



LIVING CHANGE

EDUCATION KIT
a Flying Arts Alliance
touring exhibition

FLYING ARTS
ALLIANCE INC

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Overview | About this education kit

The following education kit is for Teachers and students to use in the gallery in the form of gallery worksheets, as well as follow up activities in the classroom using the teacher notes with a copy of the catalogue. Visit the Flying Arts Alliance website www.flyingartsalliance.org.au to download a PDF version of this resource.

This education kit has been designed to cater for Prep to Year 12 students in the gallery and in the classroom. This education kit aligns learning with the Australian National Curriculum general capabilities and cross-curriculum priorities (See the top right hand corner of each activity). For a copy of the catalogue to accompany in the classroom learning please visit the Flying Arts website www.flyingarts.org.au

QUICK SEARCH

Look for General Capabilities which relate to the activity:

- Literacy (LIT)
- Numeracy (NUM)
- Information and Communication Technology (ICT)
- Critical and Creative Thinking (CCT)
- Personal and Social Capability (PSC)
- Intercultural Understanding (ICU)

Look for Cross-Curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Culture (ATSHIC)
- Asia and Australia's engagement with Asia (AAEA)
- Sustainability (SUST)

The main Key Learning Areas (KLAs) include:

- Visual Arts
- English
- Science
- Local History
- Geography
- Civics

The main topics the artworks identify with which addressed the theme, "Living Change" include;

- People & Communities
- Economy: Industry & Tourism
- Issues in Society & Civics
- Our Changing Environment
- Flora & Fauna

What the students will need:

- Gallery Worksheets - Pencil or pen, coloured pencils or textas.
- Classroom Activities - Copy of the catalogue, print outs of the images.

About the exhibition

In conjunction with the Queensland Regional Art Awards, Flying Arts Alliance Inc. tours the selected curated artworks around regional and remote Queensland. The theme for 2013 was "Living Change". The Artists were asked to respond to the theme in regards to the life and times in regional and remote Queensland, drawing on personal experiences and reflections on changing lives, communities or environments. The artworks selected all communicate a similar idea of "Living Change" such as personal issues of isolation, transient communities, the economy; tourism and industry, environmental issues such as natural disasters, climate change and endangered flora and fauna. This exhibition demonstrates that the environment in which we live affects us as individuals as well as has an impact on our historical, cultural and social legacy.



Wayne Kratzmann Award: Renton Bishopric, "Coal for Breakfast"



GALLERY WORKSHEETS

Years Prep - 2 Gallery Worksheet

Symbols of my Life

Cheryl Moggs' painting called "Dreaming Tracks" illustrates symbols which tell a story about her ancestors and refers to her cultural background. Examine the painting and the symbols used; the kangaroo was a source of food for Aboriginal people, the Dilly Bag carried food, and the circles represent waterholes.

ACTIVITY

Draw symbols you would use to tell a story about you and your family or culture. Use a holiday memory as inspiration.



Hint: Look at pattern and how you can repeat your symbols.



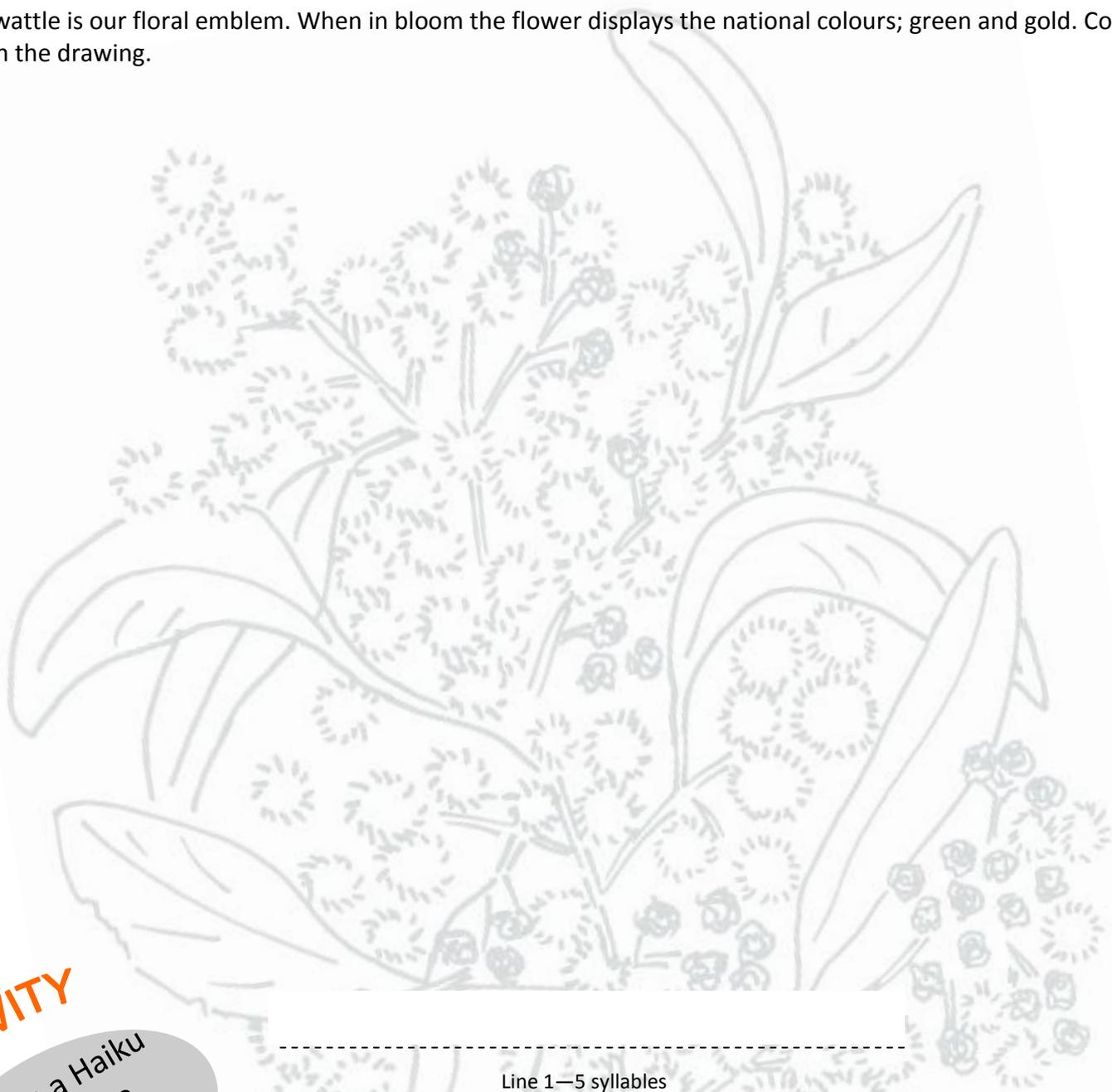
Extension Activity: Back in the classroom or at home paint your design.

Years 3 - 5 Gallery Worksheet

Golden Pride

“Wattle Chair Resurrection” by Bec Anderson is of salvaged chair which has been given ‘new life’ by re-upholstering. The use of traditional craft techniques is also something the Artist wishes to revive and that is why she had chosen to use tapestry, weaving and rug making techniques.

The wattle is our floral emblem. When in bloom the flower displays the national colours; green and gold. Colour in the drawing.



ACTIVITY

Write a Haiku poem for the Wattle flower.

Line 1—5 syllables

Line 2—7 syllables

Line 3—5 syllables

A haiku poem is a Japanese poem often written to describe nature and feelings. Remember a Haiku does not need to rhyme.

Camouflage as disguise

Robbyn Gergos has painted a portrait of an Australian soldier, her son-in-law, "Face of a Soldier", as she envisaged him in combat. Military has used the technique of camouflage uniforms to help conceal soldiers in battle.

ACTIVITY

List as many animals that use camouflage and why

Hint: survival, disguise, decoration, predator, prey

ANIMAL	CAMOUFLAGE TECHNIQUE

Draw an example of camouflage and colour it in.

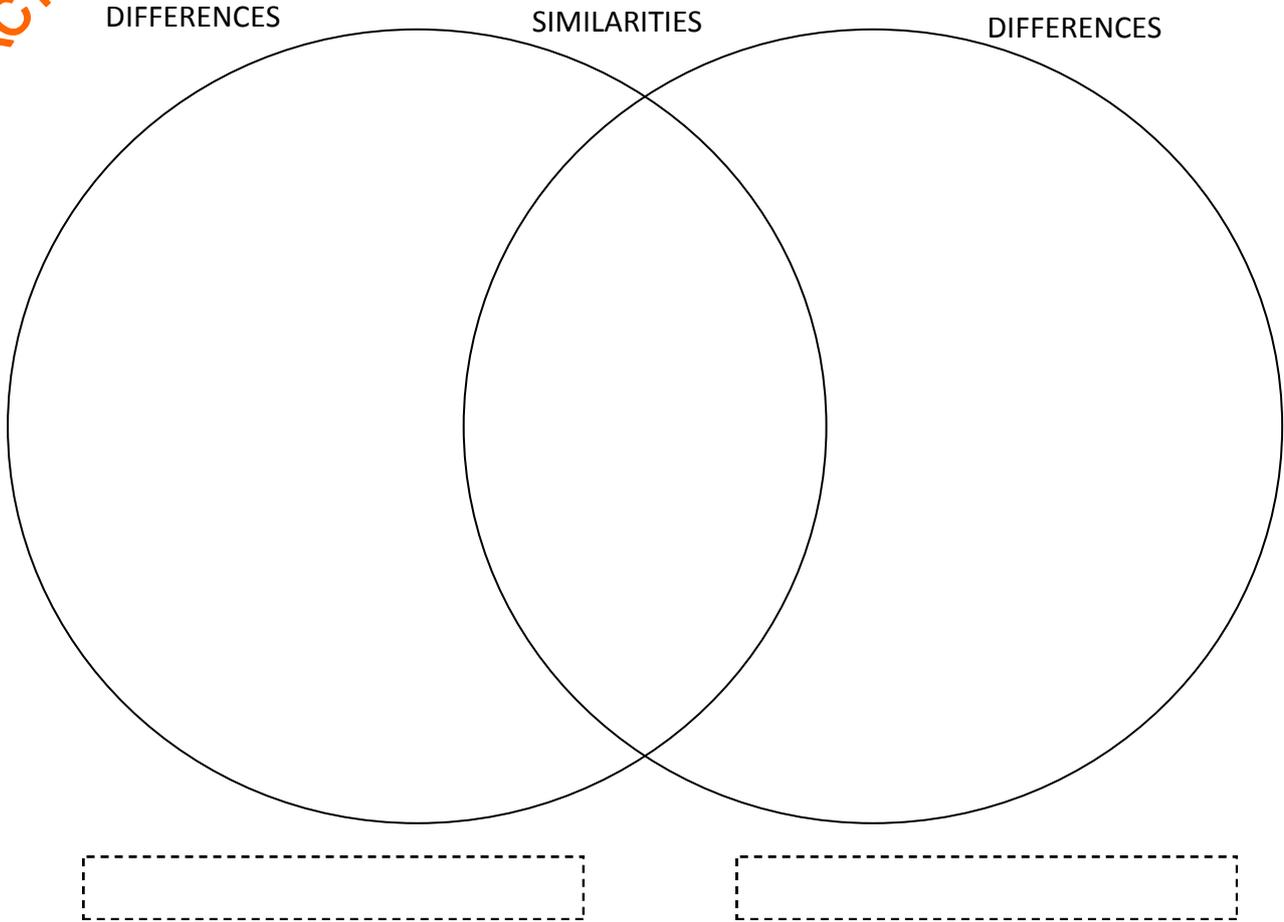


Exploring similarities and differences

Art is often used as a way of exploring feelings and emotions as a form of therapy. Gary Abkin's "Detention" and Jasmine Jean's "That Place Inside Me" are both artworks which contain emotion. Read their artist statements to help complete this 2-circle Venn diagram to compare and contrast the similarities and differences of the artworks.

ACTIVITY

Hint: Examine; style, mediums, materials, concept, related art movements



Extension Activity: Turn your bullet points from above into a paragraph and share with the group.

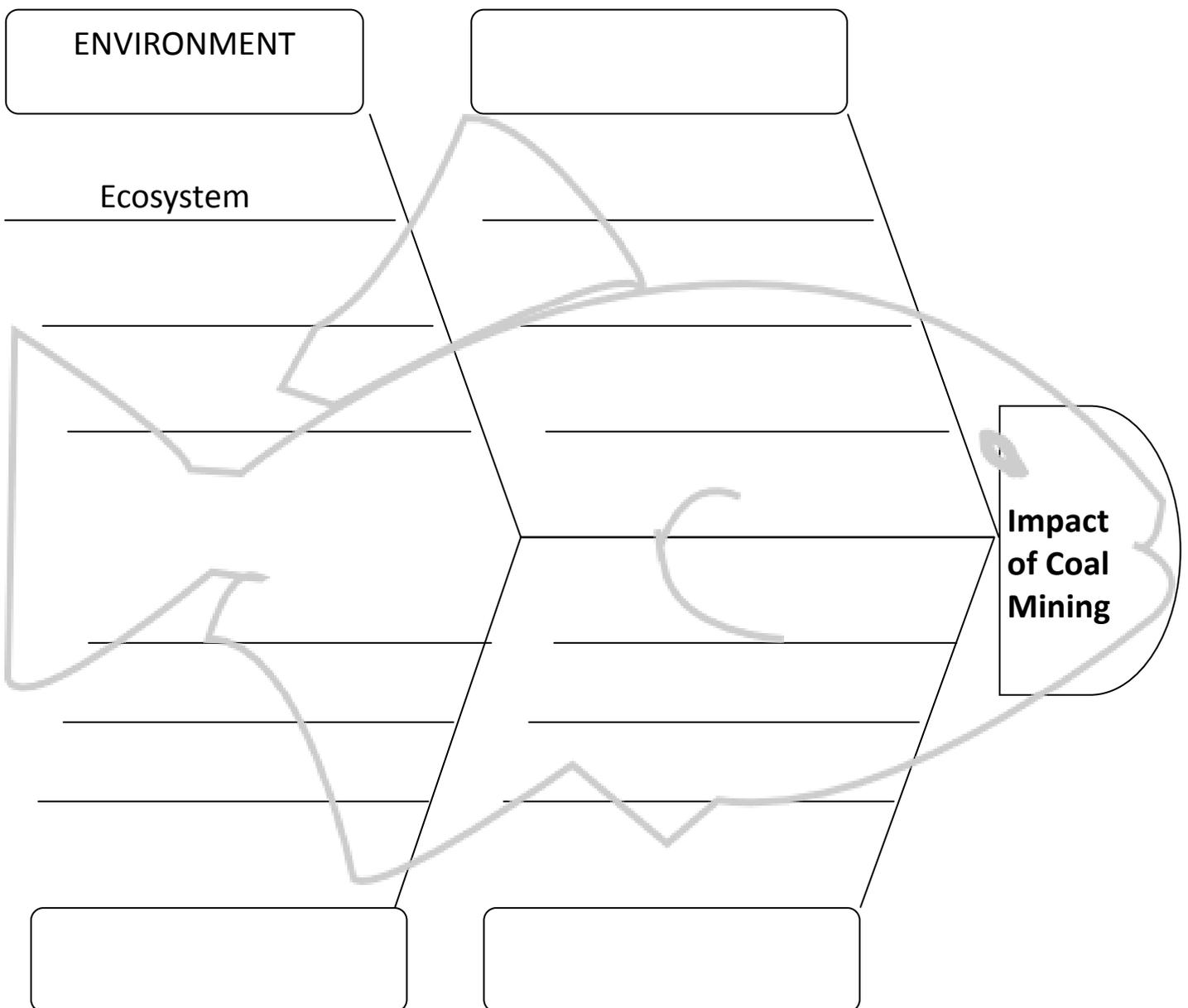
Years 11 - 12 Gallery Worksheet

Our precious environment

Renton Bishopric's "Coal for Breakfast?" artwork is about making an environmental statement. Read Bishopric's statement as he already identifies some effects of the impact of coal mining on the environment. Suggested categories include: People, Industry, Tourism, Animals.

ACTIVITY

Complete the following cause and effect diagram to analyse the impact of coal mining on the environment



Extension Activity: Write a persuasive article for or against coal mining using the points above as topics .



CLASSROOM ACTIVITIES

Years Prep - 2 Classroom Activity

Frottage Drawing

Be inspired by Donna Davis “Leaves of Change” and explore texture through learning about different flora.

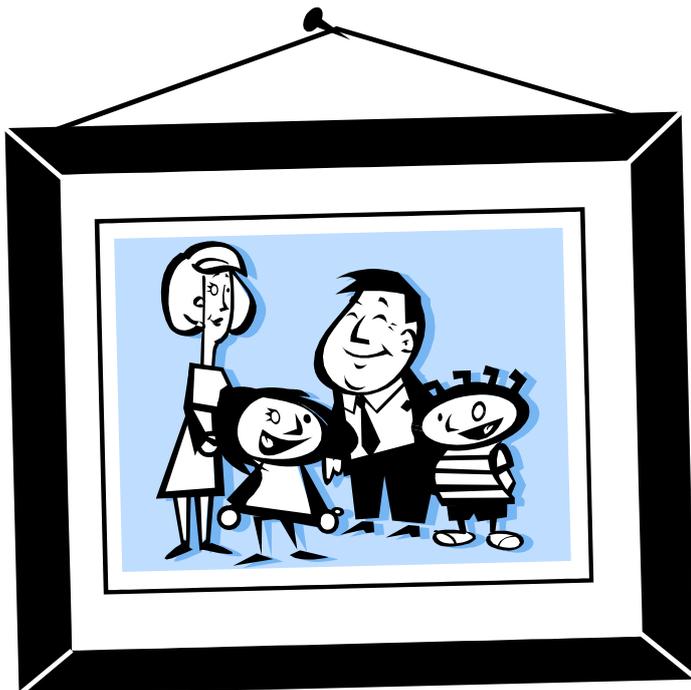
Activity: Get students to find hard fresh leaves from the garden or yard. Get two pieces of A3 paper and glue stick all over them. Place the leaves inbetween and smooth together. Using hard oil pastels, pencils or hard chalk pastels, get students to colour in the page. The image of the leaves will appear in a technique called frottage.



Extension Activity: Get students to turn the frottage drawing into a picture.

Research: Surrealist techniques

ENG
HIS
ATSHIC



Family Tree

Wendy McGrath’s photograph “Let the Sunshine In” is about her family and reflects on how her ancestry has changed to now include indigenous family members.

Activity: Get students to bring in photos of family members and create a family tree. Get the students to label their relationships and what cultural background or country the member is from

Discussion: Australia is a multicultural country. Where have people come from and why. Refer to the Italians, Chinese and more recent arrivals such as Samoans.

Years 3 - 5 Classroom Activity

Contouring the land

There are many types of maps to show landform, and it can look quite confusing. Rebecca Ross's collaged artwork "Find your Way" displays many maps in different forms. A topographic map shows the varying shapes, heights and slopes of a landscape using contour lines.

Activity:

1. Search for mountains of Queensland on Google Maps. Change the settings in the top right hand corner to tick "Terrain". This will show the topographical landform.
2. Choose a mountain to search such as Mount Tibrogargan in the Glass House Mountains, South East Queensland.
3. Draw the contours in your visual diary OR work from a photocopy.
4. Using clay, copy the layers of the landform to create a 3D sculpture to replicate the mountain.

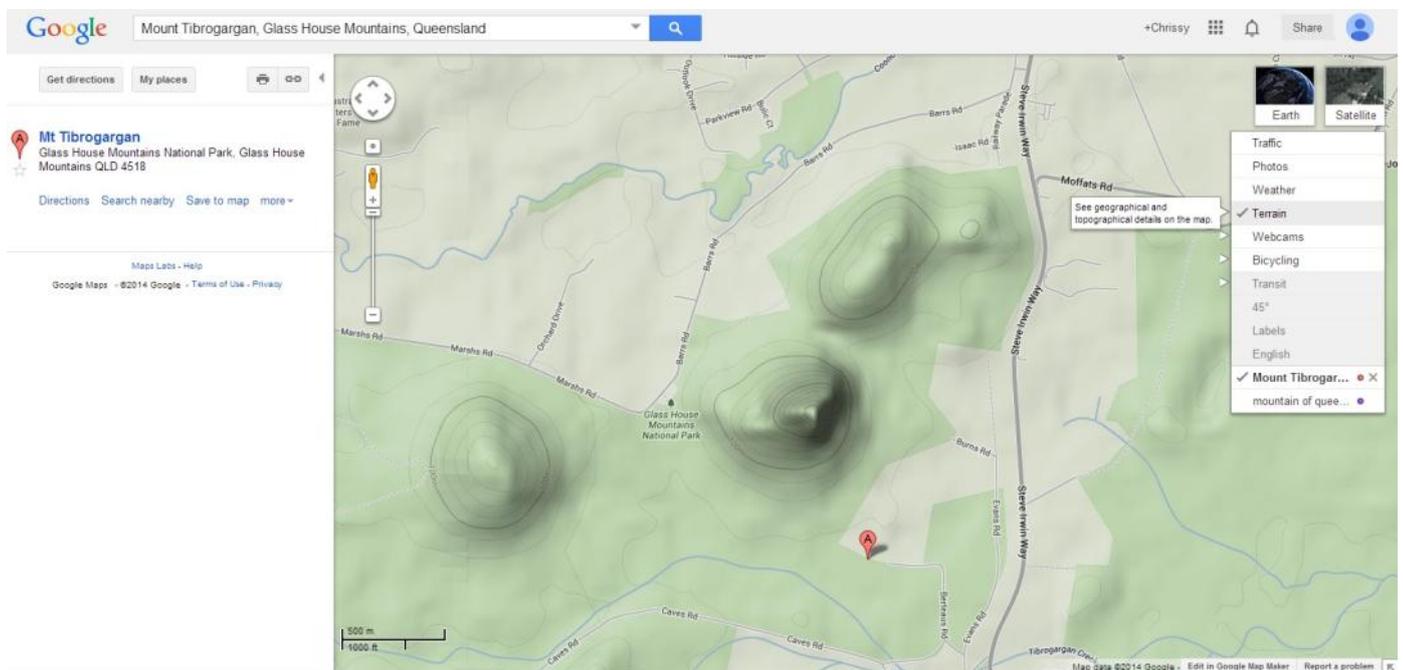


Image: www.parents.com

Extension Activity: Using fruit and vegetables in a still life, get students to draw the outlines of each object on an A3 page. Using a pencil get students to draw the contour lines of the form 1cm apart. Using chalk or oil pastels, get students to colour the design following the contour of the form and blend colours using their fingers.

Research: Impressionism and Post-Impressionism, Still Lifes by Cezanne, Contour drawing by Matisse.

Years 6 - 8 Classroom Activity

Pen Pal

Helen Dennis' "The Rise of the Ubiquitous Flouro Shirt" reflects the transience of workers in communities, and industry while depicting a sense of place. Imagine you had a pen pal from another country or a different part of Queensland and explain to them your place.

Activity: Write your Pen Pal a letter and describe where you live; what does your town look like, describe the colours, smells, types of trees, plants, and flowers, types of animals. Tell them what you like about living where you do.



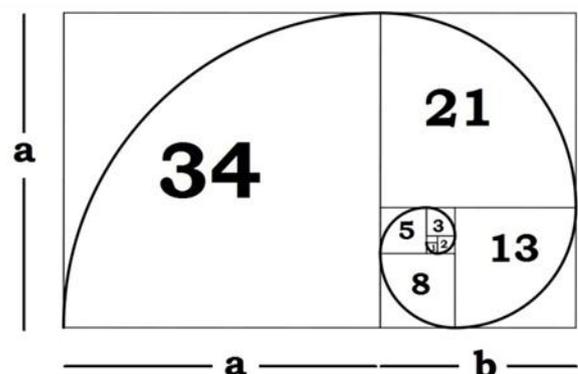
MATH/
NUM
ART

Finding the Golden Mean

"Mapping Progressive Development" by Veronika Zeil looks at using a mathematical equation, the *Fibonacci Sequence*, to create an aesthetically pleasing composition. This formula has been used for hundreds of years by many famous artists and can be applied to many famous artworks.

Formula

The Golden mean ratio (1.0 x 1.618) is a rectangle, that when you mark a square in that rectangle, the remaining area forms a rectangle with the same ratio as the larger rectangle. In this new rectangle, find the square and repeat. Note that each new square has a side which is as long as the sum of the latest two square's sides (Fibonacci Sequence). Draw a line (arc) from opposite corners and repeat. This forms a spiral.



Activity:

1. Research artworks and artists who have used the golden mean in art.
2. Find magazines and photos of images from nature and try the golden mean formula.

Research: Renaissance art movement, Leonardo da Vinci, Michelangelo, Bottocelli.

Years 9 - 10 Classroom Activity

Objects hold Symbolic Meaning

Read Deb Mostert's Artist Statement for "Agnieszka and Vonny, Goodna" and then look at the painting.

"I made a series of paintings which were salvaged during the 2011 floods by people in my own community of Goodna and surrounding areas of Ipswich and Brisbane. I asked them to nominate the precious objects redeemed from the flood waters. These objects became sacred, containing grief, loss redemption, and hope. A lament on the transience of all things...I painted them as precious artifacts, on a plinth or a niche or the lone item on an empty shelf, alluding to the things lost that are no more."

Mostert has depicted a precious object which was salvaged from the 2011 Floods to convey loss, grief and hope through employing the style of Dutch still life Vanitas.

Art History: Dutch Still life Painting

The Dutch Golden Age was a period of time when during the 17th Century Europe was making advances in science, trade and art. The Dutch Golden Age of Painting spanned from 1615–1702 and was a time when Dutch art needed to reinvent itself. This led to painting detailing realism and depictions of everyday life in genres. One of the genres was Still Life, specifically, Vanitas which consists of a collection of objects that symbolized death or the fleeting moments of life. The Dutch became obsessed with depicting the meaninglessness and transient nature of life.

Activity:

1. Have a think about the items listed and take a guess on what symbolic meaning they represent
2. As a class go around the room and share the answers to see if most people had similar responses

Object or Thing	Symbolic Meaning
Flowers	
Butterfly	
Pocket Watch/ Hourglass	
Letter	
Apple	
Scales	
Musical Instruments	
Books	
Fruit	
Skull	
Overtured Glass	
Oil Lamp/ Candle	

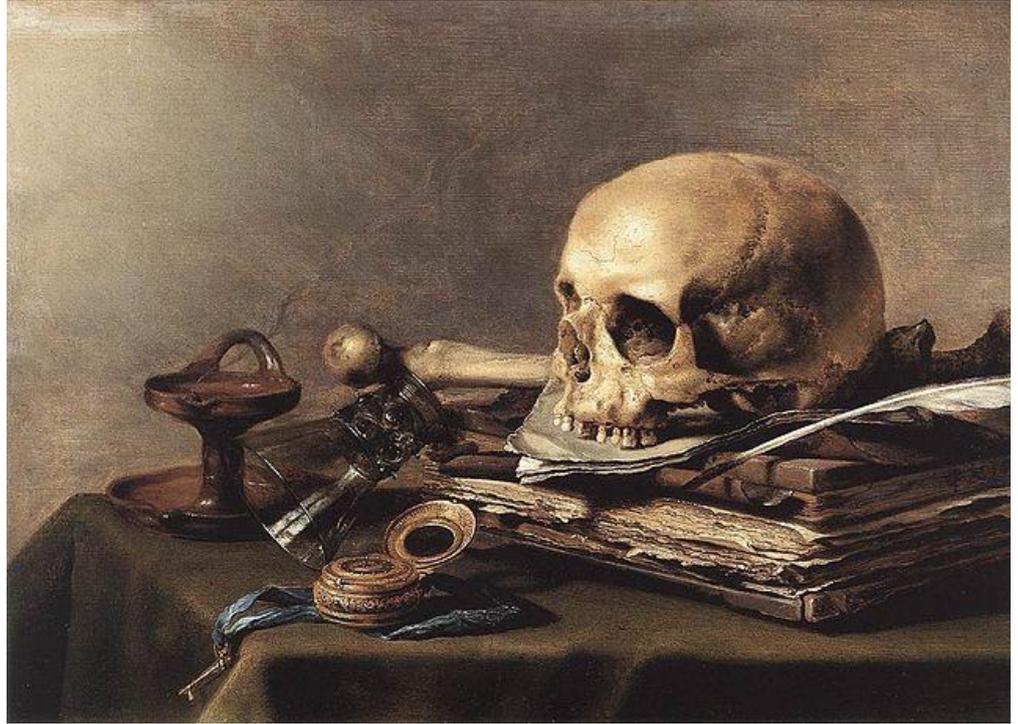
Activity:

1. Collate images of objects from magazines and brochures
2. Make a collage in the similar manner of a Vanitas still life and use mixed media to add effect similar to the Dada style.

Years 9 - 10 Classroom Worksheet

Compare Traditional and Contemporary Painting

Activity: Using Deb Mostert's artwork "Agnieszka and Vonny, Goodna" and the example of a traditional Dutch Still Life by Pieter Claesz, compare the use of symbolism and meaning by writing a comparative artwork analysis on these painting.



Pieter Claesz (Dutch, 1596/97–1660) "Still Life with a Skull and a Writing Quill" (1628), Oil on wood, 24.1 x 35.9 cm

1. INTRO –GENERAL ANALYSIS

2. MEDIUM & TECHNIQUE (SYMBOLISM)

3. CONTEXT (MEANING)

4. CONCLUSION



ADDITIONAL RESOURCES

How to Analyse an Artwork

1. DESCRIPTION

- a. Artist: _____
- b. Artwork Title: _____

2. SUBJECT

- a. Circle the category of the artwork:

Painting **Drawing** **Sculpture** **Photography** **Digital/Media**

- b. Choose 1 word from the box below to fill in the blank line.

Portrait Figure Landscape Seascape Cityscape Still Life Interior

This artwork is a _____

- c. List all the things you see in the artwork (trees, people, animals, shapes, mountains, cars, vase, etc.).

3. ART ELEMENTS

- a. In the left side column of the table, **tick (✓) the box** if you can see the following art elements AND
- b. In the right side column of the table, **circle** the adjectives you would use to describe the artwork.

Art Elements	Adjectives
<input type="checkbox"/> Line	wavy, zig zag, straight, thin, thick, diagonal, vertical, horizontal
<input type="checkbox"/> Colour	bright, dark, cool, warm, earth tones, unnatural
<input type="checkbox"/> Shape	geometric, organic, circle, oval, square, rectangle, triangle, hexagon
<input type="checkbox"/> Texture	soft, hard, rough, smooth, sharp, blunt, bumpy
<input type="checkbox"/> Pattern	stripes, checked, criss-cross, flowery, grainy, marble, spotty, tie-dye

4. COMPOSITION

On a photocopy of the artwork, find the type of composition by grouping the objects or things in geometric shapes.

5. WHAT DO YOU FEEL

Write in the boxes below 3 - 5 words to describe the mood of the artwork.

Is it dark, scary, sad, OR bright, happy, friendly?

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How to Analyse an Artwork

Upper Primary / Lower Secondary

1. DESCRIPTION

- a. Exhibition: _____
- b. Artist: _____
- c. Artwork Title: _____
- d. Date Created: _____
- e. Medium: _____

2. SUBJECT

- a. Circle the category of the artwork:
Painting **Drawing** **Photography** **Sculpture** **Digital/New Media** **Installation** **Printmaking**
- b. What is the subject genre of the artwork? _____
Hint: Portrait, Figure, Landscape, Seascape, Cityscape, Still Life, Interior, Conceptual
- c. Write a sentence describing the subject matter of the artwork.
This artwork _____

- d. Does the image look *realistic* or is it *abstract*? Explain why: _____

3. ART ELEMENTS & PRINCIPLES OF DESIGN

- a. List 3-5 adjectives (describing words) next to each element or principle (if relevant) which describes what the artwork looks like.

Hint: Pretend you were trying to explain the artwork to a blind person, how would you describe it?

Example: The lines are thick and wavy but have smooth brushstrokes.

Art Elements	Adjectives
Line	
Tone	
Colour	
Shape	
Space	
Form	
Texture	

Principles**Adjectives**

Pattern	
Scale	
Contrast	
Balance	
Movement	

EXTENSION

Lower Secondary

5. ART HISTORY

a. What art movement, if at all, do you think inspired/influenced this artwork?

a. What context/s (social, historical, political, religious, cultural) are present in the artwork? i.e. If the artwork was a sculpture of a Buddhist praying it would have a religious context.

c. Please explain your answer: *(Hint: Read the Artist Statements as the artist usually identifies the background behind the artwork)*

6. MESSAGE & MEANING

What message or meaning has the artist tried to communicate through this artwork?

7. DISCUSSION

Talk about the artwork as a class, or tell your classmates the artwork you looked at.

- Why did you choose it?
- What do you like about it? What don't you like about it? Why?
- What did you find out about it? Did the artist communicate his message well?

Living Change Exhibition

2014 Tour Dates

1 February – 2 March 2014	The State Library of Queensland (Brisbane)
18 April – 27 May 2014	Dogwood Crossing (Miles)
1 June – 6 July 2014	Toowoomba Regional Art Gallery (Toowoomba)
18 July – 13 September 2014	The Centre Beaudesert (Beaudesert)
22 September – 31 October 2014	Grassland Art Gallery (Blackall/Tambo)
11 November – 11 January 2015	Childers Art Space (Childers) Exhibition dates

Feedback

We value your feedback on the use of this education kit whether in the gallery or classroom, and the education didactics in the gallery. We would appreciate teachers and gallery staff to fill out a feedback form. Please contact the *Education & Professional Development Coordinator* on 07 3216 1322 or email program@flyingarts.org.au

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Courtesy of the artist and Gallery

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