

Hazelhurst Arts Centre
14 February – 21 June 2020
ARTEXPRESS 2020
Study notes and Questions
Stages 4 and 5

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.

Hazelhurst Criteria

Works in ARTEXPRESS have strong technical resolution and conceptual strength and meaning.

Themes

Hazelhurst Gallery is exhibiting a broad selection of themes. Some themes recur frequently, such as identity and the environment.

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 Gallery YouTube videos: <https://www.youtube.com/user/hazelhurstgallery>

Questions for Years 7 to 10

- What themes reoccur in this exhibition?
- What subject matter do you see most often?
- What animals can you find?
- What innovative materials have artists used?
- How have artists used technology?
- What is your favourite artwork? Why? How do you expect the audience to respond to it?
- What was the curator's aim?

Visual Arts Syllabus Outcomes

Stage 4

- 4.2 Explores the function of and relationships between artist – artwork – world – audience
- 4.3 Makes artworks that involve some understanding of the frames
- 4.5 Investigates ways to develop meaning in their artworks
- 4.8 Explores the function of and relationships between the artist – artwork – world – audience
- 4.9 Begins to acknowledge that art can be interpreted from different points of view
- 4.10 Recognises that art criticism and art history construct meanings

Stage 5

- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Demonstrates how the frames provide different interpretations of art
- 5.10 Demonstrates how art criticism and art history construct meanings



Il tuo è il tuo momento
e tu lo vivi con tutto il cuore



FOUR FRAMES

Subjective Frame

William Todman

Blaxland High School

Love, Its Absence In Society, And Why I'll Never Achieve It

Photomedia - Photo on gloss print and photobook

'love, its absence in society, and why i'll never achieve it' is a story about my developing and fluctuating mental health. I developed my original concept about why love doesn't exist in late 2018 whilst I was in the process of being diagnosed with depression. Thanks to (following) treatment and medication, my point of view on both society and my own physical form has changed, thus leading my concept to become a depiction of the journey I have taken; from the mental state I was in when I first created these artworks to where I am now. I have still kept the original title, however, serving as a reminder of where I started and how my mental health has improved.... I had captured over 2000 images, only 200 of which I edited, less than 100 of those to be displayed, which is why I included a web link to the rest of my images on the rear cover of the photobook, expanding the work to a multimodal/experiential frame.'

Discussion points:

- What do you see?
- How is the person feeling?
- In your opinion, does the mood change across different images presented in this body of work?
- What technique has does the artist used?
- How does the use of tone and shadow add to the feeling?
- How has the artist used colour to show emotion?
- The artist has used different levels of focus in these photographs. What effect does a clear image have in contrast with a soft focus image?
- How has gaze been used differently in these photographs? (Look at the subject's eye contact, or lack thereof, with the viewer)
- How has the artist explored the concept of mental health in this work?
- How do you think he feels?

Question:

Choose two of the images from this body of work that connect with you. What do you think he is feeling in each image? How do these images make you feel?



Structural frame

Tina Yip

Hornsby Girls High School

Trompe l'oeil

Painting - oil on canvas, stop motion video

It is in the natural order of things to grow and deteriorate. Everything is impermanent, even the eventual decay that we all face as humans. *Trompe l'oeil* (Trick of the eye) centres on the cyclical nature of life and death through the parallels between decayed still life and human deterioration. I seek to challenge the basis of traditional vanitas art by subverting the notion of decay as a symbol of growth and new chapters. The transformative power of time as the foundation of my body of work reflects the transience of earthly elements and the impermanence of death in an ever-changing world.

Discussion points:

- What do you see in this still-life?
- What technique /expressive form has been used?
- What materials are used?
- How has tone (light and dark) been used to achieve form?
- Comment on colour scheme: what colours do you see most?
- Comment on style: is the subject realistic, stylised or abstract?
- What is the mood of the work?
- Read the artist's statement. What do you think the subject matter symbolises?
- What is the artist saying and how did the use of the elements of design achieve this?



Cultural frame

Jordan Williams

The King's School

I Am

Collection of Works

Photography, sculpture and mixed media

My artwork is all being spiritually strong. I am proud to be a descendent of the oldest continuing culture in the world, Australia's original peoples / First Peoples of this country. Through photography and sculpture I have made a personal journey exploring my identity learning about my Country, community, family law, sovereign knowledge, custodianship and expectations of my culture. It my intention to have our culture and history, our place as this continent's First People, to be embraced and celebrated as a unique feature of this continent's story. To reclaim what we should never have lost or been denied who I am.

Discussion points:

- What do you see? Discuss each part of the artwork, including colour and the materials used.
- What has the artist used a wooden didgeridoo, spear and map?
- What do the words and images on the text I AM BUNDJALUNG mean?
- Who is the artist and what culture is this?
- Read the statement. What spiritual and personal beliefs of the artist are conveyed by this art work?

Activity: Collect 3-4 items that reflect aspects of your culture. Discuss how these objects connect to your culture and identity.



Postmodern frame

Riley Huisman

Edmund Rice College

1000 Failed Drawings

Drawing

Ink on paper, photography, sculpture

Dealing with the absurd in life is something we all face. For me, I wanted to capture this absurdity in a moment of drawings, whilst integrating science into the art form, drawing on the subconscious, the Freudian and the abstract expressionist movement of automatism. Looking towards these values of the absurd, and what is conveyed when you're not thinking can really open up what it is you convey, broadens the spectrum of creativity.

Discussion points:

- List the parts of this body of work.
- What does this work remind you of?
- Who is the artist/maker of this work?
- How does the artist explore the idea of failure?
- How has the artist used humour?
- How does a 'drawing machine' challenge your thoughts of what art is?

Research: Look at other artists who incorporate technology to challenge people's ideas of what art is. Example: Banksy's shredding of his work 'Girl with Balloon' (2018)