

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



ArtExpress

June 10 - September 15, 2023

Visual Arts 7-10 Outline:

In experiencing the ARTEXPRESS exhibition, students further develop to 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 ARTEXPRESS exhibit, who is involved, why it is significant
- Discuss with the class the different kinds of artworks that students can present in ARTEXPRESS
- Brainstorm the types of Frames that they might expect students from last year to explore
- View and analyse an example of a past ARTEXPRESS 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 (optional worksheet below)
- Students to ask themselves, what is the form of the artworks presented?
- 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?

After your visit:

- Discussions of the artworks presented could include the expressive and stylistic possibilities of different media and techniques
- 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

Resources:

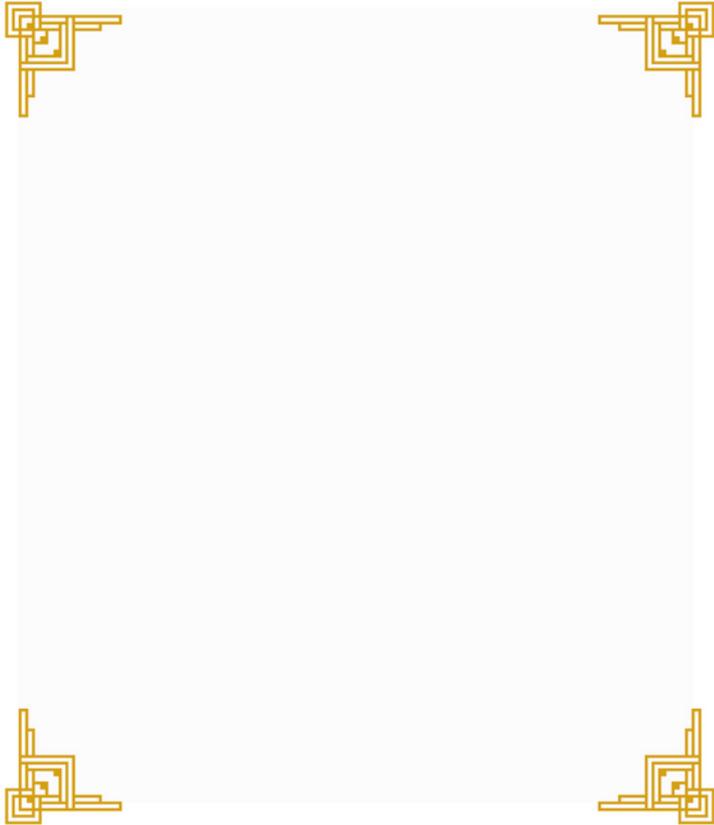
- **Art Gallery of NSW** *Inside ARTEXPRESS*
<https://www.artgallery.nsw.gov.au/art/insideartexpress/>
- **Art Gallery of NSW** *ARTEXPRESS 2020 at the Art Gallery of NSW (2020)*
<https://www.youtube.com/watch?v=aqEffRBau0Y>
- **Art Gallery of NSW** *ARTEXPRESS 2012 at the Art Gallery of NSW (2012)*
<https://www.youtube.com/watch?v=kwrcf1IZhHM>
- **Sydney Olympic Park** *ARTEXPRESS 2021: Threads of Connection (2021)*
https://www.youtube.com/watch?v=RNZ_D18YLuQ

Name _____

Date _____

Teacher _____

ARTEXPRESS REVIEW



Sketch your chosen artwork above

Art Critics know a lot about art, and it's their job to analyze a piece of artwork.

People often agree with their opinions, but not all the time. That's because we all have different ideas when it comes to art, even you!

Try being an art critic and fill in the blanks below:

Title _____

Artist _____

Year Created _____

When I look at the artwork, I see:

The elements and colors that stand out are:

Artists create a mood in their artwork, such as happy, sad, or lonely. This one makes me feel:

With this artwork, I think the artist is trying to say:

I like / don't like this artwork, because:

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ArtExpress

June 10 - September 15, 2023

Stage 6 Arts Outline:

In experiencing the ARTEXPRESS exhibition, students further develop their knowledge of art criticism, art history and practice by visiting and evaluating exhibitions. Students are able to see exemplar artworks submitted for the HSC Body of Work 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:

- Revisit/explore the syllabus requirements for HSC Visual Arts Major Work including the marking criteria
- Discuss with the class the different kinds of artworks that students can present
- Brainstorm the types of Frames that they might expect students from last year to explore
- View and analyse an example of a past Art Express 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 to ask themselves, how is this an exemplar student art piece?
- 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 students' world in a material, conceptual, social, imagining, intuitive or personal manner?

After your visit:

- Students compare their own process and planning for their major works – have they learned anything they will incorporate into their own practice and artmaking?
- Have any of the artworks inspired students to incorporate additional or alternative methods into their own works?
- Discuss how their own worlds can influence their pieces and how they can be represented
- What symbolic references could they draw from in their own representations?
- Does knowing who the audience are for their HSC major work influence how they might present their art?
- What will make their own art 'stand out' if selected?
- Does the existence of Art Express change the artist's intentions, interests, interpretations, decisions, actions and your own judgement of their art?

Resources:

- **Art Gallery of NSW** *Inside ARTEXPRESS*
<https://www.artgallery.nsw.gov.au/art/insideartexpress/>
- **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>
- **Hazelhurst Arts Centre** *ARTEXPRESS 2020* (2020) <https://www.youtube.com/watch?v=avISeYMOFoY>
- **Hazelhurst Arts Centre** *ARTEXPRESS 2020 Curator Tour* (2020)
<https://www.youtube.com/watch?v=htMRX0oDjJQ>
- **BEAUTY the animated series** *The Tree Effect (ArtExpress)* by Louis Caruana (2023)
https://www.youtube.com/watch?v=P2GKMX_nRQ8
- **Hazelhurst Arts Centre** *ARTEXPRESS DAY FORUM 2012* (2012)
<https://www.youtube.com/watch?v=JJPuP82cVYU>
- **Art Gallery of NSW** *Nathan El Azzi* (2020) <https://www.youtube.com/watch?v=sDts6gwZZnU>