

3-2-1 Reflection Sheet:

The Archibald Prize

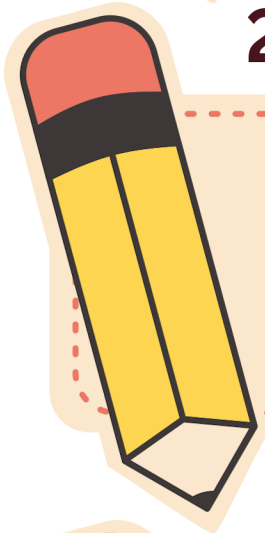
Name:

Class:

3 Things I See:



2 Things I Find Interesting:



1 Question I still have:



EDUCATION RESOURCE KIT

Educational programs are designed to spark curiosity through the discovery of new ideas, immersive experiences and growth of youth through art & culture.

AT THE CENTRE



2022 Archibald Prize

June 3 - July 30, 2023

Visual Arts 7-10 Outline:

In experiencing the Archibald Prize exhibition, students further develop an appreciation of the different kinds of artworks, how the artists world can be interpreted, and how artworks are produced for exhibition and display.

Syllabus Links:

Students learn about:

- the material, physical and virtual form of artworks intentionally made by artists
- artworks produced for exhibition and display
- how artists develop their intentions
- artistic practices, conventions and the networks of procedures that inform the approaches to artmaking of different artists or group of artists
- how the world can be interpreted in art and the ways in which ideas are represented
- different kinds of artworks in 2D, 3D and 4D forms including their symbolic, representational, physical and material properties
- different audiences for artworks including art critics, art historians, members of the public, teachers, parents, students, other artists

Objectives:

Students learn to:

- identify the intention, audience and context for an exhibition and display of artworks
- discover how artists develop their intentions relative to their artworks, the audience and the world and recognise some of the constraints they work within
- investigate the expressive and stylistic possibilities of different media and techniques used by artists and recognise how these aspects contribute to the kinds of artworks they make
- adopt the role of an audience member when viewing art in various locations (eg in school, gallery visits and web exhibitions)
- interpret and explain relationships between artists – artworks – the world – audiences

Activities:

Before your visit:

- Discuss the **Archibald Prize** exhibition, who is involved, why it is significant
- Watch the **ABC Education** Series 'Finding the Archibald'
- Discuss with the class the different kinds of portraiture that have existed over time, and why it is an important subject in art
- Brainstorm the types of Frames that you might use to analyse works in the **Archibald Prize** Exhibition
- View and analyse an example of a past or current **Archibald Prize** Winner(s) (see links below for **AGNSW** resources)

During your visit:

- Students to take notes in their process diary examples of artist descriptions that they are viewing: note the language/wording that is used, the medium, their inspiration and artistic influences (optional worksheet 'The Artist Statement' following)
- Students can choose one or more examples that they are drawn to, what makes this piece stand out? How am I positioned as the audience?
- Students identify who the audience of these artworks are – who do they notice are viewing the art?
- What symbolic references can be identified in these examples?
- Students choose an example and sketch a section of the artwork, or their own interpretation

After your visit:

- Discussions of the artworks within the Archibald Prize Exhibition
- Students can use one example, or teacher can choose as a teacher led activity to explain relationships between artists – artworks – the world – audiences
- Discuss the choices that the artists may have made in their art making process
- Discuss how they felt as the audience, and how the artists intentions may have been influenced by their perceived audience
- Students attempt their own self-portrait exercise (see worksheet 'My Self Portrait' as an example)

Resources:

- **Art Gallery of NSW**, *Portraiture* (2022)
<https://www.artgallery.nsw.gov.au/artboards/portraiture/>
- **ABC Education**, *Finding the Archibald* (2022)
<https://www.abc.net.au/education/digibooks/finding-the-archibald/101746310>

The Artist's Statement

An important part of the exhibition process for artists is to reflect on their work, the process behind it, and their thoughts behind it. This is then developed into the 'Artist Statement' which accompanies their artwork or exhibition.

Choose ONE artwork you have seen in the Archibald Prize Exhibition and fill in the information to deconstruct the Artist's statement.



My chosen artwork and artist is:

The materials they used are:

What the artist wants to focus on (intention):

The artist's style (the way they used colour, form, shape, texture etc):

One thing that's special about this artwork/subject is:

See the following page for an annotated example of an Artist's statement from the Archibald Prize 2022 Exhibition

Artist's
name

Claus Stangl

Archibald Prize 2022 finalist | Archibald Prize 2022 winner

Artwork
title

Taika Waititi

acrylic on canvas

Materials
used

Taika Waititi is a director, writer, actor and producer from Aotearoa New Zealand, known for his eye for the absurd. His films include *Boy* (2010), *Hunt for the Wilderpeople* (2016) and *Thor: Ragnarok* (2017), as well as *Jojo Rabbit* (2019), which he wrote, directed and starred in, and for which he won an Academy Award for best adapted screenplay.

Artist's
intention

'His films demonstrate an affection for innocence, with stories often told through a child's eye. I remember watching *Boy* and being blown away by its charm,' says second-time Archibald finalist Claus Stangl, who came to Australia from the UK in 2008.

'I wanted to create a portrait that captured Taika's sense of humour and to execute it in a playful cinematic style, reminiscent of the movies of the 1970s and '80s that were playing when he was a child. After sharing some concepts with Taika, we landed on the idea of making a 3D-style portrait using the reds and greens from retro cardboard glasses.

Artist's
style

'This piece is part portrait and part performance – an apt execution for a man who is as comfortable in front of the camera as he is behind it.'

What
makes
this
artwork
unique

Now you can
create your own
Artist's Statement!

Name: _____

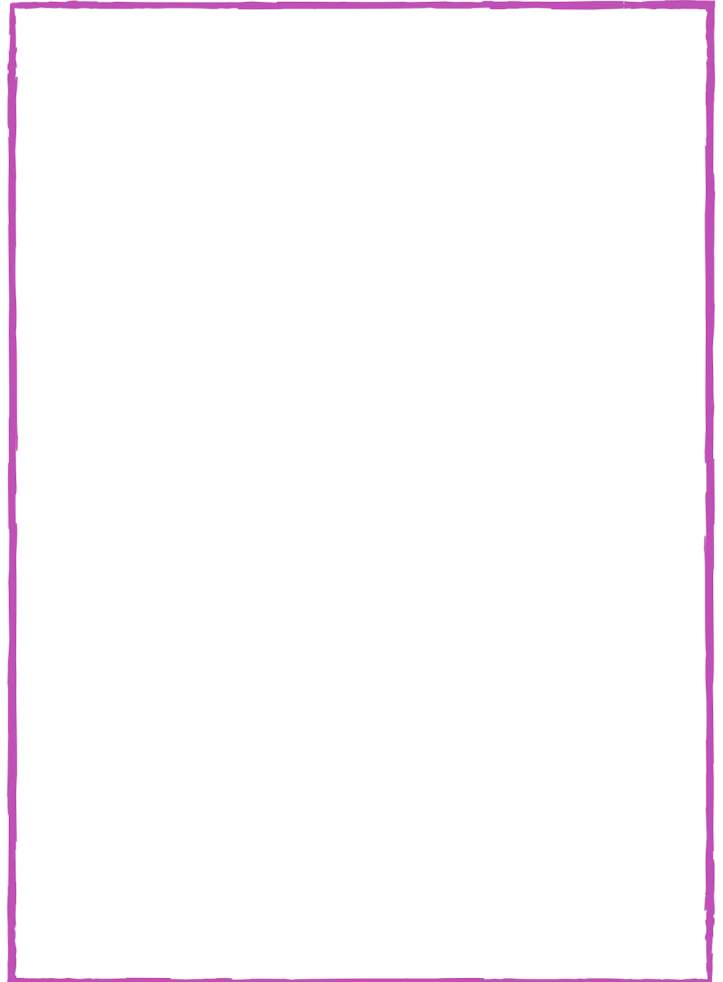
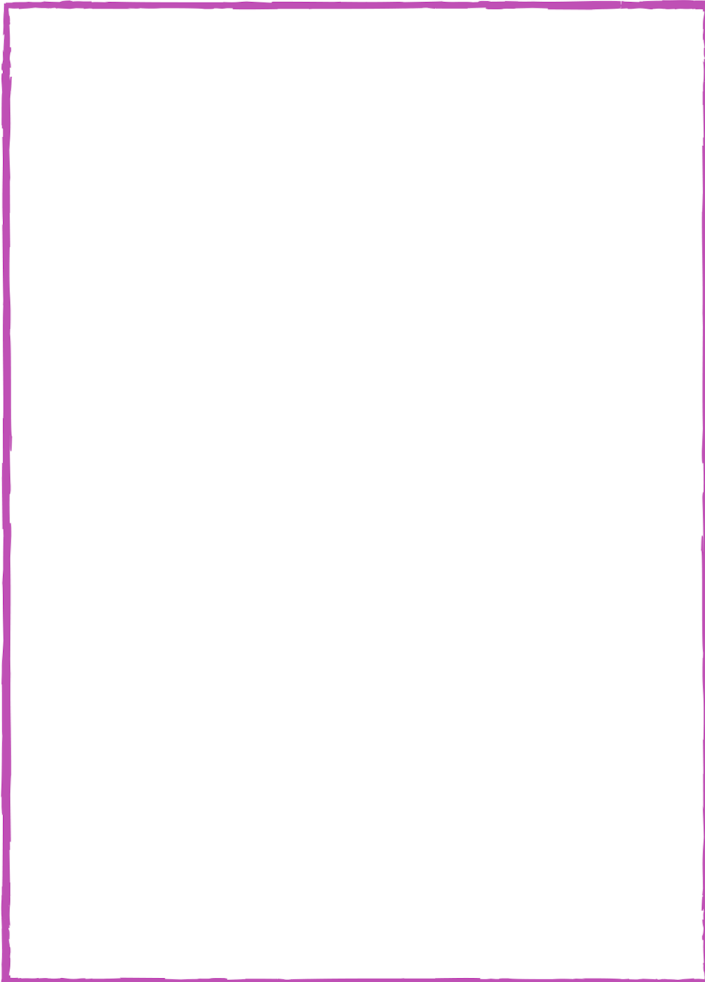
SEEING YOURSELF: A SELF-PORTRAIT EXERCISE

PART 1:

1. Take a selfie with a camera.
Look at the photo for 1 minute.
2. Set a timer for five minutes.
3. Draw your self-portrait from memory until the timer rings.

PART 2:

1. Set the timer for 3 minutes.
2. Flip the paper and look at your first drawing.
3. Draw the upside-down image and stop when the timer rings.

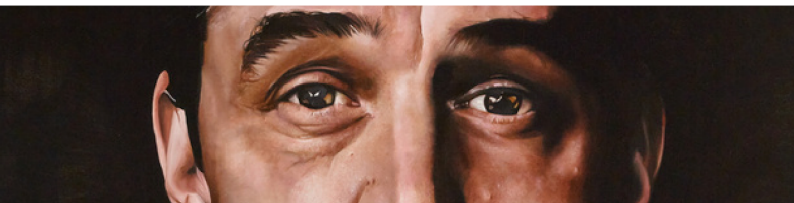


Compare both drawings with the original photo.
How are they similar and different from each other?
Which one is closer to the photo you took?
What was easier to draw?

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AT THE CENTRE



The Archibald Prize

June 3 - July 30, 2023

Stage 6 Arts Outline:

In experiencing the Archibald Prize exhibition, students further develop their knowledge of art criticism, art history and practice by visiting and evaluating exhibitions. Students are able to see exemplar Australian artworks submitted for an important artworld competition that can inform their own practice.

Syllabus Links:

Students learn about:

- **Practice:** An understanding of practice will affect such things as students' intentions, interests, interpretations, decisions, actions and judgement within the parameters of the Preliminary and HSC courses. Students' knowledge of the variations in the relationships between agencies in the conceptual framework when using the frames will create different accounts of practice and can generate a more informed development of their own practice
- **Conceptual frameworks:** The agency of the artist includes:
 - a person making artworks individually, collaboratively as a group, school, movement or enlisting others to produce their work
 - practitioners such as artists, craftspeople, designers, architects, filmmakers, performance artists, digital and multimodal practitioners. The concept of the audience includes art critics and art historians, teachers, students, entrepreneurs, patrons, curators, dealers, members of the public, auction houses, writers and theorists. Audiences are produced through the display of, and interaction with, artworks. Artworks exist as a representation of ideas that reflect such things as personal responses, cultural views, symbolic interpretations and critical reinterpretations of other ideas. Artists' responses to the world may shape the dynamics of practice as a vigorous and changing entity. Artists can also investigate, interpret and represent the world as a material, conceptual and social experience as well as a place of imaginings, intuition and the personal as ideas for representation.

Objectives:

- During the Preliminary and HSC courses students learn about selected artworks using these as examples to explain their understanding of the visual arts. These examples should include artistic practice in Australia which should include contemporary contexts
- Students learn how to evaluate and explain the significance of particular artists, artworks, audience responses and representations of the world in these studies
- In the Preliminary course, art criticism and art history can focus on particular aspects of content such as the agencies in the conceptual framework, the notion of practice, and how the frames offer different interpretations of the visual arts

Activities:

Before your visit:

- Explore the various portrait styles that have reflected changing interpretations over time
- Discuss with the class the subjective, cultural, structural and post-modern frames
- Brainstorm the connections between the 'art world' and various agents. Use the graphic following to assist in making these connections. Discuss the issue of influences from these agents on the artist and their art.
- View and analyse an example of a past Archibald Prize entry

During your visit:

- Students to take notes in their process diary examples of artist descriptions that they are viewing: note the language/wording that is used, the medium, their inspiration and artistic influences
- Students can choose one or more examples that they are drawn to, what makes this piece stand out? How am I positioned as the audience?
- Students identify who the audience of these artworks are – who do they notice are viewing the art?
- What symbolic references can be identified in these examples?
- Are the artworks representing the artists' world in a material, conceptual, social, imagining, intuitive or personal manner?
- Students use an example of portraiture to inspire their own sketches or planning processes

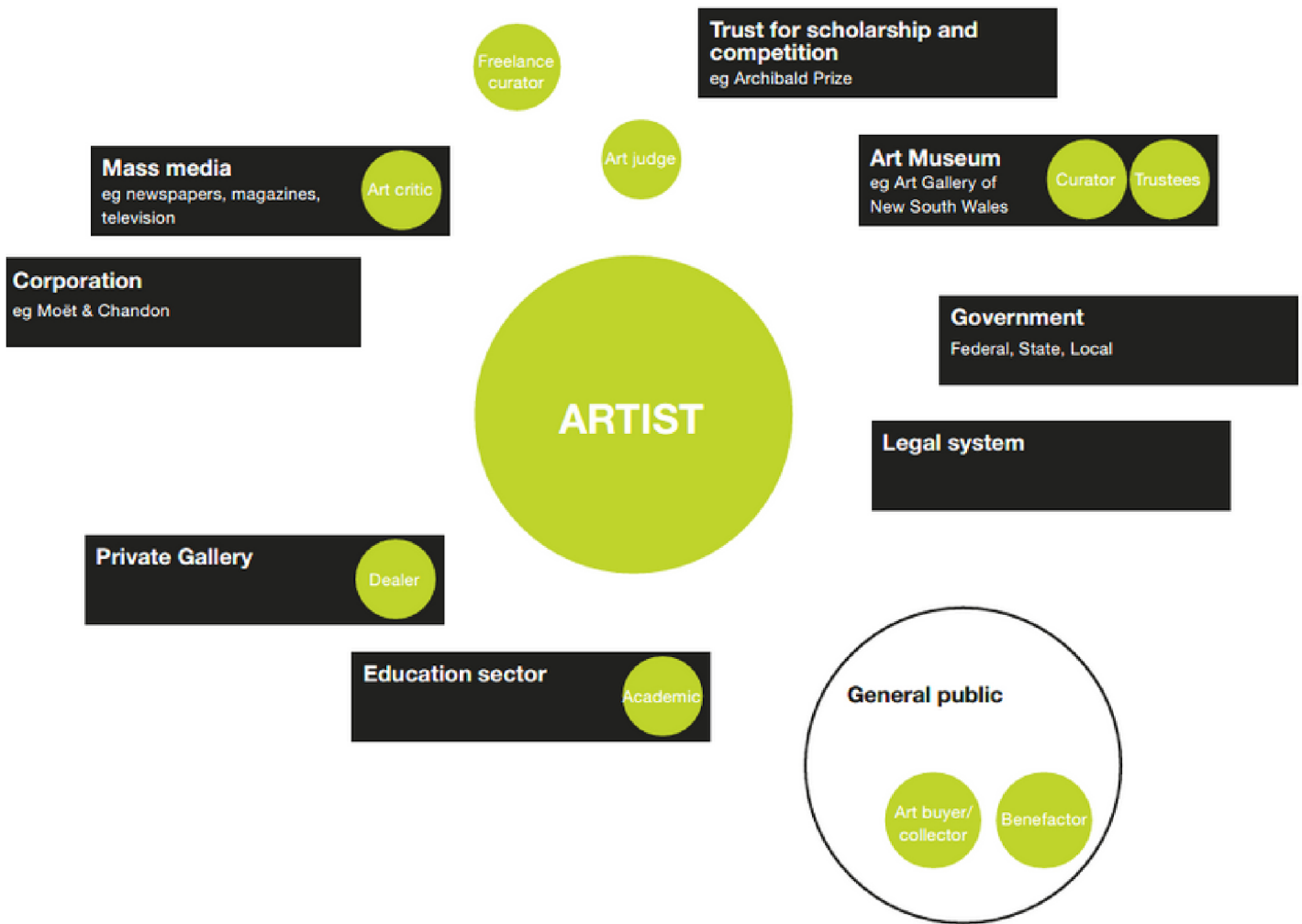
After your visit:

- Have any of the artworks inspired students to incorporate additional or alternative methods into their own works?
- Discuss how the portraits reflect modern Australian society, who is reflected in this representation?
- What symbolic references could they draw from?
- Discuss the relationship between artist and sitter, how is it different when it is a self-portrait?
- Discuss the elements of 'portraiture' that are outside the normal frames of reference - does it have to have a face? How can 'identity' be represented aside from physical appearance, such as the artists embodying Australian Indigenous identity?
- Does the existence of Archibald Prize as an art 'competition' change the artist's intentions, interests, interpretations, decisions, actions and your own judgement of their art?
- What is the difference between stereotype and representation? Can a stereotype be considered a portrait?

Resources:

- **Art Gallery of NSW** *Inside the Archibald Prize* (2023)
<https://www.artgallery.nsw.gov.au/learn/learning-resources/inside-the-archibald-prize/>
- **Art Gallery of NSW** *Past works and winners* (2023)
<https://www.artgallery.nsw.gov.au/prizes/archibald/>
- **NSW Education Standards Authority** *Visual Arts Stage 6 Syllabus* (2016)
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Artworld and Artist



FEEDBACK FORM



The Archibald Prize

June 3 - July 30, 2023

Please let us know a few details about you & your visit to the Archibald Prize Exhibition today.

Student

Teacher / Educator

Has visiting today deepened your understanding of the Archibald Prize?

YES

SOMEWHAT

NO

Teachers / Educators Before visiting today had you:

Accessed our resource kit?

YES

NO

OR, i was unaware of educational resources.

We welcome your feedback: