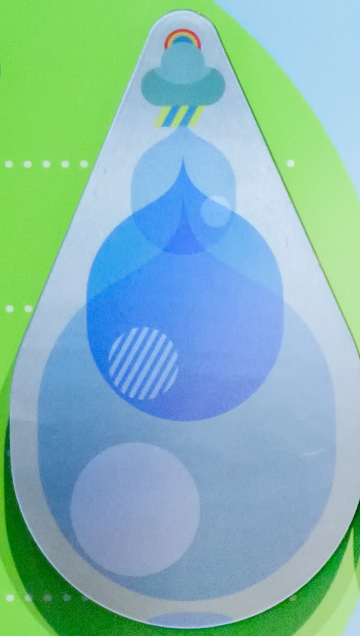**Foundation – Year 2**

Indonesian Language and Art

Education Resource

TEACHER'S NOTES

Indieguerillas, NGA Play, 2017–2018

Produced in collaboration with the Modern Language Teachers Association, this Indonesian Language Resource encourages students to engage with Indonesian language and culture through art. This resource explores Indonesian wayang puppet and textile traditions and introduces students to the *Ramayana* and *Mahabharata* stories. Historical works of art from the NGA's Southeast Asian art collection are connected with contemporary new media art by the Yogyakarta duo Indieguerillas. The Indieguerillas interactive exhibition for kids and families was on display in NGA Play from 16 December 2017 to 13 May 2018.

This resource is directly linked to the Australian Curriculum and is designed to develop successful learners, confident and creative individuals and active, informed citizens. Students are encouraged to socialise, reflect and create while developing their understanding of how language and culture are related.

For background information refer to Indonesian Stories and Art Primary Education Resource.

This resource is designed for:

- Foundation to Year 2 primary students and can be adapted for primary students in other year levels.
- Indonesian Language students, but also has relevance for Visual Art students
- Asia and Australia's Engagement with Asia cross-curriculum priority

This resource may be used to:

- complement a visit to the NGA's permanent collection of Southeast Asian art
- inform a series of classroom lessons

An extended listing of curriculum links and achievement standards are included on the final pages of this resource.

The NGA values the feedback of students and teachers on the education resources we have produced. To share student work or your feedback on the resource please email education@nga.gov.au

RELEVANT LANGUAGE

Apa? — What?

Siapa? — Who?

Berapa? — How many?

Apa ini? — What is this?

Siapa ini? — Who is this?

Ini — This is

Itu — That is

Apa ini? Apa itu? — What is this? /What is that?

(Referring to/pointing to characters/creatures/things/items/vehicles on the textile)

Ini Semar. Siapa Semar? — This is Semar. Who is Semar?

Ada berapa Semar di kain panjang? — How many Semar (pictures) on the textile?

Nomor — numbers (one to ten): 1 — satu; **2** — dua; **3** — tiga; **4** — empat; **5** — lima; **6** — enam; **7** — tujuh; **8** — delapan; **9** — Sembilan; **10** — sepuluh.

Benda — An item; a thing

Kendaraan — Vehicles

Transportasi — Transport

Kapal — A boat

Parasut — A parachute

Becak — A pedicab (cycle rickshaw)

Tank — A tank

Ada berapa kapal di kain panjang? — How many boats are there on the textile?

Ada berapa becak di kain panjang? — How many pedicabs on the textile?

Saya melihat/terlihat seperti — Looks like

Saya mendengar/terdengar seperti — Sounds like

Saya merasa/terasa seperti — Feels like

Apakah kain panjang ini lama atau baru? — (Describe) Is the textile/artefact old or new?

Setelah melihat...itu (refer to the art work)**...mengapa bilang begitu?** — What do you see that makes you say that?

Lama — Old

Baru — New

Dulu — Past

Sekarang — Present

Benda apa yang baru? — What items are new?

Benda apa yang lama? — What items are old?

Bagaimana mengucapkan salam dalam Bahasa Indonesia? — How do you say greetings in Indonesian?

Selamat pagi — Good morning

Selamat siang — Good afternoon

Selamat sore — Good afternoon (after school)

Selamat malam — Good evening; Good night

Pagi — Morning

Siang — Afternoon

**Sore** — Afternoon (after school)

**Malam** — Evening; Night

Apa kabar? — How are you?

Saya baik-baik saja — I am fine.

Siapa nama kamu? — What is your name?

CORE LEARNING TASKS

1. Share and discuss a range of wayang and *Mahabharata* stories using the Indonesian textiles and wayang puppets from the NGA's collection as a stimulus.

2. Complete a Y chart on what these textiles/stories look like, feel like and sound like as a reflection.

3. Complete a Venn diagram comparing what is old and what is new in the *Javanese Skirt Cloth (kain panjang)* textile in the NGA's collection.

look like

feel like

sound like

old

new
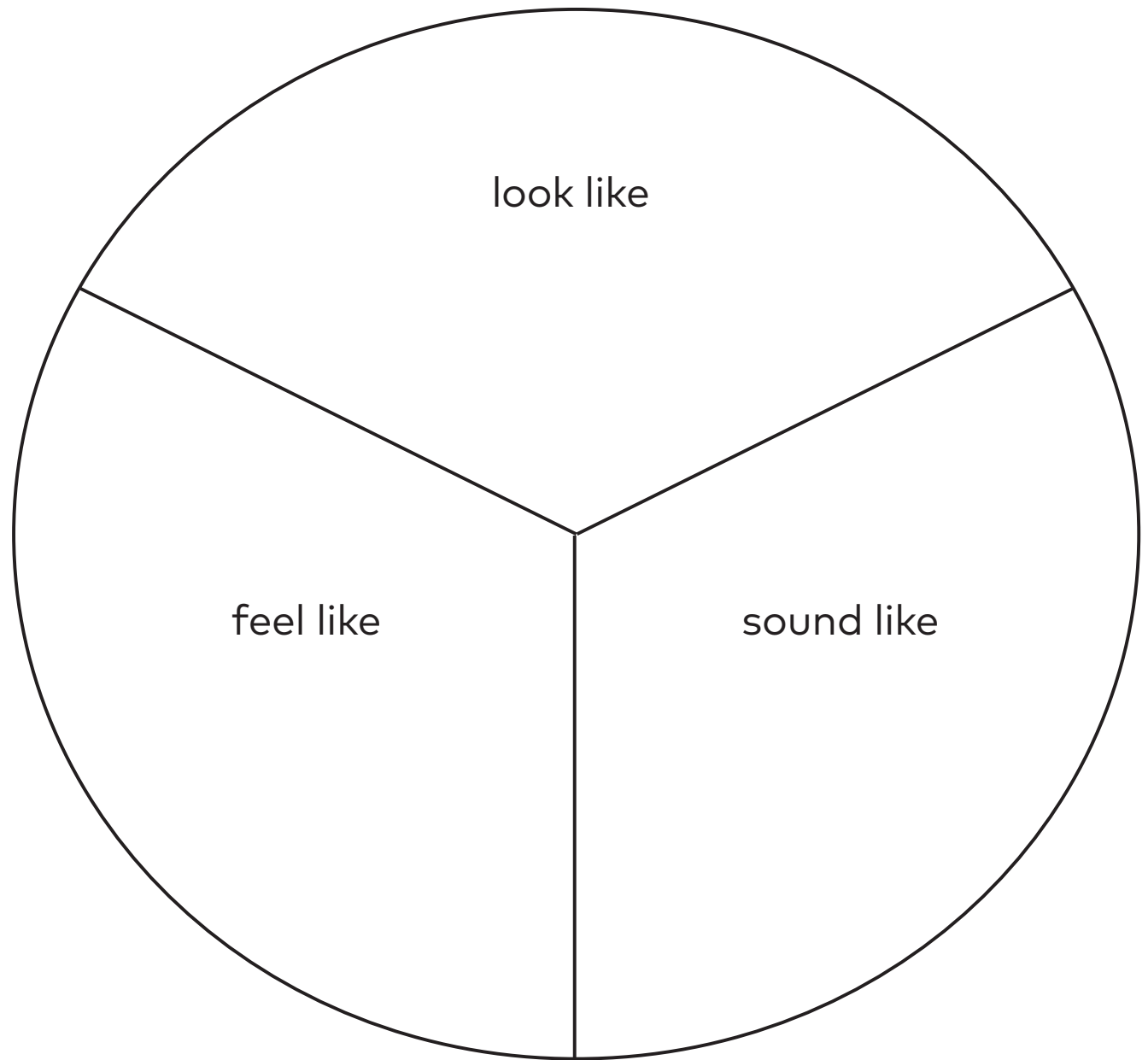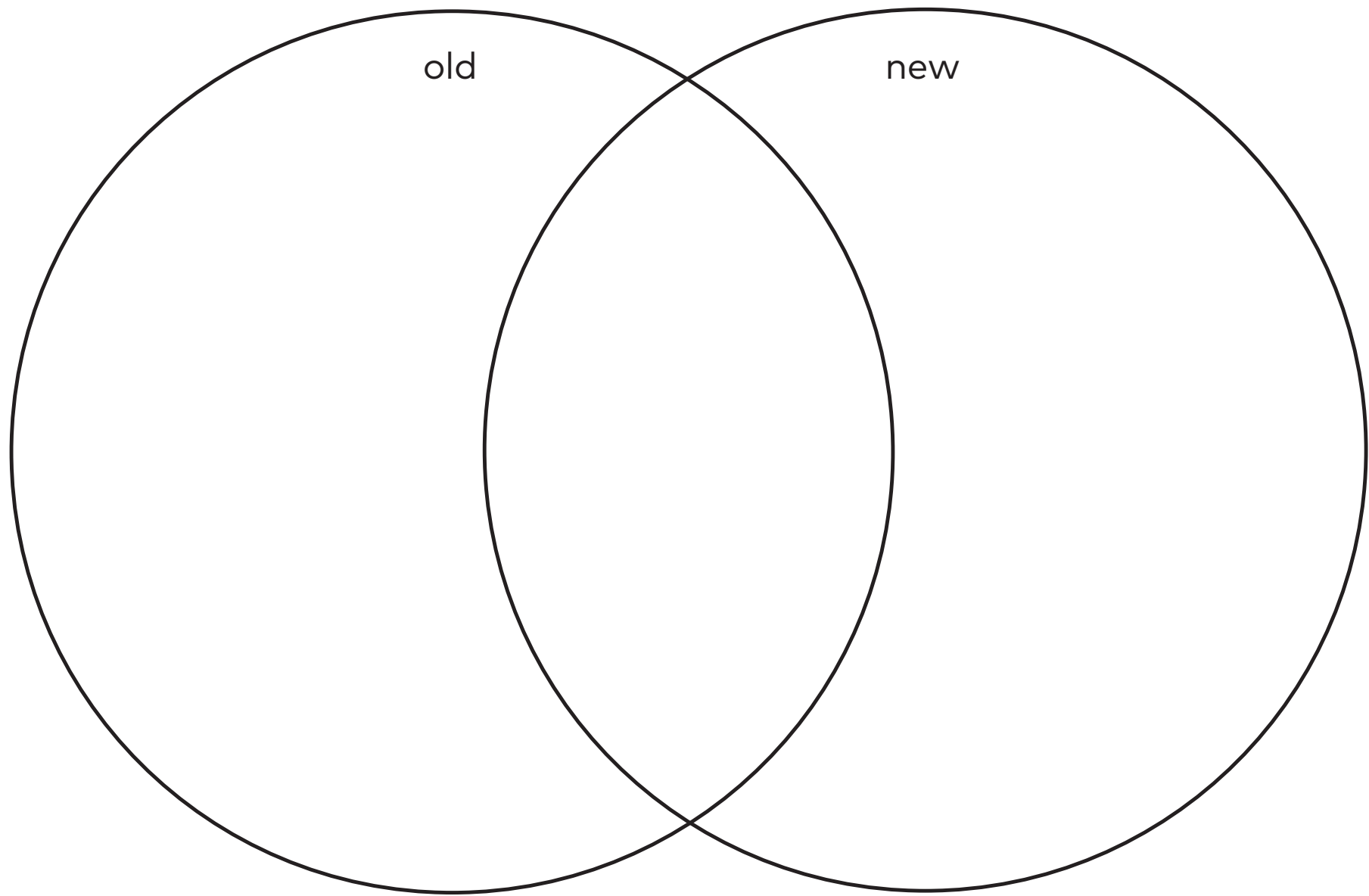
4. Create your own box puppet based on the character Semar from the *Skirt Cloth (kain panjang)* textile from Jogjakarta. Use the Indieguerillas' blank box puppet template found on the following page.


Javanese people *Skirt cloth [kain panjang]* 1942–45, (detail) cotton, natural dyes; hand-drawn batik, 106.0 h x 240.0 w cm, National Gallery of Australia, Canberra, purchased 1984.

5. Create a background for your box puppet to depict the different day/night scenes that accompany the greetings for that time of day.

6. Perform a role play using your box puppet and the background you have created using Indonesian greetings.
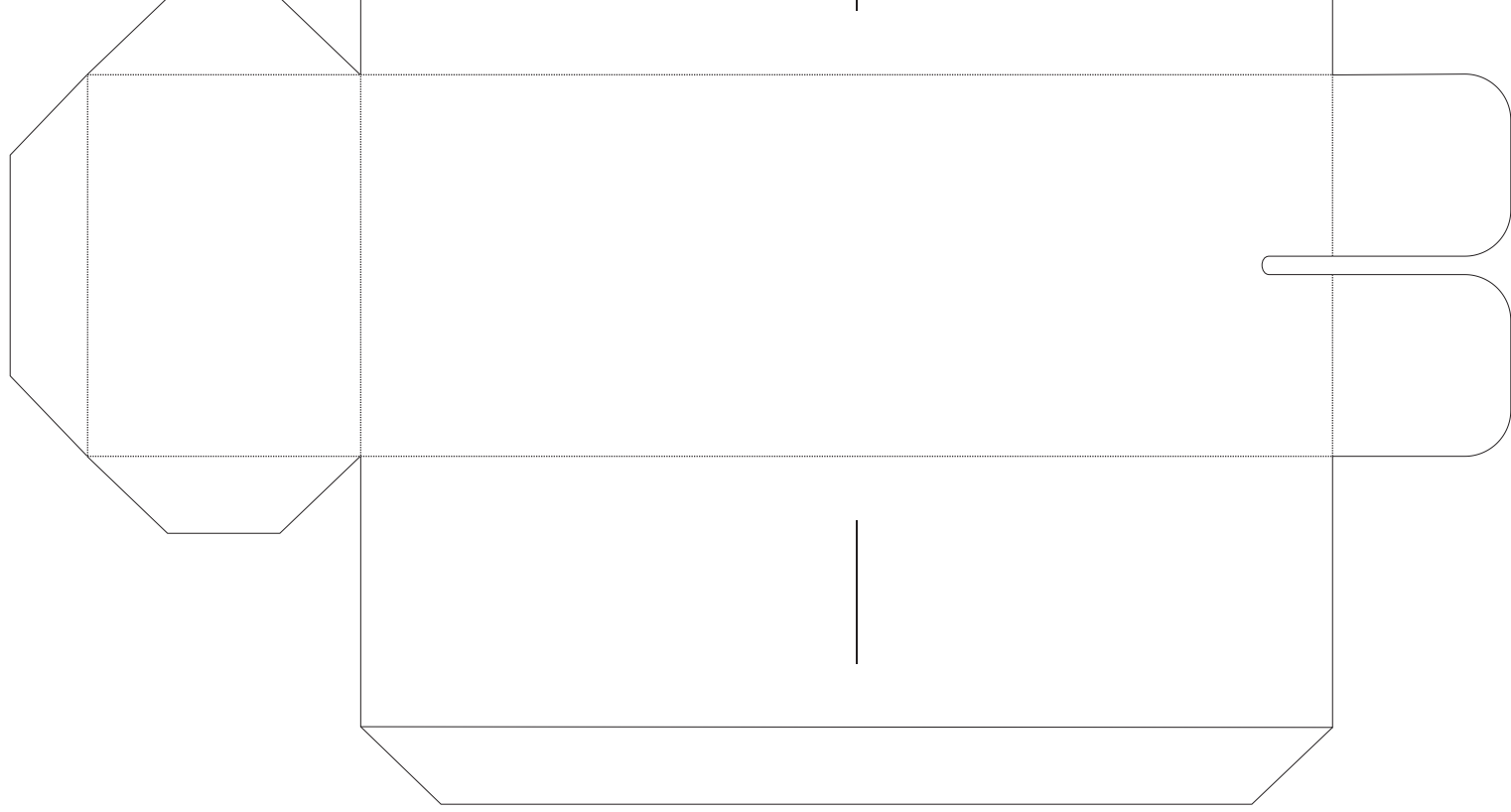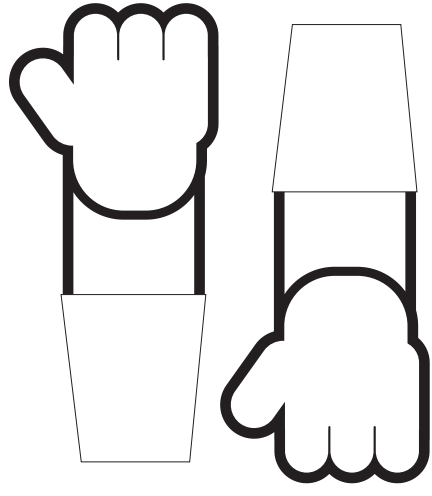
CURRICULUM LINKS

**Languages: Indonesian
Foundation – Year 2 Content Descriptions**

Strand: Communicating

Sub Strand: Socialising

•   Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

(ACLINC001)

Sub Strand: Creating

•   Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement.

(ACLINC006)

•   Use familiar words, phrases and patterns to create captions and participate in shared performances and games.

(ACLIN007)

Sub Strand: Reflecting

•   Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Notice what may look or feel similar or different to own language and culture when interacting in Indonesian.

(ACLIN0010)

•   Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity.

(ACLIN0011)

Strand: Understanding

Sub Strand: Language variation and change

•   Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Recognise that ways of greeting and addressing others may change according to cultural norms.

(ACLINC0015)

Sub Strand: Role of language and culture

•   Analysing and understanding the role of language and culture in the exchange of meaning.

Notice that the languages people use and the way they use them relate to who they are and where and how they live.

(ACLINC0017)

**Languages: Indonesian
Foundation – Year 2 Achievement Standards**

By the end of Year 2, students will:

•   Interact with teachers and peers through play- and action-related language.

•   Use greetings such as *Selamat pagi/siang*

•   Respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include names and numbers (up to ten).

•   Identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture.

•   Comment on aspects of using Indonesian and express feelings about learning Indonesian.

•   Know that language and culture are related.

The Arts: Visual Arts
Foundation – Year 2 Content Descriptions

Strand: Making

• looking at artworks about a theme or subject matter and making their own interpretation based on their ideas, experiences, observations and/or imagination.

(ACAVAM106)

• identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times.

(ACAVAM106)

Strand: Responding

• Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?

(ACAVAR109)

The Arts: Visual Arts
Foundation – Year 2 Achievement Standards

By the end of Year 2, students will:

• Describe artworks they make and view and where and why artworks are made and presented.

• Make artworks to express their ideas, observations and imagination, using different techniques and processes.