

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.



YOUNG ARCHIE DUBBO

Competition 1-30 April
Exhibition 6-28 May

Stage 4 Outline:

In undertaking the Young Archie Dubbo Competition, students are introduced to the concepts of frames, and put this to practice in their artmaking.

Syllabus Links:

Students learn about:

- the nature of at least three of the four frames and how they may be employed to express particular intentions or points of view
- belief, value and meaning in artmaking in the subjective, cultural and structural frame

Objectives:

Students learn to:

- recognise that making artworks involves their own interpretive activity, employing different points of view
- use their imaginations, intuitions, sensory and deeply felt experiences and views of beauty in the development of ideas in the making of art
- use their cultural and community identities and social perspectives of interest to them in the development of ideas and interests to represent the world in the making of art
- investigate and employ a range of conventions including codes, symbols and signs and consider how communication is embedded in the material and conceptual organisation of artworks and offer a way to develop representations of ideas and interests in the world in the making of art

Activities:

- Revise/introduce the subjective, cultural and structural frame
 - View examples of different portraits and analyse an example for each frame
 - Discuss the people who may be important to you: steer away from fictional characters, celebrities, sportspeople etc – more about family, friends, coaches, teachers etc)
 - Create a list or mind map of information about a person who is important to you – include aspects of their identity, personality, culture, how others see them, how they see themselves
 - Discuss how we can incorporate these things into our portrait (colours to use, background, patterns, codes, symbols, signs, artmaking mediums)
 - Provide an outline or example/model for students to utilise in portrait artmaking
 - Students undertake process of portrait artmaking with teacher direction/assistance
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Resources:

- Young Archie Portrait frame photocopies (digital copy provided at the end of this Education Kit and on application page)
- Paint, pencils, paintbrushes, crayons, charcoal, artmaking equipment
- Examples of portraits (see Art Gallery of NSW for previous Young Archie winners: <https://www.artgallery.nsw.gov.au/prizes/young-archie/>)
- Additional educational material on Archibald Prize: <https://www.abc.net.au/education/digibooks/finding-the-archibald/101746310>
- Additional material on portraiture/frames/perspectives can be found here: <https://www.artgallery.nsw.gov.au/artboards/portraiture/>

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YOUNG ARCHIE DUBBO

Competition 1-30 April
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Stage 5 Outline:

In undertaking the Young Archie Dubbo Competition, students further examine the concepts of frames, and put this to practice in their artmaking. Students also examine links between art as the expression of experience and identity.

Syllabus Links:

Students learn about:

- the pleasure and enjoyment in making artworks
- how artists develop their intentions
- belief, value and meaning in artmaking in the subjective, cultural and structural frame
- concepts of art as the aesthetic expression of experience for themselves as artists and viewers
- concepts of art as the aesthetic building and defining of social identity
- concepts of art as a system of symbolic communication through which particular forms of aesthetic information are transmitted

Objectives:

Students learn to:

- investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the art world and power
- develop subjective, structural, cultural and postmodern approaches to making artworks
- make artworks that connect with audiences through exhibition and display
- focus on how human experience provides a creative source of ideas for artmaking by drawing on their imaginative responses, intuitions, sensory and deeply felt experiences and views of beauty
- recognise how their own lives and personal and family experiences can connect with intentions for their artworks and the types of works they make
- consider the social context for their developing practice and relations between peers, teachers, the school, community, galleries and art world
- employ a range of conventions including codes, symbols and signs
- use a range of styles that make use of the conventions of the field

Activities:

- Revise/introduce the subjective, cultural and structural frame
 - View examples of different portraits and analyse an example for each frame as an example
 - Discuss the people who may be important to you: steer away from fictional characters, celebrities, sportspeople etc – more about family, friends, coaches, teachers etc)
 - Create a list or mind map of information about a person who is important to you – include aspects of their identity, personality, culture, how others see them, how they see themselves, their importance to the student (personal connection/role in their life), life experiences
 - Discuss how students can incorporate aspects of their chosen individual's identity and experiences into their portrait (colours, codes, symbols, signs, styles, emphasis on features, artmaking mediums)
 - Provide an outline or example/model for students to utilise in portrait artmaking
 - Students undertake process of portrait artmaking with teacher direction/assistance
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Resources:

- Young Archie Portrait frame photocopies (digital copy provided at the end of this Education Kit and on application page)
- Paint, pencils, paintbrushes, crayons, charcoal, artmaking equipment
- Examples of portraits (see Art Gallery of NSW for previous Young Archie winners: <https://www.artgallery.nsw.gov.au/prizes/young-archie/>)
- Additional educational material and activities on Archibald Prize: <https://www.abc.net.au/education/digibooks/finding-the-archibald/101746310>
- Additional material and activities relating to portraiture/frames/perspectives can be found here: <https://www.artgallery.nsw.gov.au/artboards/portraiture/>

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AT THE CENTRE



YOUNG ARCHIE DUBBO

Competition 1-30 April
Exhibition 6-28 May

Stage 6 Outline:

In undertaking the Young Archie Dubbo Competition, students develop the element of 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.

Syllabus Links:

- Students learn about the importance of representation in the visual arts in their making of artworks and in viewing the work of others.
- They consider the nature of representations as complex responses to the world through subject matter and form in artworks.
- They learn how their own mental representations of ideas in and about the world can be adapted and developed to take on particular qualities in visual and aesthetic form in the artworks they make.

Objectives:

In artmaking, students can:

- explore autobiographical and personal concerns and/or experiences of significance from their own environment
- choose to explore ideas and interests of significance to their society or of particular cultural groups. This may influence how they represent subject matter of a broad social significance
- explore the communicative value of their work through the use of conventions and in the selection of codes and symbols

Activities:

- Students undertake a study of portraiture and its key features, elements of representation (Archibald Prize is a good example of the variety of portraiture and styles students can adapt or utilise)
 - An introduction/overview of codes and symbols
 - Students identify and explore an individual with a personal connection to themselves, in particular an individual of significance – this could include cultural significance
 - Students brainstorm how they can apply codes and symbols to their portraiture, and how best they can visually represent their chosen individual for the purposes of exhibition
 - Students complete portrait submission with the assistance/direction of their teacher
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Resources:

- Young Archie Portrait frame photocopies (digital copy provided at the end of this Education Kit and on application page)
- Artmaking equipment and supplies
- Examples of portraits (see Art Gallery of NSW for previous Young Archie winners: <https://www.artgallery.nsw.gov.au/prizes/young-archie/>)
- Additional educational material and activities on Archibald Prize: <https://www.abc.net.au/education/digibooks/finding-the-archibald/101746310>
- Additional material and activities relating to portraiture/frames/perspectives can be found here: <https://www.artgallery.nsw.gov.au/artboards/portraiture/>

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