

# creative generation awards for excellence in visual art and design

## Worksheet for secondary students

### Introduction

The Creative Generation Excellence Awards in Visual Art and Design provide an opportunity to view some of the best examples of student art across the state.

Seven of the artists have developed questions about their work for you to consider as you view the exhibition, including:

- Why are the Creative Generation Excellence Awards in Visual Art and Design significant?
- What experiences do you think influence young people of today to make art? Consider childhood and personal memories, cultural backgrounds, sports, popular music and film.
- What types of issues are reflected in the studies undertaken by students in Grade 12?
- The students in this exhibition have used many different mediums and styles to explore these topics – can you identify and describe the processes used?
- Identify the works that seem to attract the most attention. Suggest the strategies the artists have employed to achieve this.



Nicholas Warfield / Iona College (Lindum) / Bloodlines 2009 / Mixed media on canvas



## Mixed Media



- Many materials and processes were used to link the elements of the composition and provide thematic meaning. What was the artist trying to achieve, by choosing to expose and cover up the underlying paper?
- What elements of the nursery rhyme, 'Little Red Riding Hood' can you see? What does the red colour in the background symbolise? What could this work suggest about the transition from childhood to adulthood?

Ruby Hughes / Emmaus College (Main Street Campus) / *Wolf! Run like hell!* 2009 / Mixed media on board

## Screenprinting



- Each screen print was cut by hand. How long do you think it would have taken the artist to complete the work?
- What kinds of social values is the artist addressing?

Alison Baech / School TBA / *Are not Titles just another way to condense purity* 2009 / Screen prints on paper

## Drawing



- Why are the three smaller portraits in colour whereas the large portrait is black-and-white? What is the purpose of this contrast?
- Do you think this work captures the idea that we all have a range of personas? Why?

Sarah Poulgrain / All Hallows' School (Brisbane) / *Facets of a personality* 2009 / Pastel on canvas

## Raising awareness of social issues



### Photography



- The artist created characters from everyday materials and photographed them in public places. Why do you think the artist didn't use real people to do this? Consider the impact.
- Each photograph reflects upon a social issue. What comments do the photographs make about consumerism and conformity?

Carmen Holmes / Centenary Heights State High School / Silhouettes 2009 / Digital photography

### Film



- Why do you think this particular footage was used within the film and what did it convey?
- What does the film attempt to tell you and why do you think this issue was chosen?

Neil Hiscocks / Rosewood State High School / Voices 2009 / DVD, 1:14 minutes, colour, sound



Sculpture



- This punk inspired guitar depicts an era where electricity no longer exists and steam power is the main source of energy. Do you believe the selection of materials is important to the success of an art work's ideas? Why?
- The sculpture intends to encourage the viewer to question the not so distant future. Sketch your own version of a guitar from the year 2050, and outline what you think will power the guitar.

Dylan Janssen / Nerang State High School / *The Janssen portable steam-powered rhythmica audio developing machine* 2009 / Sculpture



- In making *The last lie* 2009, the artist used materials that were more symbolic than aesthetic. What connections can you find between the materials used and their underlying meanings?
- *The last lie* 2009 explores the self, with the artist drawing inspiration from the story of the religious martyr Saint Sophia and her dilemma. What role do personal stories and past events play in creating this installation?

Sophie Farmer / Goondwindi State High School / *The last lie* 2009 / Installation

## Essential Learning – by the end of Year 9

### Visual Art

Students will:

- research ideas to inform visual responses that consider social and cultural issues
- reflect upon the ways visual documentation is used to develop images and objects
- identify the ways visual arts elements and concepts are used in combination to create compositions
- deconstruct art works in relation to social, cultural, historical, spiritual, political, technological and economic contexts
- reflect on learning, apply new understandings and justify future applications (e.g. style, function, audience and purpose of art works).

### Media

Students will investigate the ways in which:

- still and moving images, sounds and words are used to construct and reconstruct meaning in media texts
- media techniques and practices are used to deliver and exhibit media texts
- representations in media texts are influenced by different beliefs and ideas.

## Year 10 Guidelines: The Arts learning area

### Media

Students will:

- analyse and evaluate products and their contexts of production and use
- reflect on their own learning, apply new understandings and make connections to inform future media experiences
- evaluate the way that technologies are used to express ideas in media production and use
- consider the way that representations of people, places, events, ideas and emotions are constructed
- identify the ways in which audiences are targeted.

### Visual Art

Students will:

- analyse, interpret, evaluate and reflect on images and objects by artists in the 'Creative Generation Excellence Awards in Visual Art and Design' exhibition, using visual language and expression to justify responses
- reflect on their own learning, apply new understandings and make connections to inform future visual art experiences (e.g. researching, developing, resolving and reflecting upon progression of ideas in their visual arts diaries).

## Senior Syllabus

### Visual Art

Students will:

- explore contemporary visual arts practices and emerging technologies
- undertake a critical analysis of art works, investigating artistic language and expression in direct relation to selected concepts, focuses and media areas
- critically reflect on and challenge meanings, purposes, practices and approaches of art works and artists
- refine visual literacy abilities to read and process the images (e.g. recalling and discriminating).

### Film, Television and New Media

While viewing the moving-image works in the exhibition, students will:

- analyse and evaluate how moving-image media construct versions of reality
- analyse and evaluate the effectiveness of the narrative conventions of different moving-image media
- compare specific styles of different moving-image media
- evaluate how representations have been formed to confirm or challenge particular identities and stereotypes
- draw on audiences' prior experiences to actively engage them and/or challenge and reward them
- determine how target audiences have been potentially positioned for a particular purpose (e.g. consumers, citizens or imaginative beings).

The following curriculum documents have been referred to:

- Assessment and Reporting Framework for The Arts, focusing on learning and assessment around the Essential Learnings and Standards for Visual Art and Media (© The State of Queensland, Queensland Studies Authority, 2007).
- Film, Television and New Media Senior Syllabus (© The State of Queensland, Queensland Studies Authority, 2005 and its licensors).
- Year 10 Guidelines: The Arts learning area. First version released January 2009 (© The State of Queensland, Queensland Studies Authority, 2009).
- Senior Syllabus – Visual Art (© The State of Queensland, Queensland Studies Authority, 2007).

Artists' statements are drawn from Creative Generation Excellence Awards for Visual Art and Design 2010–2011 [touring exhibition catalogue], Department of Education, Training and the Arts, Queensland Government, 2009.