



CONNECTION  
QRAA Exhibition 2012 | Education Kit

---

**FLYING ARTS**  
connecting artists and communities

# Contents

Overview - Background to the Exhibition .....	Page 3
Education Focus .....	Page 4
Gallery Worksheets .....	Page 5
Acknowledgements .....	Page 34

### What are the Queensland Regional Art Awards?

The Queensland Regional Art Awards is an annual visual arts prize for established and emerging artists living in regional and remote Queensland. The event aims to highlight the wealth of creative talent living and working outside the capital city and to provide a platform for promotion and professional development.

Each year participating artists are featured in an online exhibition and have an opportunity to win an award and be selected for the touring exhibition which tours to key centres around Queensland - including the State Library of Queensland in Brisbane.

Main prizes offered in 2012 are: Wayne Kratzmann Art Prize; Xstrata Young Artist Development Award; Art Shed- Brisbane People's Choice Prize; Digital Art Award; and the TAFTA Textile Prize.

### About the exhibition – 'Connection'

From the many entries received from around the state, curator Michele Helmrich (Senior Curator, The University of Queensland Art Museum) has selected a marvellous collection of works to tour Queensland which exemplifies the energy, spirit and skill of artists living and creating in regional and remote Queensland. The 29 works that have been chosen for the tour represent a range of media and a range of responses to the theme.

#### About the exhibition Michelle says:

*"The theme of 'Connection' is most apt for the 2011 Regional Art Awards. In their 40th year, Flying Arts continues to traverse the state of Queensland to nurture the visual arts, not only bringing art workers to the regions, but also offering an incentive for people to come together to pursue their visual practice with a greater degree of vigour and seriousness than might be achieved otherwise. While communication technologies have changed radically over the past 40 years, the need to connect on a personal basis remains strong.*

*In drawing together works in a range of media for this touring exhibition, I have selected those that demonstrate a high standard, and bring an innovative approach to the interpretation of the theme and the working method. The theme of 'Connection'*

*has been widely interpreted: connection to people, place, the environment and animals are depicted alongside images that explore how we connect with tradition and with the new. Several poignant images remind us how connections were both lost and found as a result of the 2011 Queensland floods.*

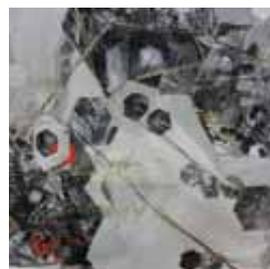
*The exhibition itself brings connection between emerging and established artists, those who have received training and those yet to embark on a field of study, those from remote parts of Queensland and those closer to major centres. 'Connection' testifies to a rich imaginative vitality and diversity, and offers a multiplicity of interpretations on a theme that is heartfelt for many in regional Queensland."*

### About the theme – 'Connection'

The theme, Connection, is subjective, allowing the Artists to have no restrictions on medium or subject matter. This enabled a broad interpretation of the theme, with a number of artists responding to environmental events that occurred in 2010 and 2011 in Queensland, including cyclones and floods. Some artists interpreted these issues by depicting the effects of the natural disaster or by the interaction of people and community banding together as a result of the event. Other artists' approach to Connection was a spiritual outlook and their personal connection to the environment and the materials they work with. Connection to people and places, and memories were explored from representational depictions through to abstract interpretations, while others took more of a philosophical approach.



Just some of the exhibited entries in the 2012 Queensland Regional Art Awards



## Education Focus

This Education Kit is suitable for lower primary to lower secondary aged children.

## Connection to Curriculum & Syllabus

Until the full implementation of the National Curriculum, the use of the QSA's Essential Learnings will continue to be used for the visual arts as guidelines for curriculum. Additionally, existing aspects of the Australian Curriculum will be included such as identifying the general capabilities and cross-curriculum priorities.

## Essential Learnings

### F-9 Knowledge and Understanding

- Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular/different/intended/specific audiences and purposes, through images and objects.

### F-9 Ways of Working

- Respond to arts works by describing/identifying/interpreting/analysing/evaluating, and deconstructing initial impressions and personal interpretations, and influences from social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages
- Reflect on learning to identify new understandings, and identify and justify future applications

## Australian Curriculum

### General Capabilities

General Capabilities are essential skills curriculum should provide for twenty-first century learners as identified in the Melbourne Declaration (2008) and adopted by the National Curriculum. This education kit primarily addresses:

- Literacy
- Critical and creative thinking
- Intercultural understanding

### Cross-curriculum Priorities

Cross-curriculum priorities focus on providing skill and knowledge across the key learning areas to engage students in having a global perspective on specific issues. This education kit primarily addresses:

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

## Education Kit

### Information about the Interactive Didactic Panels

The following didactic panels are to be placed under the exhibition statement with its corresponding artist/artwork.

The purpose of the didactics is for interactive participation aimed at children, whether they are with a school group or visiting the gallery with family members. This educational panel is to engage the child with the exhibition through discussion topics and at home or school in art making activities. By focusing on activities which interact with children, the exhibition subsequently engages with the community and public, creating greater awareness and interest about the program.

These didactic labels may also be given to schools and teachers as a teaching resource.



Adrienne Kenafake  
**Undertow**

**Discussion** (All Primary)  
Adrienne has responded to the theme of disaster and tragedy in her artwork.

Can you think of other natural disasters you have heard about such as cyclones, tsunamis and bushfires?  
What effect has it had on the environment?

**Activity** (All Primary)  
Create an artwork responding to a natural disaster by drawing or painting a scene.



Adrienne Kenafake  
*Undertow*

DISCUSSION {ALL PRIMARY}

Adrienne has responded to the theme of disaster and tragedy in her artwork.

Can you think of other natural disasters you have heard about such as cyclones, tsunamis and bushfires?

What effect has it had on the environment?

ACTIVITY {ALL PRIMARY}

Create an artwork responding to a natural disaster by drawing or painting a scene.



Merete Megarrity  
*Bush Memories*

DISCUSSION {LOWER & MIDDLE PRIMARY}

What (earth) colours has Merete used in her painting to represent the bush?

ACTIVITY {ALL PRIMARY}

Grab some watercolours; in your backyard or the park be inspired to start painting leaf matter, the trees or garden plants.



Napolean Oui

*Connection to Art & Country*

#### DISCUSSION {MIDDLE & UPPER PRIMARY}

Napolean has drawn inspiration for this artwork from his Djabugay (Indigenous) heritage. His painting has many symbols that he has used to represent urban life and how people and places all connect.

Can you think of other cultures that use symbols and icons which stand for other things?

#### ACTIVITY {MIDDLE & UPPER PRIMARY}

How would you use symbols to represent where you live? Create your own 3D city or town scene using cut out geometric shapes in coloured card.



Sarah Larsen

*Six Degrees (of Connection or Separation)*

DISCUSSION {ALL PRIMARY}

What is the geometric shape called which Sarah has used in her artwork?

ACTIVITY {ALL PRIMARY}

Gather a range of 2D surfaces in a grey hue like paper, magazines, cardboard, and newspaper. Cut out geometric shapes and glue down. Next, get crayons or pens and draw over the collaged surface. Add string, buttons, foil, ribbon etc to complete your mixed media artwork.



Evangelina Cachinero  
*A Couple of Days After*

#### DISCUSSION {ALL PRIMARY}

Evangelina's art style seems to employ a street art like approach to using line and 'filling' in blocks of colour. Where do you find street art?

#### ACTIVITY {ALL PRIMARY}

Create an abstract painting on a large piece of cardboard using a house or craft paint roller, large house paint brushes to slap on colour, paint scrapers or palette knives. Scratch back into the wet paint (Sgraffito) using the handle of the paint brush to create lines and make your mark.



Gail Engel

*Banyan Tree, Cleveland*

#### DISCUSSION {ALL PRIMARY}

A great way to feel connected to the earth is to use materials from the earth to create your art. How many natural and organic materials, which can be used for art making, can you list? (Hint: Think prehistoric and primitive cultures).

#### ACTIVITY {ALL PRIMARY}

Using the organic materials you listed, on concrete at home/school or using natural paper, start mark-making, drawing inspiration from nature.



Glenda Henning  
*Village Ark*

DISCUSSION {MIDDLE & UPPER PRIMARY, LOWER SECONDARY}

There are many techniques to use for printmaking; etching, drypoint, screen print, lino reduction block, collagraph and more. So what do you think a monoprint is? (Hint: Mono = means one).

ACTIVITY {MIDDLE & UPPER PRIMARY, LOWER SECONDARY}

Create your own monoprint by painting onto a glass plate or sheet of acetate (OHT), mist spray your paper so it is damp. Place the paper (wet side down) over the plate using your hand or a roller to lightly press it down. Peel off.



Rishenda Eldridge  
*Beautiful and Broken*

#### DISCUSSION {MIDDLE & UPPER PRIMARY, LOWER SCEONDARY}

Rishenda has used an unusual surface of aged timber to make a print creating an artwork. She has used a childhood object to preserve its existence through art. Being influenced by Rishenda, what two mediums and/or techniques would you use to create an artwork inspired by your favourite childhood memory?

#### ACTIVITY {ALL PRIMARY}

Create your own textures by using Frottage (a technique used by rubbing over a hard surface such as bricks, pebbles, doormat, coin, embossed surfaces etc) by placing a sheet of paper over the object or surface and using a firm medium like pencil or crayon to emboss the impression.



Kim Rayner  
*Spindly Vine*

DISCUSSION {ALL PRIMARY, LOWER SECONDARY}

Rayner describes her spiritual connection to her art through her materials and technique. Identify the key descriptors (elements and principles of design) in her statement and explain how she has used these in her work.

ACTIVITY {ALL PRIMARY}

Create a 2D artwork using chalk or oil pastels; make dots, strokes, texture, blend areas with your finger, overlay colours to create an abstract rainforest scene.



Mary Elizabeth Barron

*Family Tree - Fig*

DISCUSSION {ALL PRIMARY}

How do you think Mary has created this fabric sculpture?

ACTIVITY {MIDDLE & UPPER PRIMARY}

Mary's use of old clothes in her sculpture was to connect those things to the object which were symbolic to her. Do you have some old clothes or personal keepsakes such as Movie Tickets, School Ids, birthday cards etc you can use to create a personal sculpture?



Chrissy Dwyer  
*Oriental Lanterns*

DISCUSSION {UPPER PRIMARY, LOWER SECONDARY}

Chrissy discusses how celebrations bring many different people from different backgrounds together. Can you name the cultural background of your friends or family members and what different things they celebrate?

ACTIVITY {LOWER & MIDDLE PRIMARY}

Write a story about a family occasion that was memorable for you.  
Draw a picture to go with it.



Luke Alexander FitzGerald  
*Small Faces - Obsessions*

#### DISCUSSION {LOWER SECONDARY}

Luke is obsessed with the theme of celebrity; having obsessions is a characteristic of his Autism. There have been many artists who have had an intellectual or physical impairment who have been successful but also used their condition to their advantage. Can you think of any artists or artworks which explore this idea of disability?

#### ACTIVITY {ALL PRIMARY}

Luke likes to work quickly to complete an artwork. Set yourself a challenge - give yourself a time limit, have fun and don't get stuck in detail.

Ideas: Sketch a portrait in 5 mins or draw your pet and shade it in in 15 mins.



Cindy Wider

*A Woman and her Cuppa*

DISCUSSION {MIDDLE & UPPER PRIMARY}

Cindy's artwork represents the thing she identifies as a way to help her relax, take a break and have 'me' time. For Cindy, this is having a cup of coffee. What is your favourite thing to do in your free time?

ACTIVITY {MIDDLE & UPPER PRIMARY}

Create a paper collage of the thing that helps you relax e.g. reading a book, playing sport, watching a movie etc.



Dale Leech

*Suddenly Arthur Felt Alone*

DISCUSSION {MIDDLE & UPPER PRIMARY, LOWER SECONDARY}

Dale's painting represents the way people connect today with the influence of technology affecting how we bond. How has conversation changed in your family and with your friends?

ACTIVITY {LOWER & MIDDLE PRIMARY}

Dale has used Australian animals to represent her family members. Draw and colour with pencil your family scene at meal time –choose a different animal for each family member. What are they doing?



Damien Kamholtz

*What does Influence Mean?*

#### DISCUSSION {UPPER PRIMARY, LOWER SECONDARY}

Damien's work explores the connection between the artist and the viewer – You. Can you describe some devices such as films, music, and art that are used to communicate to the viewer?

#### ACTIVITY {MIDDLE & UPPER PRIMARY, LOWER SECONDARY}

Using magazine images of animals, people, objects and things, arrange and glue onto a piece of card. Dilute a weak solution of gesso (a chalky white paint which provides grip) and use charcoal, pastels and other drawing mediums to create a mixed media dream-like artwork similar to Damien.



Fiona Kennedy-Altoft

4pm

#### DISCUSSION {ALL PRIMARY, LOWER SECONDARY}

In Kennedy-Altoft's statement about her painting she describes Magpies as anthropomorphic.

How do you say it?

Let's break it down: an-thro-po-mor-phi-c

Sound it out: an-thruh-puh-mawr-fik

What does it mean? Anthropomorphic means something which is not human (animals, objects and things) but displays human-like characteristics. For example; Peter Rabbit, Winnie-the-Pooh, and Mickey Mouse for example.

#### ACTIVITY {ALL PRIMARY}

Use animation techniques to create your own character from an animal which has human characteristics.



Jo Lankester and Hannah Murray  
*Three Wise Owls*

DISCUSSION {UPPER PRIMARY, LOWER SECONDARY}

Artists are very independent people, used to working on their own. However, there are some who work in groups for example; Gilbert and George, and Christo and Jeanne-Claude. Google them to find out about what they do together in their arts practice.

ACTIVITY {UPPER PRIMARY, LOWER SECONDARY}

Inspired by Jo and Hannah's teamwork to work in pairs, one person decides a medium; the other person chooses the subject. Together, draft up your plan and listen to each other's ideas and create a collaborative artwork.



Gabi Mika-McNaughton

*Negarive x Yassmin = Positive*

DISCUSSION {UPPER PRIMARY, LOWER SECONDARY}

Mika-McNaughton describes how a negative issue has created a positive bond with others. Why do you think that is? How can a negative situation be turned into a positive?

ACTIVITY {UPPER PRIMARY, LOWER SECONDARY}

Choose an issue that you're passionate about, for example; pollution and litter, bullying, affects of drugs and alcohol, abuse, refugees and immigrants etc. Create a poster using positive and negative space techniques.



Luke Mallie

*One Giant Leap*

DISCUSSION {LOWER & MIDDLE PRIMARY, LOWER SECONDARY}

Today's methods of travel have allowed people to go anywhere easily, creating a multicultural world that links countries. Luke talks about how we are connected to our past heritage and history. Talk about Australia's history; how people came to this country and who lived here.

ACTIVITY {ALL PRIMARY}

Make a timeline of past, present and future ways of travel. Create your own ideas about the future; and what it looks like.



Gabriel Smith

*Textures of the Hill*

DISCUSSION {MIDDLE & UPPER PRIMARY, LOWER SECODNARY}

Do you ever stop and look closely at nature? Gabriel's concern is with the natural environment. Talk about the different ecosystems and how nature works. What type of ecosystems does Australia have?

ACTIVITY {ALL PRIMARY}

Each student is to create a 'pixel' picture (approx 5x5cm) of your chosen thing to create a group artwork. Each pixel can be different; abstract, close-up, microscopic detail, texture etc using various drawing and collage media.



Pam Finlay

*Walking to Bob Moses*

#### DISCUSSION {MIDDLE & UPPER PRIMARY}

Who are Australian South Sea Islander people? They are Solomon Islands, Vanuatu and other Pacific Islander people who came to Queensland for the Sugar industry in the late 1800 to early 1900s. When and who else has come to Australia for work reasons? (Hint: Gold rush)

#### ACTIVITY {LOWER PRIMARY}

Design a flag for these people using Black, Blue, Green and Gold. Once you have done that, look up what their actual flag looks like.



Donna Maree Robinson  
*Vanishing Point*

#### DISCUSSION {ALL PRIMARY}

Donna talks about the role we have in our environment; how we care for it while we destroy it. Talk about the effect humans have had on our environment, for example; The Great Barrier reef and the dying coral.

Discuss ways we can help protect and save our environment, for example; Clean up Australia Day.

#### ACTIVITY {ALL PRIMARY}

Create an environmental artwork with natural things to celebrate its beauty.



Pam Walpole  
*Flooded Memories*

#### DISCUSSION {ALL PRIMARY}

Photographs have been a way of capturing memories and are things people possess as a way to preserve their memory. If you were to lose your belongings due to a disaster such as a house fire, flood or cyclone, what are the things you would most want to save?

#### ACTIVITY {UPPER & LOWER PRIMARY}

Collect old (vintage) photos from your family members and be inspired by the subject matter. For example, a war portrait, old Queensland house, motorbike or car etc. Use the photo as a starting point to create a mixed media artwork. Photocopy it, glue down the paper, paint and draw over it, and add magazine collage to create a surreal image.



Anna Carey  
*Sunroom*

DISCUSSION {ALL PRIMARY}

City kids may be more aware of the constant changes that happen –road works, new buildings, land cleared to make housing etc. Can you think back to how your house or your town has changed? Has the change been good or bad and why?

ACTIVITY {ALL PRIMARY}

Recreate your room using construction materials (cereal boxes, toilet rolls, paddle pop sticks, match sticks etc). Move your 'furniture' around to change from what your room currently looks like.



Susan McMaster

*The Lake*

DISCUSSION {ALL PRIMARY}

Susan uses photography and the computer to manipulate pictures as an art tool rather than the medium, is another way in which technology adds value to art making.

ACTIVITY {UPPER PRIMARY, LOWER SECONDARY}

Take a digital photo of an object or scene, or use a pre-existing digital photo and use a photo manipulation program such as Photoshop, Corel Draw, Microsoft Windows Picture Manager or similar, to play with the settings and manipulate the photo creating something different.



Tenielle Maassen  
*Olomen*

#### DISCUSSION {ALL PRIMARY}

Discuss the unusual technique and support Tenielle has used. Why do you think she used a transparent background instead of canvas or paper to paint on?

#### ACTIVITY {ALL PRIMARY}

Paint a portrait of an older family member using a similar painting technique and approach as Tenielle –bold brushstrokes of unblended blocks of colour on a transparent background (Perspex –but you can use a OHT and OHT pens as an alternative)



Susan Head - Yeppoon

*Slice One*

#### DISCUSSION {ALL PRIMARY}

Story telling through drawings is a good way to make an artwork. Susan has used a lino print to create her visual story. Do you know what a lino print is and how it is made?

#### ACTIVITY {LOWER & MIDDLE PRIMARY}

Create a visual story of your day or weekend; include travelling in the car, walking to school, going to the shops etc. Colour in the main outlines with a crayon and then apply a wash of watercolour which will create a resist painting.



Michelle McIntyre  
*Torrential (Nina's Tears)*

### **For Kids**

#### DISCUSSION {LOWER SECONDARY}

The old Queenslanders is an iconic symbol for many artists. Michelle has collected scrap pieces of wood and recycled them to create a valued artwork. Research well known Australian artist Rosalie Gascoigne who used everyday materials to create assemblages of discarded objects. How are these two artists similar?

#### ACTIVITY {UPPER PRIMARY, LOWER SECONDARY}

Find household scrap timber or on a smaller scale use coloured paddle pop sticks and arrange similar to Michelle and Rosaline Gascoigne.



Ken Munsie  
*Chain Mail #1*

DISCUSSION {LOWER SECONDARY}

Ken's artwork is about evolution of his art materials into a new artwork. He discusses the process of existence; life, death and rebirth. Many cultures believe in reincarnation such as Hinduism, Buddhism, and Christianity. Explore this idea and how it has influenced art from different cultures.

ACTIVITY {LOWER SECONDARY}

Use a range of unrelated art materials to unite them creating a new sculptural artwork.

# ACKNOWLEDGEMENTS

---

EDUCATION KIT DEVELOPMENT:	Christine Dwyer
EXHIBITION CURATOR:	Michele Helmrich
TOURING ORGANISATION:	Flying Arts
TOURING EXHIBITION COORDINATOR:	Gabriella Szablewska
IMAGES:	Courtesy of the artists
DESIGN:	Propeller Graphic Design

---

# FLYING ARTS

connecting artists and communities

[www.flyingarts.org.au](http://www.flyingarts.org.au)

t: 61 7 3216 1322 | e: [info@flyingarts.org.au](mailto:info@flyingarts.org.au)

PO BOX 263 Fortitude Valley QLD 4006

