

CINDY SHERMAN

GALLERY OF MODERN ART
28 MAY – 3 OCT 2016

SECONDARY LEVEL RESOURCE TEACHER NOTES

CURRICULUM INFORMATION

This secondary resource has been developed for use across Visual Art, Media, Drama and English subject areas with curriculum links to universal creative practices of ideation, processes and aesthetics (see Appendix 1).

Teachers can adapt questions and activities to deliver an ongoing unit of work or select relevant stand-alone learning experiences.

The suggested activities for students can be undertaken before, during and after an exhibition visit and can be used in conjunction with the **Secondary Level Resource – Student Worksheet**.

The activities encourage students to investigate contemporary society's ongoing fascination with appearance, narcissism and the cult of celebrity, as well as the use of digital photography to manipulate or embellish.

CREATIVE LANGUAGE

'Cindy Sherman' highlights the common creative language at play in the study of Visual Arts, Media Arts, Drama and English.

Key ideas to explore with students in relation to Cindy Sherman's practice include:

- Cultural theory and philosophy
- Parody and the Dionysian impulse
- Digital photography as a medium of representation
- The artist's aesthetics
- Meta-feminism
- Satire and caricature
- Female archetypes and subjects.

An overview of the key works featured in the **Student Worksheet** is outlined below:

	PARODY AND THE DIONYSIAN IMPULSE FAILURE / AMBIVALENCE / SELF	ARCHETYPES AND CHARACTERS GENDER / AGE / WEALTH	PORTRAITS OF SELVES FACE / BODY / IMAGE
BEFORE VISIT RESEARCH AND LEARN	Satirists and caricaturists: Crumb, Condo, Currin 	A strange band of characters: 'murals' 2010 	Gender is performance 
DURING VISIT OBSERVE, COLLECT AND RECORD	Wannabes and outsiders: 'head shots' 2000–02 	Typecasts: 'society portraits' 2008 	Masquerades: 'clowns' 2003–04 and 'society portraits' 2008 
AFTER VISIT DEVELOP AND CREATE	Fashion faux pas: 'Balenciaga' 2007–08 	Life drawing 	Vignettes and digital putty: 'Chanel' 2010–12 

Images courtesy: The artist and Metro Pictures, New York / © The artist

AUSTRALIAN CURRICULUM LINKS

Appendix 1: Content Descriptors for Visual Arts, Media Arts and Drama Years 9–10 and English Year 10

	VISUAL ARTS	MEDIA ARTS	DRAMA	ENGLISH
IDEATION	<p>Conceptualise and develop representations of themes, concepts or subject matter</p> <p>(ACAVAM125)</p>	<p>Experiment with ideas and stories that manipulate media conventions and genres</p> <p>(ACAMAM073)</p>	<p>Improvise with the elements of drama and narrative to develop ideas and explore subtext</p> <p>(ACADRM047)</p>	<p>Analyse the use of symbols, icons and myths in artworks and how these augment meaning</p> <p>(ACELA1560)</p>
PROCESS	<p>Plan and design artworks that represent artistic intention</p> <p>(ACAVAM128)</p>	<p>Plan and design media artworks that challenge the expectations of specific audiences</p> <p>(ACAMAM076)</p>	<p>Engage audiences through manipulation of dramatic action, performance styles and design elements</p> <p>(ACADRM050)</p>	<p>Create sustained texts that reflect upon challenging and complex issues</p> <p>(ACELY1756)</p>
AESTHETICS	<p>Develop representations of themes, concepts or subject matter, reflecting on styles of artists</p> <p>(ACAVAM125)</p>	<p>Refine media production skills to integrate and shape the technical and symbolic for a specific purpose, meaning and style</p> <p>(ACAMAM075)</p>	<p>Evaluate how the elements of drama convey meaning and aesthetic affect</p> <p>(ACADRR052)</p>	<p>Experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts</p> <p>(ACELT1637)</p>

The definitions below are available in the ACARA online glossaries for Visual Arts, Media Arts, Drama and English, Foundation to Year 10:

AESTHETIC:

Visual Arts

Media Arts

Drama

English

POINT OF VIEW:

English

REPRESENTATION:

Visual Arts

Media Arts

Drama

STYLE/STYLISTIC FEATURES:

Visual Arts

Media Arts

Drama

English

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This resource has been developed by QAGOMA Learning Staff in consultation with Ellie Buttrose, Associate Curator, International Contemporary Art, QAGOMA.

QUEENSLAND CURRICULUM VISUAL ARTS SENIOR SYLLABUS

Responding/Appraising

- Refine visual literacy abilities to read and process artworks (e.g. recalling and discriminating)
- Critically reflect on and challenge meanings, purposes, practices and approaches of contemporary artists
- Observe, collect, compile and record visual, verbal and sensory information and ideas from a variety of sources and contexts
- Deconstruct artworks and reconstruct their intent for a different context and purpose.

Making

- Engage in innovative explorations of media, ideas, technologies, processes and techniques
- Work to the limitations of selected materials, media and technologies, as well as experiment to exploit their intrinsic qualities
- Develop, resolve and reflect to demonstrate a personal aesthetic (style expression).