

**ATESOL ACT**  
**PROFESSIONAL LEARNING EVENT**

**RESOURCES FOR EALD TEACHING**  
*from the*  
**NATIONAL PORTRAIT GALLERY, CANBERRA**

2-3pm Thursday 23<sup>rd</sup> April, 2020

**NOTES FROM THE EVENT**

*For copyright reasons, the pictures discussed cannot be reproduced in these notes.  
A link to each picture is provided in the descriptions below.*

**Possible Themes to Explore with Each Picture:**

- stories of migration
- the child's situation and the adult's achievement
- overcoming great difficulties
- personal qualities and opportunities
- compare and contrast the experiences of the people in different portraits
- track the links between different people in NPG paintings
- what have these people contributed to Australian society?
- the artists' stories
- tracing the work of different artists in the NPG collection and the subjects they choose to depict.

**PORTRAIT 1: *Self-portrait with Studio Spirits* 2019, by Kaye Beynon**

To see this portrait, click here: <https://portrait.gov.au/dpppainting/94503/>

About the artist: <https://trove.nla.gov.au/people/1483130>

**NPG Description:**

This self-portrait contemplates life as a contemporary woman artist of mixed cultural identity, and the ongoing quest to explore ideas, channel creative energy, and balance art in life. Read on at <https://portrait.gov.au/dpppainting/94503/>

**Points for teaching and discussion:**

- Who is this woman?
- What can you see in her head-dress?
- What can you see in her clothing?

- Why depict these images?
- What is her mood?
- Links to mythology: Li Ji [https://en.wikipedia.org/wiki/Li\\_Ji\\_\(concubine\)](https://en.wikipedia.org/wiki/Li_Ji_(concubine))

### Activities:

- Create a comic strip
- Do a similar self-portrait or collage about yourself or make this activity less confronting (esp. for 10-14 yrs): lie down, trace profile and decorate with your outer images - how do people see you? what are your inner thoughts and feelings?
- Search the internet for more information about Kate Beynon (there's a lot there).

### PORTRAIT 2: *Christos Tsiolkas* by John Tsiavis

To see the two portraits, click here: <https://portrait.gov.au/portraits.php?i=both&p=3389>

See also 4 minute Portrait Story: "*Learning to write saved my life*":

<https://portrait.gov.au/stories/christos-tsiolkas>

Other portraits by the same artist: <https://portrait.gov.au/people/john-tsiavis-1977>

### NPG Description:

Christos Tsiolkas (b. 1965) is a Melbourne-born writer of Greek descent. His work deals uncompromisingly with sexuality, identity and politics. Read on at

<https://portrait.gov.au/portraits/2009.7/christos-tsiolkas/>

Note his more recent novels: *Barracuda* and *Damascus*. Go to:

[https://en.wikipedia.org/wiki/Christos\\_Tsiolkas](https://en.wikipedia.org/wiki/Christos_Tsiolkas)

The Slap and Barracuda were made into ABC TV series.

### Points for teaching and discussion:

- Why are the images layered?
- What does writing mean to Christos Tsiolkas?
- How have other people influenced him?
- How old was he when this photo was taken?
- Look at the different versions of this image and discuss the differences
- What's a mentor?

### Activities:

- Search the internet for more information about Christos Tsiolkas. (Which is his favourite football team?)
- Search the NPG website for connections between different people, e.g. the people who've influenced Christos Tsiolkas or other works by John Tsiavis.
- View *The Slap* or *Barracuda* (ABC TV) if they become available
- Write about a mentor in your life

- What people or other things have helped give you confidence in your life?
- Make a play out of a local story.

**PICTURE 3: *Making Chinese Shadows (Sixteen Silhouette Portraits), 1918,*  
by Pamela See**

To see this work, click here: <https://portrait.gov.au/portraits/2019.60.1-16/making-chinese-shadows-sixteen-silhouette-portraits/>

To see each portrait individually, click here: <https://portrait.gov.au/portraits.php?r=93906&i=both> and <https://portrait.gov.au/searchresults.php?person=-1&redirect=&query=Pamela+See+>

For the artist's description of the work, click here: <https://www.portrait.gov.au/content/so-fine-pamela-see-xue-mei-ling>

For more about the artist, go to: <https://artatrium.com.au/pamela-see/>

**NPG Description:**

16 papercut silhouette drawings.

Note: If you click on each image, you can often find when the person was born. Only one image has its story: <https://portrait.gov.au/portraits/2019.60.2/chang-woo-gow> But the artist describes each person here: <https://www.portrait.gov.au/content/so-fine-pamela-see-xue-mei-ling>

For more about Quong Tart, go to: <https://www.sl.nsw.gov.au/learning/who-was-quong-tart>

**Points for teaching and discussion:**

- Why is the work called "Chinese Shadows"?
- Who are these people? (Chinese immigrants who arrived in Australia in the 19<sup>th</sup> Century).
- How has migration to Australia changed since the 19<sup>th</sup> Century?
- What's a silhouette?
- Why has the artist done these portraits this way?
- What is a portrait? Are these really portraits?
- What is the link between each red or white addition and the person in the portrait? Go to: <https://www.portrait.gov.au/content/so-fine-pamela-see-xue-mei-ling>

**Activities:**

- What can you find out about this artist?
- Find out about silhouette portraiture: <https://www.portrait.gov.au/content/so-fine-pamela-see-xue-mei-ling>
- How did the artist learn this technique?
- Can you find out more about these people, why they came to Australia and how they contributed to Australian life and society?
- Research Chinese migration to Australia.

### **PORTRAIT 4: *Chang the Chinese Giant with his Wife Kin Foo and Manager Edward Parlett, c. 1871* by Archibald McDonald**

To see this (extraordinary!) portrait, click here: <https://portrait.gov.au/portraits/2010.29/chang-the-chinese-giant-with-his-wife-kin-foo-and-manager-edward-parlett/>

For more images, click here: <https://portrait.gov.au/searchresults.php?person=1&redirect=&query=chang+the+chinese+giant>

#### **NPG Description:**

Chang Woo Gow (c. 1846–1893), aka 'Chang the Chinese Giant', is believed to have been born in either Fuzhou or Beijing and claimed to be from a line of scholarly, similarly proportioned forbears [i.e. 244 cms/nearly 2.5m tall]. Read on at <https://portrait.gov.au/portraits/2010.29/chang-the-chinese-giant-with-his-wife-kin-foo-and-manager-edward-parlett>

#### **Points for teaching and discussion:**

- Who is this man? What is his story?
- What do you think about people paying to see him?
- Would this be acceptable today? Why/why not?
- Compare this photo with the Pamela See image (Portrait 3). How are they different? Do they give us different information?
- Look at the other images of Chang on the NPG website and discuss what you think of them.

### **PORTRAIT 5: *Tan Le, 2018* by John Tsiavis**

To see this portrait, click here: <https://portrait.gov.au/portraits/2018.63/tan-le>

#### **NPG Description:**

Tan Le (b. 1977) is an innovator in the field of neurotechnology. In 1981, Le arrived in Australia with her mother, sister, grandmother, aunt and uncle, all of them refugees who had undertaken the perilous boat journey from Vietnam. She excelled academically, beginning her university studies at age sixteen. Awarded Honours degrees in law and commerce from Monash University, Le worked as a lawyer before shifting her focus to the field of technology. Inspired by her mother, Mai Ho, who became the inaugural mayor of the city of Maribyrnong in 1997, Tan Le was named Young Australian of the Year. For more about Tan Le, go to: <https://portrait.gov.au/portraits/2018.63/tan-le>

For more about Tan Le, go to: [https://en.wikipedia.org/wiki/Tan\\_Le](https://en.wikipedia.org/wiki/Tan_Le)

#### **Points for teaching and discussion:**

- Imagine her boat trip at the age of four [it took 5 days].
- What is the effect of the circular frame? Compare with the squared image below.
- What's a mayor? What's an inaugural mayor? Why is Mai Ho's becoming mayor such an achievement?
- What's a stereotype? In how many different ways do Tan Le and Mai Ho defy stereotypes?

- Are parents' achievements always inspiring to their children?

### Activities:

- Listen to Tan Le's story: <https://portrait.gov.au/stories/tan-le>
- Research Tan Le's story on the internet and write about it.
- Find out about Maribyrnong: where is it? what is demographic make-up?
- Find out about other Australians of the Year (including Young and Senior AoY).
- Find out how to nominate or become an Australian of the Year
- Do you know someone whom you think should be an Australian on the Year? Write about them. Write a mock or real nomination.

## FROM THE NATIONAL PHOTOGRAPHIC PORTRAIT PRIZE

The National Photographic Portrait prize is in its 13<sup>th</sup> year. The portraits can be of anyone, not necessarily famous people.

### Suggested routine for looking at these portraits:

- See, think, wonder, look.
- Teacher facilitates but gives nothing away.
- Some questions to ask:
  - Who is in that portrait?
  - What is in that portrait beside people? Why is it included?
  - Where was the photo taken?
  - What can you learn about the people just by looking at them?
  - What else can you see?
- Teacher listens without making judgements. Then reveals information and discusses differences between what students have said initially and what the real story is.

Ten portraits for discussion: <https://artsandculture.google.com/exhibit/0wliKc1aXm3xlQ>

For competition portraits for each year, click here: <https://portrait.gov.au/searchresults.php?person=-1&redirect=&query=national+portrait+competition> Click on the image for each year and then scroll down to access all the finalists – some amazing pictures!

## SOME EXAMPLES

### *Kayla, 2017, by Stuart Miller*

To see this photo, go to: <https://portrait.gov.au/npppphoto/89514/88699/>

### NPG Description:

Kayla Doyle is a Murrawarri/Gomerioi woman and one of a growing number of Aboriginal Australians who identify as Muslim. Read on at: <https://portrait.gov.au/npppphoto/89514/88699/>

## Points for teaching and discussion:

*Without revealing anything, ask:*

- Who do you think these people are?
- What do you think are the relationships between them?
- Where are they?
- What can you tell about them just by looking at the photo?

*When answers are revealed, discuss:*

- What preconceptions were your answers based on?
- What are the different links to places and cultures in your family?
- How did your family come to live where they do now?

## Activities

- Make your family tree as far back as you can
- Make a plan of your street or part of it (maybe with photos) and who lives there
- Take a photo of your family and write a short story/paragraph about each one.

### ***My Story, 2019, by Mohammad D and Sam Biddle***

To see this photo, go to: <https://portrait.gov.au/npppphoto/94451/>

## NPG Description:

“A few days before this photo was taken my mother called me in tears. She was hysterical. After seven years of living here in Australia without any certainty for our future, our protection visa had been granted. I finally feel like I belong. Read on at: <https://portrait.gov.au/npppphoto/94451/>

## Points for teaching and discussion:

- Look at the picture. Imagine this boy’s story. *Then* read his story.
- He’s been in detention for seven years. Why do you think his attitude is so positive?
- What role has education played in his life?
- What do you think about his goal?
- What can we learn from this young man?

## Activities

- Write the story of yourself or a family member.
- Write a dialogue between yourself and Mohammed D.

### ***Sudan Peace, Australia, 2017 by Hego***

To see this photo, go to: <https://artsandculture.google.com/exhibit/0wliKc1aXm3xIQ>

## NPG Description:

Child soldier from the age of 11, Sudanese-Australian refugee, author, father and soon-to-be MBA recipient. Oh – and his middle name translates literally to ‘peace’.

## Points for teaching and discussion:

- Who do you think this man is?
- What mood is he in?
- What do you think he is thinking about?
- Who were the child soldiers? Why/how did this happen?
- Why do you think his middle name is “peace”?
- What qualities and opportunities do you think are needed to become successful even if a person’s life started badly?
- What can we learn from this man’s story?
- (*Maybe but with extreme care*): what is post-traumatic stress disorder? how can people get help if they have suffered traumatic experiences?

## Activities

- Find out and tell the story of a Sudanese child soldier (Note: these stories can be distressing.)
- Here are some successful examples of child soldiers in Australia:
  - <https://www.brisbanetimes.com.au/national/queensland/from-child-soldier-to-samaritan-brisbane-father-on-why-war-must-end-20180314-p4z4e7.html>
  - [https://en.wikipedia.org/wiki/Deng\\_Adut](https://en.wikipedia.org/wiki/Deng_Adut)
  - <https://www.adelaidenow.com.au/news/south-australia/from-child-soldier-to-south-aussie-law-graduate-kuol-baaks-journey-from-south-sudan-to-adelaide/news-story/ea41524f1209d83d1e5ffdf7a6f82d01>

## ***Kuei – Sea of Gazelles south Sudan to Oz, 2016 by Kellie Maree Leczinska***

To see this photo, go to: <https://portrait.gov.au/npppphoto/87551/>

## NPG Description:

Kuei was born in Bahr el Ghazal, which translates as ‘Sea of Gazelles’, in north-western South Sudan. Civil war has afflicted this region for decades. Roughly two million people died in the conflict, and four million were displaced. Kuei spent eight years in a UN refugee camp before emigrating to Australia. Read on at: <https://portrait.gov.au/npppphoto/87551/>

## Points for teaching and discussion:

- Her headdress
- Why is she photographed naked except for the headdress?
- Who is she looking at?
- How has the photographer composed this portrait?
- What do you think the photographer is trying to tell us?

- Compare her beauty in this picture with the experiences she's had.

### Activities

- Compare and contrast Kuei's experiences with those of Sudan Peace.
- What do they have in common?
- What have they contributed to Australia?

## NPG Web Resources

Go to: [www.npg.gov.au](http://www.npg.gov.au)

For learning resources designed for classrooms: <https://portrait.gov.au/content/learning-resources/>

98% of the collection now has a link to a good quality image. You can also search for artists.

For downloadable material, go to: <https://www.portrait.gov.au/content/portraiture-comes-home/>

For stories behind the portraits, go to: <https://www.portrait.gov.au/stories/>

For a brand new app for families and self-guided tour groups, go to:

<https://www.portrait.gov.au/content/headhunt/>

For comments and suggestions about these Notes, please write to [secretary@atesolact.org.au](mailto:secretary@atesolact.org.au) with the Subject heading: **Notes on NPG Virtual Tour.**

***ATESOL ACT sincerely thanks the National Portrait Gallery  
for introducing us to this fabulous resource!***