

Hazelhurst Arts Centre
ARTEXPRESS 2021
13 February – 5 April 2021
Education Resource
Stage 6

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 2021 at Hazelhurst Arts Centre is an exhibition of Bodies of Works by students of Visual Arts in the 2020 Higher School Certificate examination. Hazelhurst Gallery is exhibiting 51 outstanding works including 10 of the **expressive forms** described in the Visual Arts syllabus - drawing, graphic design, painting, printmaking, photomedia, designed objects, sculpture, ceramics, time-based forms and collection of works.

There are nine distinct exhibitions of ARTEXPRESS in 2021 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.

How it Happens

Nomination for ARTEXPRESS occurs after the marking of the Higher School Certificate Visual Arts bodies of work. There are many factors involved in the nomination of works for ARTEXPRESS.

Candidature and Statistics

In 2020 8,617 students submitted artworks as part of the Higher School Certificate Visual Arts Examination (as opposed to 8,552 students in 2019). Of these, 575 were nominated for possible inclusion in ARTEXPRESS exhibitions and from these 276 students' Bodies of Work will be exhibited in separate ARTEXPRESS exhibitions throughout 2021.

Of the 51 students exhibiting at Hazelhurst Arts Centre, there are 10 students from schools in Sutherland Shire and the St George area.

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

ARTEXPRESS official website: <http://artexpress.artsunit.nsw.edu.au/>

Exhibition information on Hazelhurst Arts Centre Website:

<http://www.sutherlandshire.nsw.gov.au/Community/Hazelhurst/Exhibitions/ARTEXPRESS->

Student statements available on Hazelhurst Art Centre's website:

<http://www.sutherlandshire.nsw.gov.au/Community/Hazelhurst/Education/Teacher-Resources/ARTEXPRESS-2021-Student-Works>

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

Visual Arts Syllabus Outcomes

Stage 6:

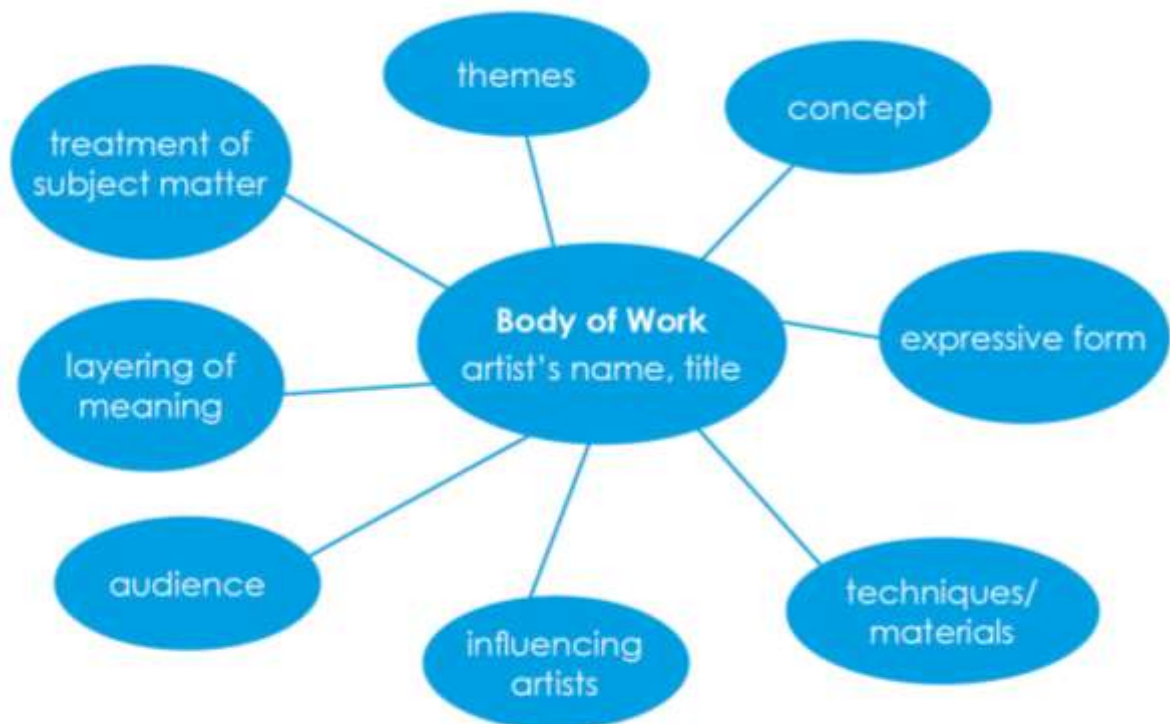
P7, P8, P9, P10

H7, H8, H9, H10

QUESTIONS

Unpacking a Body of Work

Viewing the exhibition or using the online resources, choose a work and develop a mind map, starting with: Artist name, title, expressive form, materials, technique, artists who have inspired the work, and other relevant points from the Body of Work Mind Map below.





Questions



Blake Douglas, Bulli High School, *The Thespian*, Drawing
Graphite and coloured pencil on paper

Artist Statement:

Homophobia is still deeply engrained in contemporary society, although recent acceptance of drag in popular culture and mainstream theatre provides marginalised queer communities with a platform for self-expression and empowerment. The Thespian explores the emotional dichotomy of the LGBTQ+ community, using expressive portraiture and surreal, choreographed figures to contrast psychological turmoil with the theatrical nature of 'drag'. The transformation represented in the monochromatic portraits peaks and resolves, through panic, rage, desolation and eventual calmness, expressing a personalised cycle of anxiety in response to discrimination. This is juxtaposed with interlinking, coloured figures, referencing the inclusivity and diversity of drag culture.

Subjective and Structural Frames

What is the expressive form?

Describe the different components of this work: what you see, the colours, tones and shapes.

What materials have been used?

What is a thespian? How does this title relate to the subject matter?

How has the artist used distortion to reveal his feelings?

What feeling do the dancing figures give the work?

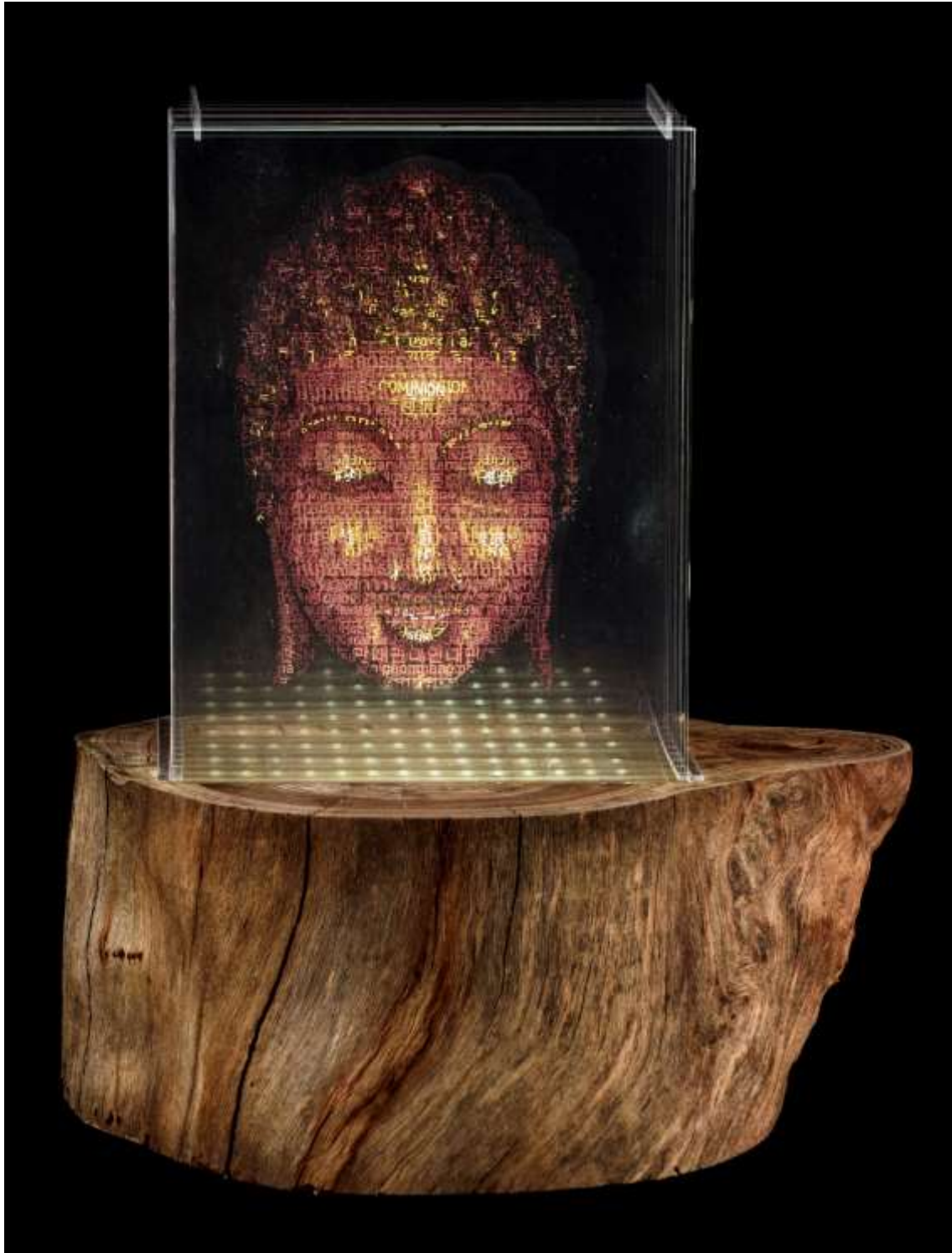
What emotions do the materials and formal elements signify?

What statement is the artist making?

Conceptual Framework

Explain how this artwork communicates the artist's message to the audience through humour and playfulness.

Research: This artist's work expresses a personal and emotional viewpoint. Find another artist whose work explores their personal beliefs through their artmaking.





Julie Zhao

Caringbah High School

NIRVANA

Sculpture, Perspex, acrylic, LED light, tree stump

Artist Statement:

In my body of work the eight values of the Buddha's Eightfold Path are represented on eight separate pieces of Perspex, anchored by a support layer. Viewing all nine panels together creates a single picture of the face of Buddha, just as the eight values need to unite in order to reach Nirvana. The rotating lights illuminate the divine energy of Buddha, making each individual panel its own story. Buddha sits atop a tree, like the one he sat under to gain enlightenment. In my work he is raised up from the tree, befitting his deific status and uplifting brilliance.

Structural and Cultural Frames

Describe the parts of this body of work.

Who is the subject, what are the words, and why does the artwork sit on a block of wood?

Comment on colour: how is it used and what is its effect?

Discuss how the artist has used the elements to represent a floating, glowing image. What does this sculpture signify?

What personal beliefs are conveyed through this work?

Conceptual Framework

What response does the artwork draw from the audience?

Research: sculptors whose work uses light. Consider the aesthetic significance and how in deciphering signs or symbols, meaning is constructed.





Will Thomas

Newtown Performing Arts High School

Tackle Box

Collection of Works, Found objects, photo, printmaking, film

Artist Statement:

My body of work explores the relationship between memory, truth and existence. Jacques Derrida's concept of 'différance' proposes that every word is a deferral of truth. As soon as we use a word for something we approach its inherent nature, but defer the truth by a slim margin. 'What is a "fish"?' 'A small creature with scales.' 'What is a scale?' 'An opalescent membrane.' The meaning of each word depends on other words, with each step towards the truth creating a further distance. In this work I use fishing to represent life's memories and experiences and the passing of time.

Postmodern and Structural Frames

Discuss the parts that make up this Body of Work.

What processes and techniques has the artist used? What images repeat?

Where do the collage materials come from? How do you think the artist sourced them? (Are they new/used, natural/man-made?)

Read the artist's statement. What concept is he exploring?

Explain how, by repeating images including printing with a fish, the artist has explored Jacques Derrida's concept of deconstruction.

How important is the role of technology in this artwork? What role does irony and humour play?

Conceptual Framework

Explain how the artwork involves the audience in an exploration of meaning.

Research: the French philosopher Jacques Derrida and his role in developing a form of semiotic analysis known as deconstruction.





Marcus An Tran

SHORE – Sydney Church of England Grammar School

The Art of Sitting Down and Forgetting About Yourself for Two Hours

Collection of Works, Digital video, oil on canvas

Artist Statement:

Inspired by the secular investigations of philosophers Auguste Comte and Alain De Botton my body of work explores the transcendental nature of contemporary film, where the silver screen has become our new religion, and cinemas our cathedrals. Referring to High Renaissance imagery in both my painted triptych and time-based forms, I have used dynamic chiaroscuro lighting to represent the moviegoer's experience as spiritually awakening and transformative. My work also uses portraiture to explore concepts of identity. Through the deification of on-screen characters, we subconsciously attempt to find ourselves within the faces we see on film.

Structural and Post Modern Frames

What expressive forms has the artist used?

What do you see? How have colour and tone been used in the paintings and video?

Who are the subjects in the paintings? What technique has been used? What is the artistic influence and how does this add to the tactile nature of the paintings and create drama?

What happens in the video? Where is it filmed?

What is the stylistic link between the paintings and video? Consider colour, tone, stylistic influences. What role does religion play? Who is deified?

What was the artist's intention?

Conceptual Framework

How has the artist situated himself as audience within the artwork to expand his theme?

Research: the styles of Caravaggio and Ben Quilty, exploring tone and paint application; Cindy Sherman's construction of identity through appropriation and photography.