

Hazelhurst



ARTEXPRESS

17 February – 15 April 2018

Education Kit, K – 6

Pre-visit activities:

1. Discuss some gallery rules – emphasise the positive behaviour you want at the gallery and the reasons for these rules.
2. Pre-visit familiarisation with the artworks to be viewed. Reproduce images from exhibition and display in the classroom or school corridor. This will aid the child's connection to the work once they enter the exhibition. Images, video and information can be found at <http://www.sutherlandshire.nsw.gov.au/Community/Hazelhurst/Exhibitions/Coming-Exhibitions/ARTEXPRESS>
<https://artexpress.artsunit.nsw.edu.au/>
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/events/hsc-showcases-and-events>
3. Discuss some of the art terms found under the Glossary of Terms.
4. Programming ideas are linked to outcomes from the Visual Arts Syllabus K-6.

Post-visit activities:

1. Post-visit activities at school should involve the step of display and respond. Children should be encouraged to use positive responses to each other's work and 'art talk' to describe it. (See Glossary of Terms for ideas).
2. Suggested activities are listed under artworks.

BACKGROUND INFORMATION FOR TEACHERS

About the exhibition

ARTEXPRESS is a dynamic and vibrant exhibition featuring some of the best visual arts works from the New South Wales Higher School Certificate. Nomination for ARTEXPRESS occurs after the marking of the Higher School Certificate Visual Arts bodies of work. There are many factors involved in the nomination of works for ARTEXPRESS including technical skill and conceptual resolution.

Bodies of work nominated for ARTEXPRESS 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.

The final selections for ARTEXPRESS reflect the candidature for the HSC Visual Arts course and include works from metropolitan and regional centres. The bodies of work represent a range of 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.

There are 10 Venues exhibiting ARTEXPRESS in 2018 and each Venue's exhibition is a unique combination of works. The bodies of work in ARTEXPRESS exhibitions may be exhibited at one or more galleries. Students' bodies of work are exhibited as submitted for examination, in part or as a complete submission depending on gallery space.

ARTEXPRESS is presented jointly by the NSW Department of Education and the NSW Education Standards Authority in partnership with Hazelhurst Arts Centre.

Links to the Curriculum

The ARTEXPRESS Education Kit contains background information on the exhibition as well as selected images and questions relating to the K-6 Visual Arts Syllabus and suggested activities for Appreciating and Making.

This Education Kit makes links to the Visual Arts Syllabus K-6 by: developing students' knowledge and understanding of artists and artwork; by developing values and attitudes towards subject matter of works, the technique used and the meanings the works may generate; by investigating the range of the expressive form of sculpture and 3D forms and painting; and by considering an artist's relationship to an audience and reflecting on their own relationship as audience members.



Mia Yoneda, Willoughby Girls High School *Yayoi's Children*, 2017, drawing.

Influences and background: Harajuku Japan, Japanese fashion, Japanese culture, contemporary and traditional, Yayoi Kusama, drawing.

Language: colours, fun, drawing, drawing techniques, stencil, spray-paint, photo-realism.

Materials: dot stencils, paper, lead pencils, coloured pencils, spray bottles with a mix of acrylic paint and water, dress up clothes.

Teaching notes: have some dot stencils pre-made, mix up acrylic paint with water in spray bottles. Research Yayoi Kusama, and display images of her work around classroom. Research the Harajuku area of Tokyo and the flamboyant fashion of the area. Display images around the classroom. Collect a variety of dress up clothes.

Subject Matter: People, Places and Spaces.

Forms: Drawing, Painting

Outcomes: VAES 1.2, VAS 1.2, VAS 2.2, VAS 3.2, VAES 1.4, VAS 1.4, VAS 2.4, VAS 3.4

KLA integration: Visual Arts (VA), English (E), Human Society and its Environment (HSIE), Mathematics (M), Drama (D).

Appreciating Activities	Making Activities
<p>Look at this artwork by Mia Yoneda.</p> <p>Describe the work you see including subject matter, colours, realism and shapes. (VA, E, M)</p> <p>Who are these people? What are their clothes like? How are they feeling? (E)</p> <p>Discuss how colour has been used. What effect does this have? Discuss the materials needed to make this artwork. Who is the artist referencing and why? (VA, E) Discuss the works of Yayoi Kusama including materials, shapes and patterns. (VA, E, M)</p> <p>Write a story about the day in the life of one of the characters. What is their name? What do they do? How did they choose their amazing outfits? (E, HSIE)</p>	<p>Dress up as punks. (HSIE, D)</p> <p>Draw yourself or a friend in your fantastic costume. Use lead pencil for the sketching. Add sections of bright colours. Add a background. Where would you be? Do you have a favourite place to go to? (E, HSIE, VA)</p> <p>Choose a stencil. Use a spray bottle and carefully spray over the stencil. Remove stencil and allow to dry. (VA)</p> <p>Display works as a class exhibition. Choose an exhibition title. (VA, E)</p> <p>Discuss what you like about each other's work and why. (VA, E)</p> <p>Research traditional Japanese dress and write a report on how it differs from contemporary fashion. (VA, E, HSIE)</p>



Angeline Khoury, Santa Sabina College *Hairy Antoinette*, 2017, designed objects.

Influences and background: Marie Antoinette, hair, history, French revolution, self-image.

Language: textiles, hair, sculpture, colour, texture, clothing, ships.

Materials: variety of recycled materials, hot glue gun, scissors, tape.

Teaching notes: This lesson is best suited to Stage 3 students. It could be modified for earlier years, however some subject matter is sensitive and the use of the hot glue gun should be strictly supervised. Collect recycled materials prior to lesson. Research Marie Antoinette and display images of hairstyles for inspiration.

Subject Matter: People, Places and Spaces, Objects

Forms: Sculpture and 3D Form, Fibre

Outcomes: VAES 1.1, VAS 1.1 VAS 2.1, VAS 3.1, VAES 1.4, VAS 1.4, VAS 2.4, VAS 3.4

KLA integration: Visual Arts (VA), HSIE (H), Mathematics (M), English (E), STEM (ST)

Appreciating Activities	Making Activities
<p>Look at this artwork by Angeline Khoury.</p> <p>Describe the work you see including size, colour, shapes and materials. Name the materials you can see. (VA, E)</p> <p>Discuss the tools and materials needed to create this work. Why is it made from hair? Why is she wearing a mask? Would this be comfortable? Discuss how it makes you feel.</p> <p>Discuss who the artist is referencing. Who was Marie Antoinette? (HSIE, E)</p> <p>Write a story about being a queen or king. Where would you live? What fancy costumes would you wear? (E)</p>	<p>Create your own fantastic crown! Using recycled materials, create your own crown. Decided what you will decorate your crown with and how this will reference you. Ideas include: books, sports equipment, an animal, a musical instrument. Construct this using recycled materials and a hot glue gun. (VA)</p> <p>Discuss the different crowns people made. Who had the best construction? What shapes were best to use? Whose was the tallest? (E, ST, M)</p>



Joshua Stait, Lithgow High School *Ways of Seeing (Tribute to John Berger)*, 2017, sculpture

Influences and background: John Berger, sculpture, ways of seeing, materials and form.

Language: sculpture, materials, illusion, weight, texture.

Materials: “delight” modelling foam, wire, acrylic paint, rope, paddle pop sticks, masking tape.

Teaching notes: order “delight” modelling foam, print images of optical illusion based artwork and display around the classroom.

Subject Matter: Objects

Forms: Sculpture and 3D forms

Outcomes: VAES 1.2, VAS 1.2 VAS 2.2, VAS 3.2, VAES 1.4, VAS 1.4, VAS 2.4, VAS 3.4,

KLA integration: Visual Arts (VA), HSIE (H), Mathematics (M), English (E), Drama (D), Mathematics (M), STEM (ST)

Appreciating Activities	Making Activities
<p>Look at this artwork by Joshua Stait.</p> <p>Describe the work you see. How has it been made? What are the materials and tools the artist has use in creating this work? What would it feel like to touch? (VA, E)</p> <p>Discuss what an anvil is and how it is used. How it important it is that the anvil is floating? How heavy is an anvil? What do the words on the anvil say? What does this mean? (ST, M, E)</p> <p>Write a report about illusions and how they work. (E)</p> <p>Research sculptures that use illusion. Why are these important? What do they tell us about our vision and perception? (VA, E)</p>	<p>Create a floating brick!</p> <p>Using “delight” modelling foam, sculpt a heavy object such as a brick, anvil, or weights. Use wire or timber skewers to “float” the sculptures in the air. Use rope or other materials to disguise the lifting device. (VA, E)</p> <p>Display the works as a class exhibition. (VA)</p> <p>Create a stop frame animation using the floating sculptures as a background. (VA, D)</p> <p>Experiment with weights and gravity. Divide into small groups. Each group has a 500g weight and needs to find a way to hold this weight up 10cm off the ground, using only paddle pop sticks and masking tape. (STEM)</p>



Daniel Ironside, Marist College Eastwood *Miss Interpretation*, 2017, sculpture

Influences and background: Women in art, women artists, Venus of Willendorf, Mona Lisa, da Vinci, Girl with the Pearl Earring, Nu Bleu IV, Picasso, Klimt, Vermeer, Frida Kahlo, Botticelli, Whistler’s Mother, James McNeill Whistler, Byzantine, Mother Mary.

Language: iconic images, women in art, women artists, sculpture, stencil, outline, shadow, stylised

Materials: cardboard, scissors, pencils, photoshop

Teaching notes: research images of women in art and women artists. Display examples of these works around the classroom for students to reference.

Subject Matter: People, Places and Spaces, Objects, Events

Forms: Sculpture and 3D Forms, Painting, Drawing

Outcomes: VAES 1.1, VAS 1.1 VAS 2.1, VAS 3.1, VAES 1.3, VAS 1.3, VAS 2.3, VAS 3.3

KLA integration: Visual Arts (VA), HSIE (H), Mathematics (M), English (E), STEM (ST)

Appreciating Activities	Making Activities
<p>Look at this artwork by Daniel Ironside</p> <p>Describe what you can see. Who are these women? Do you recognise any of these images? (VA, E)</p> <p>How many figures are there? Which period of time are they from? (VA, E, M, HSIE)</p> <p>What does this artwork mean? Why are the images so important? (VA, E, HSIE)</p> <p>Who could we add if we continued along from contemporary art history? (VA)</p> <p>Discuss the materials and tools the artist has used to create this work. (VA, E)</p> <p>Write a report on one of these figures. Include who the artist is, the materials used and why it is significant. (E, VA)</p>	<p>Create your own silhouette.</p> <p>Take a photo of yourself. Use photoshop or a similar program to create a stylised picture of yourself. Use this image to trace onto black or coloured cardboard. Cut out. Display each face as part of a class portrait.</p> <p>Research other prehistoric art. Write a report. (VA, H, E)</p>

GLOSSARY OF TERMS

Anvil - a heavy iron block with a flat top and concave sides, on which metal can be hammered and shaped.

Botticelli – an Italian painter of the Early Renaissance.

Byzantine art - artistic products of the Eastern Roman (**Byzantine**) Empire. Primarily concerned with religious expression and the translation of church theology into artistic terms.

Da Vinci – an Italian Renaissance painter, sculptor, architect, engineer and polymath.

French Revolution - (1789–1799) was a period of ideological, political and social upheaval in the political history of France and Europe as a whole, during which the French polity, previously an absolute monarchy with feudal privileges for the aristocracy and Catholic clergy, underwent radical change to forms based on Enlightenment principles of republicanism, citizenship, and rights.

Frida Kahlo – a Mexican painter who painted many self-portraits, drawing on folk art styles exploring identity, mixed realism and fantasy, gender and class.

Girl with the Pearl Earring – an oil painting by Dutch Golden Age artist, Johannes Vermeer.

John Berger - (5 November 1926 – 2 January 2017) was an English art critic, novelist, painter and poet.

Harajuku - Buzzing Harajuku is renowned for its colourful street art and fashion scene, with quirky vintage clothing stores and cosplay shops.

Iconic - very famous or popular, especially being considered to represent particular opinions or a particular time.

James McNeill Whistler – American-born artist noted for his paintings of nocturnal London, for his striking and stylistically advanced full-length portraits, and for his brilliant etchings and lithographs.

Klimt – an Austrian symbolist painter who was a prominent member of the Vienna Secession movement.

Marie Antoinette – the last Queen of France before the French Revolution.

Mona Lisa - a half-length portrait painting by the Italian Renaissance artist Leonardo da Vinci that has been described as "the best known, the most visited, the most written about, the most sung about, the most parodied work of art in the world".

Nu Bleu IV – part of a series of gouache painted paper cut outs.

Optical Illusion – images that are perceived in a manner that are different from reality.

Picasso – a Spanish painter, printmaker and sculptor who pioneered Cubism and was one of the most influential artists of Modernism.

Punk - Punk subculture includes a diverse array of ideologies, fashion, and other forms of expression, visual art, dance, literature and film, largely characterised by anti-establishment views.

Stencil - a piece of card, plastic, metal, etc. into which shapes have been cut, used to draw or paint patterns onto a surface

Venus of Willendorf - an 11.1-centimetre-tall Venus figurine estimated to have been made between about 28,000 and 25,000 BCE.

Vermeer - a painter from the Dutch Golden Age who specialized in domestic interior scenes of middle-class life.

Ways of Seeing – Book written by John Berger which had a profound effect on how visual arts were appreciated.

Whistler's Mother - Arrangement in Grey and Black No.1, best known under its colloquial name Whistler's Mother, is a painting in oils on canvas created by the American-born painter James McNeill Whistler in 1871.

Yayoi Kusama – A Japanese contemporary artist who works across painting, drawing, sculpture, performance, fashion, and installation. Kusama creates iconic works where polka dots feature extensively.

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