



ARTEXPRESS

Hazelhurst Art Centre: Education Kit Education Questions and Activities

This education resource has been developed by Hazelhurst Public Programs and Education team, and is not endorsed by the New South Wales Department of Education or the New South Wales Educational Standards Authority.

ARTEXPRESS 2020 at Hazelhurst Arts Centre is an exhibition of Bodies of Works by students of Visual Arts in the 2019 Higher School Certificate examination. Hazelhurst Gallery is exhibiting 53 outstanding works that represent all the 12 expressive forms described in the Visual Arts syllabus - drawing, graphic design, painting, printmaking, photomedia, designed objects, textiles and fibre, sculpture, documented forms, ceramics, time-based forms and collection of works.

There are seven distinct exhibitions of ARTEXPRESS in 2020 and each is unique. As well as representing a range of themes and expressive forms, Hazelhurst selection is decided by representation of students from local schools, a balance in gender of students, equal representation of private/independent schools, and the ratio of students work across the different expressive forms.

ARTEXPRESS is a joint venture between NSW Department of Education and NSW Educational Standards Authority and is hosted by Hazelhurst Arts Centre.

Online Resources

Student statements are available on Hazelhurst Art Centre's website: <http://www.sutherlandshire.nsw.gov.au/Community/Hazelhurst/Education/Teacher-Resources/ARTEXPRESS-2020-Student-Works>

Exhibition information on Hazelhurst Arts Centre Website: <http://www.sutherlandshire.nsw.gov.au/Community/Hazelhurst/Exhibitions/ARTEXPRESS-2020>

ARTEXPRESS official website: <http://artexpress.artsunit.nsw.edu.au/>

Hazelhurst



K - 2

VISUAL ARTS SYLLABUS OUTCOMES

Early Stage 1 & Stage 1

VAES1.2

Experiments with a range of media in selected forms.

VAES1.4

Communicates their ideas about pictures and other kinds of artworks.

VAES1.3

Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

VAS1.2

Uses the forms to make artworks according to varying requirements.

VAS1.1

Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.4

Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

VAS1.3

Realises what artists do, who they are and what they make.

CROSS-CURRICULUM OUTCOMES:

LEARNING AREA: MATHEMATICS

Syllabus Outcomes:

MAe-5NA

Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods

MAe-8NA

Recognises, describes and continues repeating patterns

MA1-8NA

Creates, represents and continues a variety of patterns with numbers and objects

MAe-12MG

Describes and compares the masses of objects using everyday language

MAe-15MG

Manipulates, sorts and describes representations of two-dimensional shapes, including circles, triangles, squares and rectangles, using everyday language.

LEARNING AREA: ENGLISH

Syllabus Outcomes:

ENe-10C

Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.

EN1-10C

Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

LEARNING AREA: SCIENCE

Syllabus Outcomes:

ES1

STe-4MW-ST

Identifies that objects are made of materials that have observable properties

Chloe Arathoon
Narrabeen Sports High School
Bleached
Ceramics



Describe

What do these objects remind you of?

What shapes and patterns* do you see on the objects?

What colours do you see on the objects?

How would you describe the texture of the surface? Is it rough or smooth?

Prickly or soft? How would you make this pattern?

Discuss

What are they made from?

What could be living in these underwater homes?

What kind of repetitive lines do you see? How has the artist created them?

If you could touch them, how would they feel?

* Patterns are a repeated element of art such as a shape, line or colour.



Look

What can you see in the drawing?

Discuss

What do the sculptures remind you of?

Is it an octopus or a squid?

What are the sculptures made from?

How many legs does an octopus have?

Has anyone been fishing before? What do you take with you to fish?

Explore

How many teeth does the angler fish have?

What is hanging over the angler fish's head? What does it do?

Artmaking Activity: Make a sea creature

You will need:

- Twistable tie wires
- Paper plates
- Balloons (this could be used for the head or body of creature)

On paper, create a simple line drawing of a sea creature. Use your drawing and construction materials provided to turn it into a simple 3D sculpture.



Amy Crowe St Patrick's College Sutherland Remembering Drawing



Look

What can you see in the pictures?

What are these objects?

Who is in the middle picture?

What animals can you see?

How many drawings are there?

Discuss

Where do you find these creatures?

How many drawings have colour in them?

What are your experiences at the beach? What do you do there?

What is your favourite place or special object?

Explore

How do we take a photo now?

Artmaking Activity: Making a memory board

- You will need:
- Collage materials
 - Drawings/Collection of artworks
 - A3 coloured paper and cardboard
 - Scissors and glue
 - Magazine clippings
 - Photographs

To create your memory board, grab a piece of A3 coloured paper or card and decorate it with photos, drawings and images that are special or important to you.

Timothy Downs
Dubbo School of Distance Education
Brave New World
Collection of Works



Look

What objects can you see floating in the air?

Discuss

What are they made from?

Early methods of travel

Imagine

Do the floating objects remind you of anything familiar?

How would it feel to live in one of these flying machines?

Where would you travel to? What would you find on your travels?

Artmaking Activity: Create a floating home mobile

You will need:

- Paddle pop sticks/small branches/small pieces of dowel
- Fishing wire
- Cardboard
- Paddle pop sticks
- Glue, tape & scissors
- Pens and pencils to decorate

Start with a frame using paddle pop sticks (you can also use small branches or dowel). Using cardboard, draw or construct floating objects for your mobile using tape or glue to hold it together. Finally, attach your objects on to your mobile using fishing wire.



Discuss

What is this? What do the shapes look like?

What colours can you see in this artwork?

What shapes and patterns can you see?

Think

What does this artwork look like it's made of?

Does it remind you of something you have seen before?

How does this make you feel?



Activity: Dolly Peg dolls

You will need:

- Wooden dolly pegs
- Fabric offcuts
- Pipe cleaners / wire
- String / wool
- Textas and feathers to decorate

Start with wrapping a piece of fabric around the bottom (or the body) of your doll and use string or a pipe cleaner to wrap and hold the fabric down. You can add as many wrapped layers as you like! Add extra details such as feathers and extra pipe cleaners for a hat or hair.

Finish your doll by drawing a face and other details using coloured textas.

3 - 6

VISUAL ARTS SYLLABUS OUTCOMES

Stage 2 & 3

Syllabus Outcomes:

VAS2.1

Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

VAS2.2

Uses the forms to suggest the qualities of subject matter.

VAS3.1

Investigates subject matter in an attempt to represent likenesses of things in the world.

VAS3.2

Makes artworks for different audiences assembling materials in a variety of ways.

VAS2.3

Acknowledges that artists make artworks for different reasons and that various interpretations are possible.

VAS3.4

Communicates about the ways in which subject matter is represented in artworks.

CROSS-CURRICULUM OUTCOMES:

KEY LEARNING AREA: ENGLISH

Syllabus Outcomes:

EN3-7C

Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

EN2-10C

Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN3-8D

Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

EN3-1A

Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-3A

Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

Chloe Arathoon
Narrabeen Sports High School
*Bleached
Ceramics*



Look

What can you see and what do these sculptures remind you of?

How has the artist made them?

What kind of patterns and shapes do you see?

Can you find the plastic in the sculptures?

Discuss

What do you think the artist is trying to say about the plastic in our oceans?

What happens to coral when it has been surrounded by plastic?

What is coral bleaching?

What other creatures have homes in and around the coral?

What would happen over time if humans continued to pollute the oceans with plastic?

3 - 6

Jerome Ayad
Sydney Grammar School
Deep Down
Drawing



Look

What can you see?

What materials has the artist used?

What is a 2D artwork and what is a 3D artwork?

What animals can you see that live in the ocean?

Is it an octopus or a squid? How many legs are there?



Discuss

Has the artist accurately portrayed the deep sea creatures or are they from his imagination? What are they missing?

Has anyone gone fishing? What do you need to have ready to fish and what do you do?

Could you capture deep sea fish?

What does an angler fish do with his hanging light?

Artmaking Activity: Make a sea creature

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Amy Crowe

St Patrick's College Sutherland

Remembering

Drawing



Describe

What do you see in the collection of drawings?

What do they remind you of?

Think

Who is the person in the drawing?

What drawing materials has the artist used?

What is the artwork about?

Do the pictures remind you of any experiences you may have had growing up?

How has technology changed over time in recording and documenting images?

How do these pictures make you feel?

Look

Who is the child in the middle drawing looking at?

What objects in the drawings do you see that capture a moment in life?

Timothy Downs
Dubbo School of Distance Education
Brave New World
Collection of Works

Describe

What do you observe in this sculpture?

How is it made? What materials has the artist used?

Think

What is the artist trying to say in this mobile sculpture about flight?

How does the sculpture represent flying technology?

Are these objects from the future or the past?

Imagine

How does the artwork represent a future landscape?

Could the floating homes become a new reality of the world? Are they practical to live in?

What has inspired people to take interest in flight?



Reference: Amy Crowe *Remembering*

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Reference: Timothy Downs *Brave New World*

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