

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



Hayden Fowler: Behaviour

November 4th, 2023 to January 14th, 2024

Visual Arts 7-10 Outline:

In experiencing the *Hayden Fowler: Behaviour* exhibition, students further develop an appreciation of different kinds of artworks, and how the artists world can be interpreted.

Syllabus Links:

Students learn about:

- the material, physical and virtual form of artworks intentionally made by artists
- artworks produced for exhibition and display
- 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
- how artists develop their intentions
- the world as the source of ideas and concepts to make art
- belief, value and meaning about artworks from the postmodern frame
- the nature of at least three of the four frames as alternative frameworks of belief, value and meaning in visual arts
- artists who make works shaped by subjective, structural, cultural and postmodern values and beliefs

Objectives:

Students learn to:

- 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
- identify the intention, audience and context for an exhibition and display of artworks
- investigate a range of practices in the visual arts in different times and places
- investigate the works of selected artists as an aspect of their artmaking practice
- apply different points of view as represented by the frames to interpretations and explanations of selected artworks

Activities:

Before your visit:

- Investigate the perspective of Hayden Fowler provided on his website (see resources below)
- Brainstorm the types of frames that they might expect to see from Fowler based on his past artwork. Use the Frames Worksheet below to assist with questions for students to focus on.
- Analyse an example of one of Fowler's works that are not present in the exhibit (see list of included works below)

During your visit:

- Students to take notes in their process diary regarding the artist perspective and symbolic representation in Fowler's works
- Discuss the various influences present, and the symbolic nature of aspects of his various artworks - take note of artist statements to assist in understanding these elements
- 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 think the artist is trying to speak to?
- Students watch *Eel Song* and note the audio visual techniques employed by the artist, as well as the immersive nature of how the artwork is presented in the space
- Students to take note of the emotional responses they may have to certain artworks

After your visit:

- Discussions of Hayden's artworks in *Behaviour* could include the expressive and stylistic possibilities of different media and techniques incorporated into the exhibition
- Students can use one example of Fowler's works, or the teacher can choose as a teacher led activity to explain relationships between artists – artworks – the world – audiences
- Discuss the choices that Fowler may have made in his art making process
- Discuss how they felt as the audience, and how Fowler's intentions may have been influenced by his perceived audience
- Students to use the worksheet provided to assist in their design of an artwork intended to demonstrate a conceptual understanding or theme relating to Fowler's work - ie environmentalism, anti-establishment, human/nature relationship, indigenous world views, queer-ecological viewpoints

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November 4th, 2023 to January 14th, 2024

Photographic and Digital Media 7-10 Outline:

In experiencing the *Hayden Fowler: Behaviour* exhibition, students further develop an appreciation of photographic and digital artworks, and how the artists world can be interpreted.

Syllabus Links:

Students learn about:

- how artists represent ideas and interests in photographic and digital works
- photographers, digital artists, photographic agencies and organisations whose photographic and digital work is conditioned by subjective, cultural, structural and postmodern values and beliefs
- photographic and digital works using a range of materials and techniques in still, interactive and moving forms including their symbolic, representational, physical, material and virtual properties
- how photographic and digital artists develop their intentions
- photographic and digital works as personal and imaginative expressions of experience
- the nature of the four frames and how they are employed in photographic and digital media to express particular intentions and points of view
- how the world can be represented in photographic and digital works

Objectives:

Students learn to:

- apply their understanding of aspects of practice to critically and historically interpret photographic and digital works
- uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- uses the frames to make different interpretations of photographic and digital works
- consider the directorial role of the auteur as artist or ‘author’ of a film
- investigate different still, interactive and moving forms and the effect of conceptual, symbolic, material and technological choices made by photographic and digital artists
- investigate the recorded image through exhibitions, galleries, books, journals, photographic magazines, digital space
- identify and seek to explain how artists and audiences use cultural and community identities and social perspectives in making and responding to photographic and digital media

Activities:

Before your visit:

- Investigate the perspective of Hayden Fowler provided on his website (see resources below)
- Brainstorm the types of frames that they might expect to see from Fowler based on his past artwork. Use the Frames Worksheet below to assist with questions for students to focus on.
- Analyse an example of one of Fowler's works that are not present in the exhibit (see list of included works below)

During your visit:

- Students to take notes in their process diary regarding the artist perspective and symbolic representation in Fowler's works
- Discuss the various influences present, and the symbolic nature of aspects of his various artworks - take note of artist statements to assist in understanding these elements
- 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 think the artist is trying to speak to?
- Students watch *Eel Song* and note the audio visual techniques employed by the artist, as well as the immersive nature of how the artwork is presented in the space
- Students to take note of the emotional responses they may have to certain artworks

After your visit:

- Discussions of Hayden's artworks in *Behaviour* could include the expressive and stylistic possibilities of different media and techniques incorporated into the exhibition
- Students can use one example of Fowler's works, or the teacher can choose as a teacher led activity to explain relationships between artists – artworks – the world – audiences
- Discuss the choices that Fowler may have made in his art making process
- Discuss how they felt as the audience, and how Fowler's intentions may have been influenced by his perceived audience
- Students to use the worksheet provided to assist in their design of an artwork intended to demonstrate a conceptual understanding or theme relating to Fowler's work - ie environmentalism, anti-establishment, human/nature relationship, indigenous world views, queer-ecological viewpoints

List of works :

- Hayden Fowler **White Cock** (2005) gold frame, speakers, single-channel; SD digital video, colour; sound; 4:3; 11:40 loop, 160 x 120 x 20cm, donated through the Australian Government's Cultural Gifts Program
- Hayden Fowler **White Australia** (2005) digital video with sound, 23:52 loop, purchased with funds donated by Friends of Dubbo Regional Gallery Inc.
- Hayden Fowler **Goat Odyssey** (2006) video projection, single-channel; HD digital video; colour; sound; 16:9; 15:10 loop, donated through the Australian Government's Cultural Gifts Program
- Hayden Fowler **Hunger** (2007) video projection, two-channel; digital video; black and white; without sound; 4:3; 15:40 loop, purchased with funds donated by Friends of Western Plains Cultural Centre Inc.
- Hayden Fowler **Australia** (2017) plaster, polymer, sound, 140 x 100 x 100cm, commissioned by the New Landscapes Institute for The Long Paddock exhibition, donated through the Australian Government's Cultural Gifts Program
- Hayden Fowler **Eel Song** (2017) mixed media installation, 3-D video projection and sound; 15:00, Kaikaranga (vocalist): Mrs Betty Amotawa-Hohepa (Te Arawa / Ngāti Porou / Tainui), 3D artist and VFX design: Andrew Yip, Composer / sound design: Nick Wales, Immersive systems engineer: Alex Ong

All works collection Western Plains Cultural Centre, except Eel Song, collection of the artist.

Resources:

- **Hayden Fowler** (2018) <http://haydenfowler.net/>
- **Museum of Contemporary Art Australia**, (2023) Artist Profile: Hayden Fowler, <https://www.mca.com.au/artists-works/artists/hayden-fowler/>
- **MCA Australia** (2014) Hayden Fowler on 'New World Order' in MCA Collection, <https://www.youtube.com/watch?v=W0nnZpkO-h0>
- **MCA Australia** (2016) New Romance: Hayden Fowler 'Dark Ecology' 2015/16 (extended interview), <https://www.youtube.com/watch?v=yINPOcByK1U>
- **Wagga Wagga Art Gallery** (2023) Hayden Fowler: Turtle Island, <https://waggaartgallery.com.au/whats-on/current-exhibitions/hayden-fowler-turtle-island>



QUESTIONS FOR ART:

Use the questions below to help you think about each of the artworks in the exhibition.

1 What do you think is happening in this artwork?

2 What is strange about this artwork?

3 What is exciting about this artwork?

4 What do you think the artist is trying to say in this artwork?

5 What do you think happened next?

6 How do you think the artist was feeling when they created this artwork?
Why?

7 What do you like about this artwork?

8 What do you dislike about this artwork?

9 What does this artwork say about the world we live in?

10 What do you find the most interesting in this work of art?



MY ARTISTIC CONCEPT

Use the space below to come up with your own art ideas and describe the concept behind it.

Cultural, Subjective and Postmodern Frames

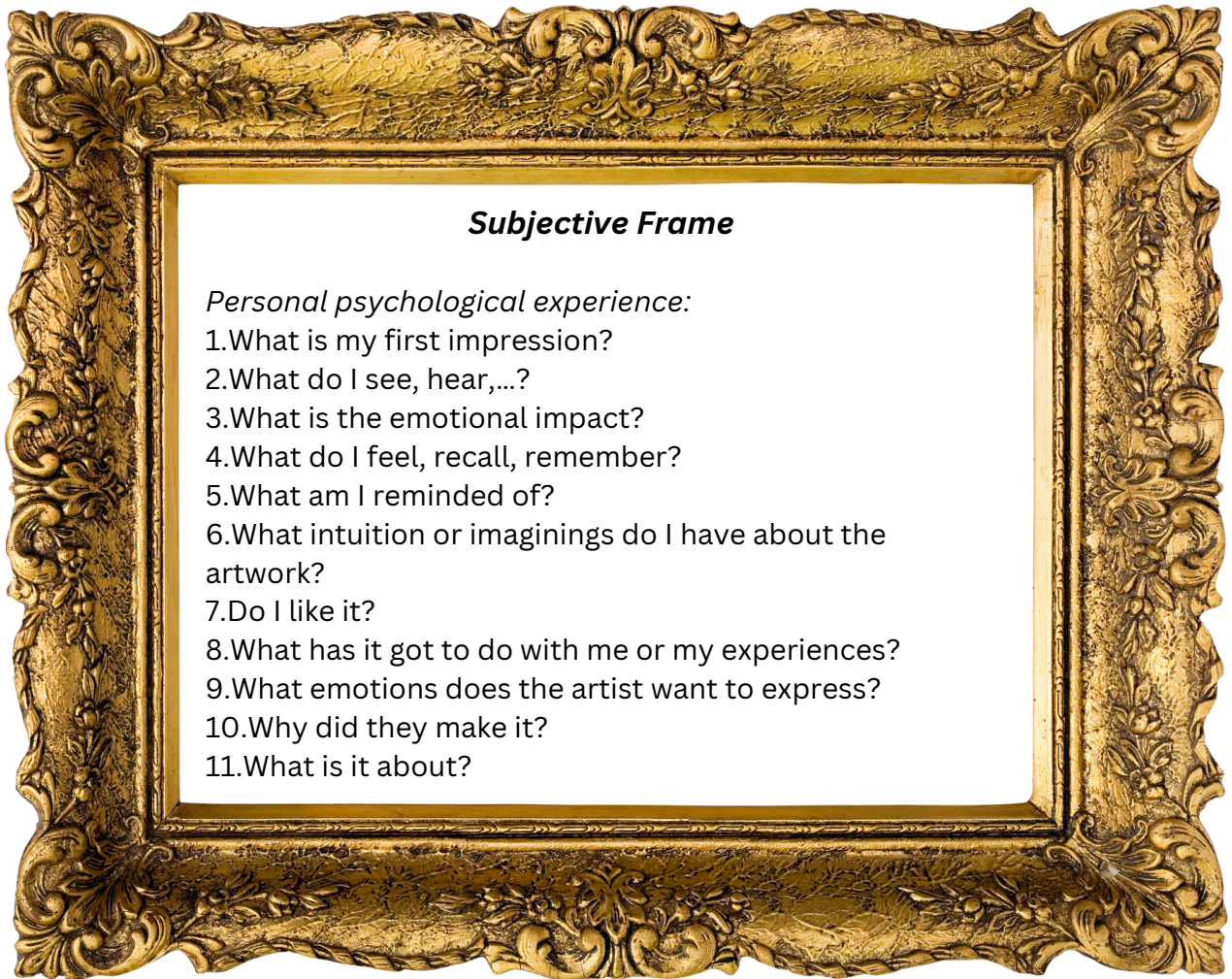
The frames – subjective, cultural, structural and postmodern – give meaning and are the instrument for generating different understandings of the function of and relationships between the artist – artwork – world – audience. *Visual Arts Years 7-10 Syllabus, 2003*

Use the questions provided below to investigate the Cultural, Subjective and Postmodern frames relating to *Hayden Fowler: Behaviour* exhibition.

Cultural Frame

Cultural and social meanings:

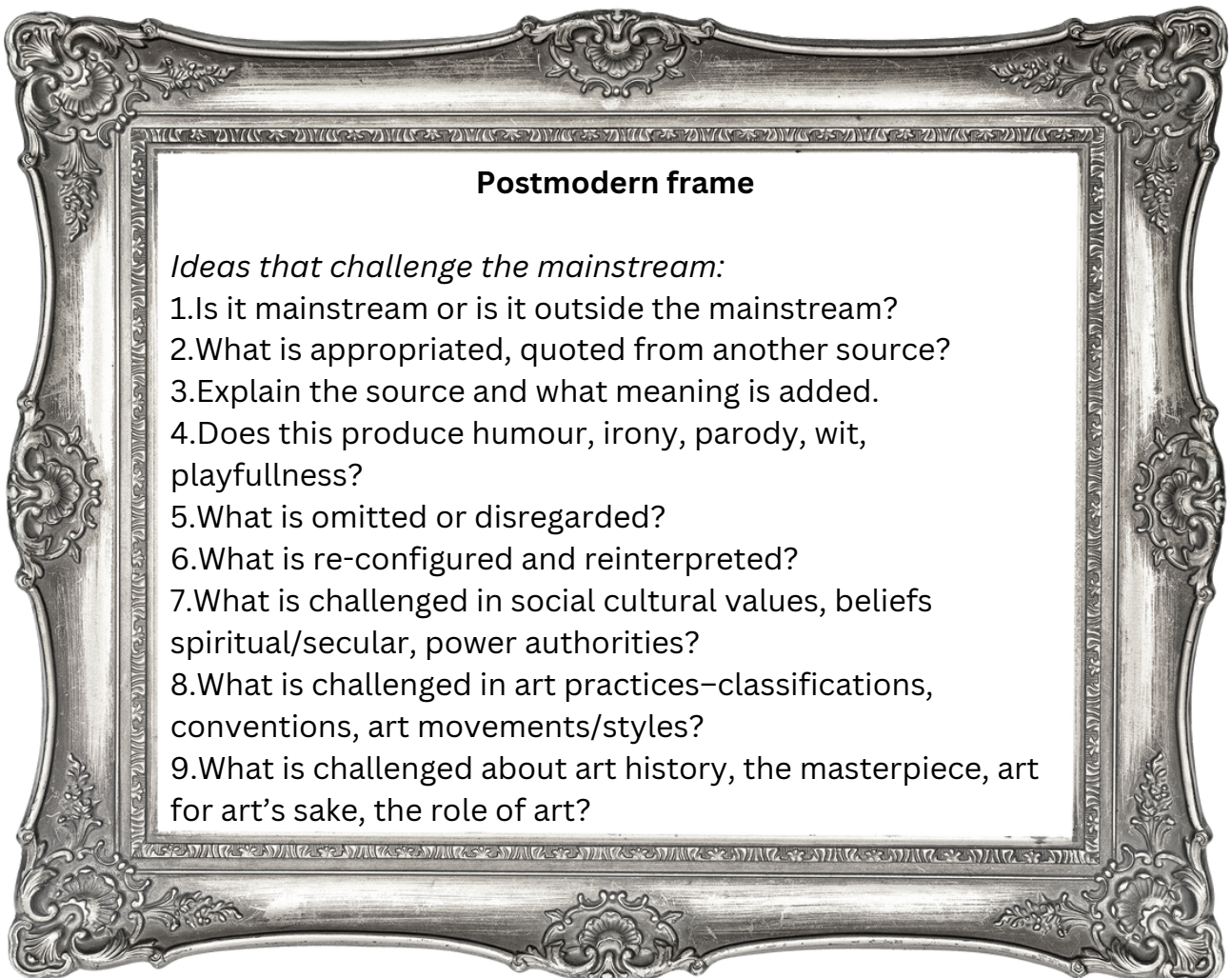
1. What cultural group, race, place, identity is represented?
2. What ideology is revealed in ideas, concepts, manifestoes, shared beliefs?
3. What social class, gender?
4. What political stance (dissent or support, propaganda or protest)?
5. What beliefs- secular or spiritual?
6. What significant events?
7. What meanings?
8. What signs and symbols reveal this information?
9. How do these cultural and social meanings affect the art practices of this artist?



Subjective Frame

Personal psychological experience:

1. What is my first impression?
2. What do I see, hear, ...?
3. What is the emotional impact?
4. What do I feel, recall, remember?
5. What am I reminded of?
6. What intuition or imaginings do I have about the artwork?
7. Do I like it?
8. What has it got to do with me or my experiences?
9. What emotions does the artist want to express?
10. Why did they make it?
11. What is it about?



Postmodern frame

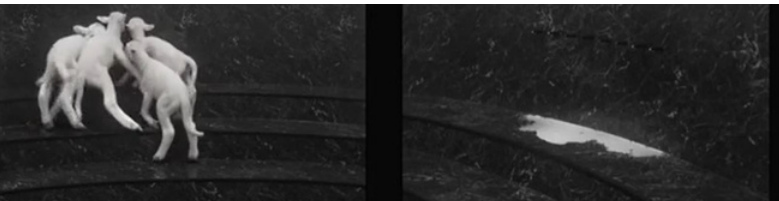
Ideas that challenge the mainstream:

1. Is it mainstream or is it outside the mainstream?
2. What is appropriated, quoted from another source?
3. Explain the source and what meaning is added.
4. Does this produce humour, irony, parody, wit, playfulness?
5. What is omitted or disregarded?
6. What is re-configured and reinterpreted?
7. What is challenged in social cultural values, beliefs spiritual/secular, power authorities?
8. What is challenged in art practices—classifications, conventions, art movements/styles?
9. What is challenged about art history, the masterpiece, art for art's sake, the role of art?

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Hayden Fowler: Behaviour

November 4th, 2023 to January 14th, 2024

Stage 6 Arts Outline:

In experiencing the *Hayden Fowler: Behaviour* exhibition, build their understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Syllabus Links:

Students learn about:

- The audience function is ongoing and changeable, intrinsic to the resolution of meaning and the different interpretations of artworks as they occur in and inhabit different contexts, times and places.
- Artworks exist as a representation of ideas that reflect such things as personal responses, cultural views, symbolic interpretations and critical reinterpretations of other ideas
- Students learn how the conceptual strength, meaning and resolution within an artwork, or body of work, are concerned with representing artistic intentions and holding an interpretive position
- practitioners such as artists, craftspeople, designers, architects, filmmakers, performance artists, digital and multimodal practitioners.

Conceptual frameworks:

Students learn how each frame sets up different intentional and functional relations between artists, artworks, the world and the audience. Students learn that the frames provide alternative ways for interpreting and explaining meanings and why artists (including themselves) and audiences (including themselves, teachers, art critics, art historians and the general public) take on different points of view of what is of value.

- **Postmodern frame** – ideas and critical practices which challenge traditional conventions, canons, values and histories of art
- **Cultural frame** – cultural and social meaning
- **Subjective frame** – personal and psychological experience

Objectives:

- question practice in art, assumptions about what art is and the generally accepted classifications of artists, artworks, movements and styles
- re-examine artistic practices which have been marginalised by conventional narratives of value in art.
- consider how notions of cultural identity can inform artistic practice and the production of artworks
- study differing cultural attitudes towards the visual arts and the effects of scientific and technological innovation, politics and economics
- study concepts of social and cultural identity (eg gender, Indigenous, regional, national, modern, contemporary, globalised) on artistic practices in particular places at a certain time and over time
- explore the reconstruction of meaning of an artwork in and for the society in which it was produced or they may explore the reception, uses and meanings of artworks at certain times or over time
- explore artworks as expressive and unique objects
- explore explanations of artworks or practices which are based on the personal psychology of the artist
- develop personal interpretive responses to artists and artworks that are significant to themselves.

Activities:

Before your visit:

- Explore the artworks produced by Hayden Fowler and his Biography regarding his perspective and influences as an artist (see resources for websites and list of works below)
- Using information they have gathered in their research, students to make an assessment of the artist's conceptual frameworks relating to subjective, cultural and post-modern (see resource list for examples and links to research on Fowler's works and themes)

During your visit:

- Students to take notes in their process diary regarding the artworks and how they represent the conceptual frames (see questions on Frames provided in this Education Kit)
- 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
- Are the artworks representing the artist's world in a material, conceptual, social, imagining, intuitive or personal manner?

After your visit:

- Students to consider how their own personal morals, perspectives and experiences could influence their own artworks
- Students to practice artwork highlighting a theme or technique utilised by Fowler in his own artmaking, for example environmentalism, anti-establishment, human/nature relationship, indigenous world views, queer-ecological viewpoints
- How could students incorporate their own frames into their artmaking practice?
- Students to identify their own intended audiences, and how this impacts on how they practice their art
- Discuss how their own worlds can influence their pieces and how they can be represented through references, symbolism, imagery etc
- What symbolic references could they draw from in their own representations?

List of works :

- Hayden Fowler **White Cock** (2005) gold frame, speakers, single-channel; SD digital video, colour; sound; 4:3; 11:40 loop, 160 x 120 x 20cm, donated through the Australian Government's Cultural Gifts Program
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All works collection Western Plains Cultural Centre, except Eel Song, collection of the artist.

Resources:

- **Hayden Fowler** (2018) <http://haydenfowler.net/> (Bio and list of works, with links to audiovisual components)
- **Museum of Contemporary Art Australia**, (2023) Artist Profile: Hayden Fowler, <https://www.mca.com.au/artists-works/artists/hayden-fowler/>
- **MCA Australia** (2014) Hayden Fowler on 'New World Order' in MCA Collection, <https://www.youtube.com/watch?v=W0nnZpkO-h0>
- **MCA Australia** (2016) New Romance: Hayden Fowler 'Dark Ecology' 2015/16 (extended interview), <https://www.youtube.com/watch?v=yINP0cByK1U>
- **Wagga Wagga Art Gallery** (2023) Hayden Fowler: Turtle Island, <https://waggaartgallery.com.au/whats-on/current-exhibitions/hayden-fowler-turtle-island>
- **Hayden Fowler** (2018), Media, <http://haydenfowler.net/texts.html> (various links to other artistic discussions on Fowler's works and themes)