

SUGAR SPIN

YOU, ME, ART AND EVERYTHING

GOMA
TURNS
10

TEACHER NOTES

ABOUT THE EXHIBITION

'Sugar Spin: you, me, art and everything' brings together works by remarkable Australian artists with those of their global peers to celebrate the creative depth and diversity of the Gallery's Collection. This exhibition plays with ideas of abundance, dizziness and disorientation in five contrasting chapters, moving from light to dark and from the monumental to the minute. It offers a series of paths to explore, traversing heady colour, darker anxieties, soaring rhythms and precious treasures, before opening to encompass the wider cosmos. The artworks in 'Sugar Spin' take our breath away, swiftly at times, filling us with wonder. At other points they unfold more slowly and reflect our own fears and uncertainties. The ancient creation narratives of this land are renewed and echo from afar.

'Sugar Spin' is a celebration, but also a reflection on a time in which truth is spun and sugar-coated, attention spans are short, trust is fractured, and we are eager for one sugar hit after another. Joy and danger animate us as sweet seekers, but we are also storytellers and sense-shapers, ready to look, feel, talk and together shape new futures. Visit the [exhibition webpage](#) for more information.

KEY IDEAS TO EXPLORE WITH STUDENTS

SWEETMELT

*Imagine
a happy hot little hand
a hand full
of sweets*

BLACKWATER

*Imagine
swimming over black water
Bright sunlight overhead
endless depths beneath*

SOARING

*Imagine the earth falling away
beneath you, a sensation of lightness
The land below is all pattern and
rhythm, a dappled skin*

TREASURE

*Imagine your hand
holding a treasure passing it on
Imagine a small happy hand
holding this treasure*

COSMOS

*Imagine the journey
of an ancient serpent
Bending and rewriting
space and time
Imagine you are high above
the earth, leaving this atmosphere
heading into the stars
Imagine you are a particle*



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QAGOMA
LEARNING



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This resource has been developed by QAGOMA Learning Staff and Geraldine Barlow, Curatorial Manager, International Art, QAGOMA.

QAGOMA LEARNING COLLECTION RESOURCE

qagoma.qld.gov.au/collectionresource

Expanded information about the artists and artworks featured in the printed student worksheet are available online for schools to access and utilise either in the classroom, or to create customised worksheets to focus on specific units of study.

Each hyperlink below provides further information about the artworks, as well as questions for investigation and activities, suitable for in-Gallery and classroom use.

Australian Curriculum (Years 7 to 10) content descriptions from key subject

areas are also included. The codes are hyperlinked to the elaborations content. To investigate cross-curriculum priorities, please visit the Australian Curriculum, Assessment and Reporting Authority [website](#).

QUEENSLAND CURRICULUM VISUAL ARTS SENIOR SYLLABUS

RESPONDING/APPRISING

'Sugar Spin' presents almost 250 works from the State's Art Collection. The curatorial intent of the five chapters within 'Sugar Spin' offers a unique opportunity for secondary students to appraise works within the broader context of GOMA turning ten.

The exhibition brings together artists from Australia, the Asia Pacific and beyond in a celebration of ideas.

MAKING

The highly sensory nature of 'Sugar Spin' will inspire students to consider a range of creative methods. Each of the exhibition's five chapters will potentially provoke creative responses, while concepts may invite experimentation with and research into artist practices and approaches to resolving works across varied scales and media.

THEME / LOCATION	ARTIST	AUSTRALIAN CURRICULUM LINKS
SWEETMELT Gallery 1.1 + 1.2	Hrafnhildur Arnardóttir aka Shoplifter <i>Nervescape V</i> 2016 Nick Cave <i>Heard</i> 2012 Jan Nelson <i>Walking in tall grass, Matt</i> 2007	MEDIA Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences Also explore: • Angelica Mesiti <i>Citizens Band</i> 2010–12 Years 9 and 10 (ACAMAR078)
BLACKWATER Gallery 1.1	Yang Shaobin <i>X-Blind Spot No.4</i> 2008 Anne Noble <i>Ruby's room no.17</i> 2001 Ron Mueck <i>In bed</i> 2005	VISUAL ARTS Develop representations of themes, concepts, or subject matter, reflecting on styles of artists Also explore: • Nathalie Djurberg <i>Putting down the prey</i> 2008 Years 9 and 10 (ACAVAM125)
		ENGLISH Create sustained texts that reflect upon challenging and complex issues Also explore: • eX de Medici <i>Live the (Big Black) Dream</i> 2006 Year 10 (ACELY1756)
SOARING Gallery 3.3	Tobias Putrih <i>Connection</i> 2004 Doreen Reid Nakamarra <i>Untitled (Marrapinti)</i> 2008 Gabriel Orozco <i>Double tail</i> 2003	SCIENCE Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations Also explore: • Rivane Neuenschwander <i>Contingent</i> 2008 • Yuken Teruya <i>Notice – Forest</i> 2006 Year 10 (ACISIS208)
TREASURE Gallery 3.3	Fiona Hall <i>Tender</i> 2003–06 Philip Corner <i>Sound stones</i> 1985 Unknown <i>Netsuke: (garden within an open clam)</i> 19th century	VISUAL ARTS Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich visual art-making Also explore: • Lee Mingwei <i>Writing the unspoken</i> 1999 Years 9 and 10 (ACAVAR131)
		MUSIC Plan and organise compositions with an understanding of style and convention Also explore: • Céleste Boursier-Mougenot <i>from here to ear (v.13)</i> 2010 Years 9 and 10 (ACAMUM102)
COSMOS Gallery 3.4	Huang Yong Ping <i>Ressort</i> 2012 Judy Watson <i>grandmother's song</i> 2007 Tracey Moffatt <i>Night spirits no.4 'Nunnery in yellow, youth in blue, desert in red'</i> (from 'Night spirits' series within the 'Spirit landscapes' series) 2013	ENGLISH Analyse the use of symbols, icons and myth in artworks and how these augment meaning Also explore: • Latifa Echakhch <i>À chaque stencil une révolution (For each stencil a revolution)</i> 2007 • Monir Shahroudy Farmanfarmaian <i>Lightning for Neda</i> 2009 Year 9 (ACELA1560)
		SCIENCE The universe contains features including galaxies, stars and solar systems, and Big Bang theory can be used to explain the origin of the universe Also explore: • Clifford Possum Tjapaltjarri <i>Two Jangala warriors from Warlugulong</i> 1995 Year 10 (ACSSU188)