of a broad research question.</p> <p>P2 Partial planning of research processes that may be appropriate to the research question.</p>	<p>D1 Development of some aspects of the research.</p> <p>D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research.</p> <p>D3 Superficial development of some knowledge and skills specific to the research question.</p> <p>D4 Basic understanding and development of one or more capabilities.</p>	<p><b>S1 Basic use of information and ideas to produce a resolution to the research question.</b></p> <p><b>S2 Basic explanation of ideas related to the research outcome.</b></p> <p><b>S3 Basic expression of ideas.</b></p>	<p>R1 Superficial description of some knowledge and skills developed in response to the research question.</p> <p>R2 Basic description of decisions made in response to challenges and/or opportunities</p> <p>R3 Superficial reflection on the quality of the research outcome</p>
<b>E</b>	<p>P1 Attempted consideration and identification of an area for research.</p> <p>P2 Attempted planning of an aspect of the research process.</p>	<p>D1 Attempted development of an aspect of the research.</p> <p>D2 Attempted collection of basic information, with some partial description of an idea.</p> <p>D3 Attempted development of one or more skills that may be related to the research question.</p> <p>D4 Attempted understanding and development of one or more capabilities.</p>	<p><b>S1 Attempted use of an idea to produce a resolution to the research question.</b></p> <p><b>S2 Limited explanation of an idea or an aspect of the research outcome.</b></p> <p><b>S3 Attempted expression of ideas.</b></p>	<p>R1 Attempted description of some knowledge or a skill developed in response to the research question.</p> <p>R2 Attempted description of decisions made in response to a challenge and/or opportunity.</p> <p>R3 Attempted reflection on the quality of the research outcome</p>