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ARTEXPRESS

Hazelhurst Art Centre: Education Kit Education Questions and Activities

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 that represent 10 of the 12 expressive forms described in the Visual Arts HSC syllabus - drawing, graphic design, painting, printmaking, photomedia, designed objects, textiles and fibre, sculpture, documented forms, 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.

This year's ARTEXPRESS exhibition at Hazelhurst Arts Centre explores a variety of themes which relate to the NSW primary syllabus including: environments, cultures, change and continuity, identity, family and friendships, and technology.

ARTEXPRESS is a joint venture between NSW Department of Education and NSW Educational Standards Authority and is hosted by Hazelhurst Arts Centre.

Hazelhurst

SUTHERLANDSHIRE
ARTS
CENTRE

EARLY STAGE 1 – STAGE 1 Syllabus Outcomes

YEARS **K-2**

Visual Arts

VAES1.2

Experiments with a range of media in selected forms.

VAES1.4

Communicates their ideas about pictures and other kinds of artworks.

VAES1.3

Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

VAS1.2

Uses the forms to make artworks according to varying requirements.

VAS1.1

Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.4

Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

VAS1.3

Realises what artists do, who they are and what they make.

Cross-curriculum Outcomes:

English

ENe-10C

Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.

EN1-10C

Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

Mathematics

MAe-5NA

Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods

MAe-8NA

Recognises, describes and continues repeating patterns

MA1-8NA

Creates, represents and continues a variety of patterns with numbers and objects



Background to the work – Artist statement:

In my body of work, portrait paintings of my family members have been 'head-swapped' with some of Hollywood's iconic film figures. My deep passion for feature films inspired me to explore how pop culture affects how we see people's personalities and identities. I saw Maverick's (Tom Cruise) confidence and playfulness in my father, and Maria's (Julie Andrews) enthusiasm and kindness within my mother. My struggles with social dilemmas coincide with McClane's (Bruce Willis) self-consciousness around other people. I took my family as my subject in order to immortalise the powerful connection that we have despite many hardships and challenges.

KEY QUESTIONS:

Look:

- What can you see in these paintings?
- What colours can you see?
- What shapes can you see?
- What is each person wearing?

Discuss:

- Who might these people be?
- Where are they? What can you see in the background?
- What are they doing?
- How would you describe these people by their face? What might they be feeling?
- Do they look like someone you have seen before?

Art making: Famous Faces

Create a portrait of someone you know (this could be someone in your family, a friend, a teacher or even your pet) and dress them up as someone famous. Eg: Mum as The Queen, Grandpa as Santa.

See example on next page.

Suggested art making materials:

- Drawing paper
- Drawing materials such as coloured textas, coloured pencils or oil pastels with watercolour wash

EXAMPLE OF ART MAKING



YEARS **K-2**

Ella de Graaf-Clark

THE ILLAWARRA GRAMMAR SCHOOL

YEAR MILLION
Collection of Works
Textiles, coloured pencil, digital



Background to the work – Artist statement:

My body of work represents the possibilities of the world, space and our humanity fuelled by science and technology in year million. It explores themes such as genetically altered 'designer babies', striving for perfection while exposing the ethical debates about extremes; the 'hive mind' where all of humanity becomes one conscious entity; the digital realm becoming our haven of life and being; space travel opening new depths of space; life longevity and telepathy through neurotransmission. My work combines the imagined and the possible, science and art, imagination and logic. How these worlds meet will determine our future, in year million.

KEY QUESTIONS:

Look:

- What can you see?
- What patterns and shapes can you see? Name some of the things.
- What colours can you see?

Discuss:

- What colours has the artist used?
- What do you think of these faces?
- Who does these faces look like to you? Do they look like anything you have seen before?
- Who might wear this outfit? Where could you wear it?
- What do you think the future will be like?

Art Making: Life in 2051

Invite students to imagine what life will be like in the future. Using cardboard and found objects, get them to create a futuristic display with buildings and modes of transport.

Suggested art making materials:

- Aluminium foil
- Coloured tape
- Bright coloured paper
- Cardboard
- Glue sticks

YEARS **K-2**

Ariel Berger EMANUEL SCHOOL

A Family Lunch
Ceramics
White earthenware clay and glaze



Background to the work – Artist statement:

My body of work, *A family lunch*, is a playful way to address the cyclical nature of human life. These colourful ceramic pieces represent the endless ebb and flow of life. I chose clay sculpture as a medium as it gave me the opportunity to mould many varying forms, and I was able to use a range of glazes to differentiate the pieces from each other and each life stage. The circular presentation is reminiscent of the twelve positions of the hands of a clock, referring to the endless nature of time as family members are born, grow and die.

KEY QUESTIONS:

Look:

- What shapes can you see? (Look at the details)
- What could these objects be?
- What colours can you see?
- How many are there?

Discuss:

Discuss each part of the face & how they are represented in these sculptures (eyes, nose, mouth and hair)

- What do these remind you of?
- What patterns or shapes are repeated?
- What do you think these are made from?
- Do they look heavy or light? Why? (think about gaps/space in between)
- What do these shapes look like?
- How would you describe these shapes? (eg: Curly, twisty, round, swirly)
- Each piece represents a member of a family. Which one reminds you of someone you know. Why? (look at facial features, moustache, eye brows)

Art making: Abstract Sculpture

Inspired by the shapes in Ariel Berger's sculpture, create your own abstract sculpture. This could be creating a face, an animal or a sculpture that represents your favourite hobby.

Suggested art making materials:

- Pipe cleaners
- Sticky tape
- Masking tape
- Plasticine

YEARS **K-2**

Annika Tan
WOOLOOWARE HIGH SCHOOL

Dichotomy of Self
Drawing
Charcoal on paper



Background to the work – Artist statement:

The 'unfinished puzzle' in my body of work expresses the persistent feeling of being out of place. My work is a representation of the coexistence of cultures, memories and experiences that build the identity of an individual. The pieces forming an individual can often be found in others, most significantly in their family.

KEY QUESTIONS:

Look:

- What can you see?
- How many faces are there?
- Can you see any colours?

Discuss:

- Who might these people be? Why do you think that?
- Let's look at their facial expressions. What might they be thinking or feeling?
- What is happening around the edge of each of these portraits?
Do you recognise this shape? (Discuss jigsaw puzzles).
Have you completed a jigsaw puzzle before?

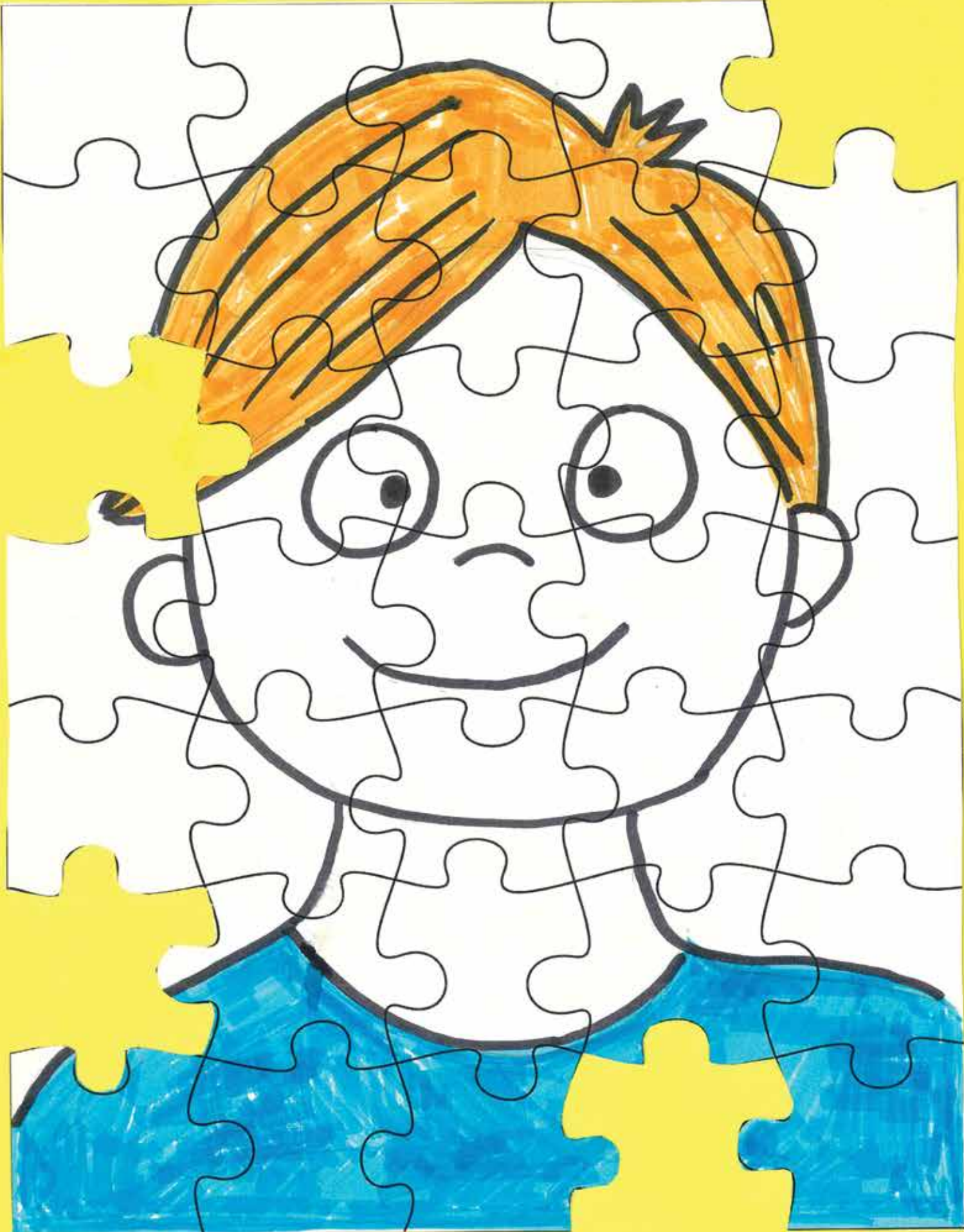
Art making: Jigsaw Portrait

Using the jigsaw template provided, ask students to create a portrait of themselves. Use scissors to cut around the edges to create a similar look to Annika Tan's work. **See example on next page.**

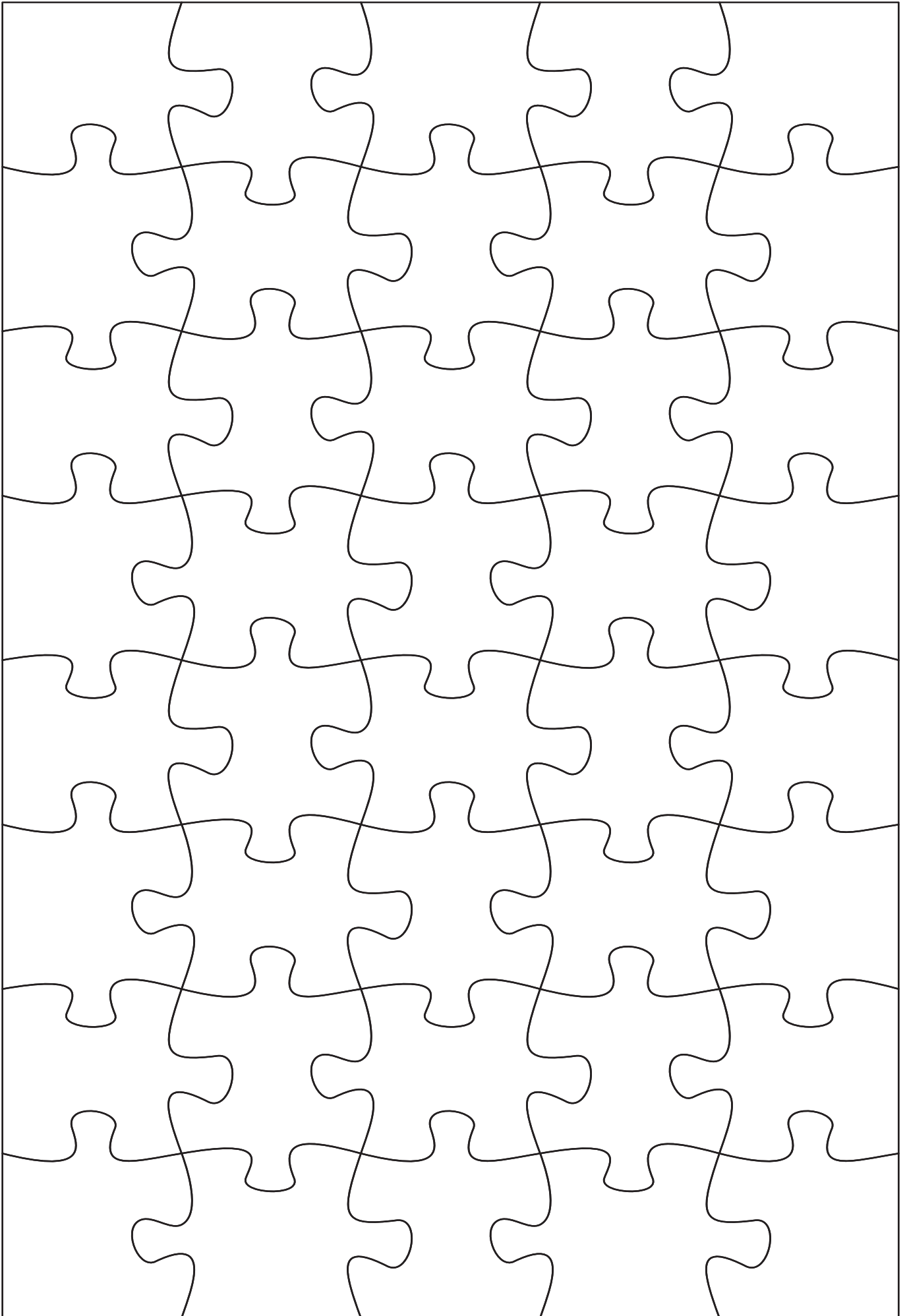
Suggested art making materials:

- Coloured pencils
- Textas
- Scissors
- Glue sticks
- Coloured paper for backing

EXAMPLE OF ART MAKING



JIGSAW TEMPLATE



STAGES 2 & 3 Syllabus Outcomes

Visual Arts

VAS2.1

Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

VAS2.2

Uses the forms to suggest the qualities of subject matter.

VAS3.1

Investigates subject matter in an attempt to represent likenesses of things in the world.

VAS3.2

Makes artworks for different audiences assembling materials in a variety of ways.

VAS2.3

Acknowledges that artists make artworks for different reasons and that various interpretations are possible.

VAS3.4

Communicates about the ways in which subject matter is represented in artworks.

Cross-curriculum Outcomes:

English

EN3-7C

Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

EN2-10C

Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN3-8D

Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

EN3-1A

Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-3A

Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

YEARS **3-6**

Jianhuan Jade Ma

ST GEORGE GIRLS HIGH SCHOOL

A Walk Along Brick Street
Drawing
Pen on Paper



Background to the work – Artist statement:

My body of work was inspired by the intricacies of the built environment around us. The panoramic arrangement and physical degradation of the buildings represent the passage of time; the journey through life. I chose ink for its immediacy and permanence, like the impressions that people leave on their world, and the reference to traditional Chinese handscrolls to honour my heritage. I encourage the audience to slowly examine each building individually at first, then as a whole. Through the shopfronts and residences in my local area, my work explores the incredible cultural diversity of Sydney and the interconnectedness of society.

KEY QUESTIONS:

Look:

- What can you see in this artwork?
- Where might this be? Does this street look familiar?
- Can you see any people? Where are they?

Discuss:

- How would you describe the street based on what you can see?
- Do you think people might live here? Why?

Suggested art making materials:

- A4 sheets of paper
- Black textas or choice of 3 colours

Art making: Collaborative Artwork

On individual sheets of paper, students will each draw a street view. This could be an imaginary street, the view from school or their street where they live. Once completed, join each artwork together to create a long stroll like Jade Ma's work.

TIP: Give students a limited colour palette, either black and white, or a selection of three colours to create uniformity when the works are joined together.

YEARS **3-6**

Ella de Graaf-Clark

THE ILLAWARRA GRAMMAR SCHOOL

YEAR MILLION
Collection of Works
Textiles, coloured pencil, digital



Background to the work – Artist statement:

My body of work represents the possibilities of the world, space and our humanity fuelled by science and technology in year million. It explores themes such as genetically altered 'designer babies', striving for perfection while exposing the ethical debates about extremes; the 'hive mind' where all of humanity becomes one conscious entity; the digital realm becoming our haven of life and being; space travel opening new depths of space; life longevity and telepathy through neurotransmission. My work combines the imagined and the possible, science and art, imagination and logic. How these worlds meet will determine our future, in year million.

KEY QUESTIONS:

Look:

- What can you see? What repeats?
- What patterns and shapes can you see?

Discuss:

- What colours has the artist used?
- What do you think of these faces?
- Who do these faces look like to you? Do they look like anything you have seen before?
- What materials do you think the artist has used to make this?
- How would you describe the colours the artist has used?
- Do you think this is what the future will look like? Why/Why not?
- What do you think the future will be like?
- Would you like to live in the future?
- What inventions or technology would you like to have in the future?

Art Making: Life in 2051

Inspired by Ella de Graaf-Clark's futuristic fashion piece, get students to imagine what people will wear in 2051. Begin by getting students to sketch their design on paper. As an extension, get students to make a component of their futuristic design.

Suggested art making materials:

- Aluminium foil
- Coloured tape
- Bright coloured paper
- Cardboard
- Glue sticks

YEARS **3-6**

Khoi Tuan Nguyen

SYDNEY TECHNICAL HIGH SCHOOL

Family Portrait Painting



Background to the work – Artist statement:

In my body of work, portrait paintings of my family members have been 'head-swapped' with some of Hollywood's iconic film figures. My deep passion for feature films inspired me to explore how pop culture affects how we see people's personalities and identities. I saw Maverick's (Tom Cruise) confidence and playfulness in my father, and Maria's (Julie Andrews) enthusiasm and kindness within my mother. My struggles with social dilemmas coincide with McClane's (Bruce Willis) self-consciousness around other people. I took my family as my subject in order to immortalise the powerful connection that we have despite many hardships and challenges.

KEY QUESTIONS:

Look:

- What can you see in these paintings?
- What colours can you see?
- What shapes can you see?
- What is each person wearing?

Discuss:

- Who might these people be?
- Where are they?
- What are they doing?
- How would you describe these people by their face? What might they be feeling?
- Do they look like someone you have seen before?
- If you could be a character in a movie, who would you be?

Art making: Famous Faces

Using collage and printed photos of each student, invite students to create a celebrity portrait of themselves. Ask students to choose a character from a TV show or movie based on how they see themselves or what they want to be when they grow up.

Suggested art making materials:

- Printed photos of students' faces
- Magazines
- Print outs of actors, actresses & musicians
- Scissors
- Glue sticks

YEARS **3-6**

Blake Douglas
BULLI HIGH SCHOOL

The Thespian
Drawing
Graphite and Coloured pencil on paper



Background to the work – 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.

KEY QUESTIONS:

Describe:

- What is happening in this artwork? What is this person doing?
- How would you describe the person in this artwork?
- What do you think this person is feeling? (Look at each photo)
- Compare the black and white images of the faces with the coloured figures. How are they different? How would you describe the coloured characters?
- How would you describe the movement of the characters?
- What are they doing with their bodies.
- Can you make those same movements with your arms?

Art making: Distorted Portraits

Using an iPad or tablet, experiment with photo distortion apps such as Photo Booth (iPad) or Photo Warp (Android) to create distorted photos like those seen in Blake Douglas' work.