

SUGAR SPIN

YOU, ME, ART AND EVERYTHING

TURNING
GOMA
10

TEACHER NOTES WILDERNESS TRAIL

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



PUBLISHER

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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 artworks relating to a specific study unit.

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 INFORMATION

FOUNDATION TO YEAR 6

This artwork selection aims to inspire primary students to respond to ideas in their own art making. Content descriptions demonstrative of learning opportunities within the exhibition are outlined across key subject areas below. The codes are hyperlinked to the Australian Curriculum elaborations. To investigate cross-curriculum priorities, please visit the Australian Curriculum, Assessment and Reporting Authority [website](http://www.acara.edu.au).

VISUAL ARTS (ALL ARTISTS)

The 'Wilderness Trail' provides an array of different lenses through which the

relationship between humanity, animals and the broader cosmos, encourages students to look and respond in new ways.

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
[Foundation to Year 2 \(ACAAM106\)](#)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks
[Years 3 and 4 \(ACAVAR113\)](#)
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts
[Years 5 and 6 \(ACAVAR117\)](#)

| ARTIST | THEME / LOCATION | AUSTRALIAN CURRICULUM LINKS | |
|---|---|---|--|
| JUDY WATSON <i>TOW ROW</i> 2016 | QUEENSLAND INDIGENOUS PUBLIC ART COMMISSION GOMA Forecourt | GEOGRAPHY The ways in which Aboriginal and Torres Strait Islander peoples maintain special connections to particular Country/Place Also explore: Clifford Possum Tjapaltjarri <i>Two Jangala warriors</i> 1995 | Year 2 (ACHGK011) |
| HRAFNHILDUR ARNARDÓTTIR AKA SHOPLIFTER <i>NERVESCAPE V</i> 2016 | SWEETMELT Gallery 1.2 | GEOGRAPHY Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people Also explore: Rivane Neuenschwander <i>Contingent</i> 2008 | Year 6 (ACHGS046) |
| NICK CAVE <i>HEARD</i> 2012 | SWEETMELT Gallery 1.1 | DANCE Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance Also explore: Ken Thaiday Sr <i>Beizam headdress (Black bamboo triple hammerhead shark)</i> 1999–2000 | Years 5 and 6 (ACADAR012) |
| | | MUSIC Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons Also explore: Angelica Mesiti <i>Citizens Band</i> 2010–12 | Years 3 and 4 (ACAMUR087) |
| CÉLESTE BOURSIER-MOUGENOT <i>FROM HERE TO EAR (V.13)</i> 2010 | SWEETMELT Gallery 3.2 | SCIENCE Sound is produced by a range of sources and can be sensed Also explore: Latifa Echakhch <i>À chaque stencil une révolution (For each stencil a revolution)</i> 2007 | Year 1 (ACSSU020) |
| | | MUSIC Respond to music and consider where and why people make music Also explore: Philip Corner <i>Sound stones</i> 1985 | Foundation to Year 2 (ACAMUR083) |
| MICHAEL PAREKOWHAI <i>THE HORN OF AFRICA</i> 2006 | SWEETMELT Pavilion Walk (Outside Gallery 3.3) | HISTORY How the stories of the past can be communicated through artefacts and photographs in museums Also explore: eX de Medici <i>Live the (Big Black) Dream</i> 2006 | F-6/7 HASS (ACHASSK013) |
| BHARTI KHER <i>THE SKIN SPEAKS A LANGUAGE NOT ITS OWN</i> 2006 | SOARING Gallery 3.3 | HISTORY The nature of colonial presence, including the factors that influenced patterns of development and aspects of the daily life of the inhabitants Also explore: Paola Pivi <i>One love</i> 2007 | Year 5 (ACHHK094) |
| FIONA HALL <i>TENDER</i> 2003–06 | TREASURE Gallery 3.3 + 3.4 | SCIENCE Respond to and pose questions, and make predictions about familiar objects and events Also explore: Yuken Teruya <i>Notice – Forest</i> 2006 | Year 1 (ACISIS024) |
| SHUHO <i>NETSUKE: (CHILD PLAYING WITH A PUPPY)</i> 19TH CENTURY | TREASURE Gallery 3.3 + 3.4 | HISTORY Identify and compare features of objects from the past and present Also explore: Monir Shahrودي Farmanfarmaian <i>Lightning for Neda</i> 2009 | Year 2 (ACHHS051) |
| HUANG YONG PING <i>RESSORT</i> 2012 | COSMOS Gallery 3.4 | GEOGRAPHY The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places Also explore: Cai Guo-Qiang <i>Nine Dragon Wall (Drawing for Dragon or Rainbow Serpent: A Myth Glorified or Feared: Project for Extraterrestrials No. 28)</i> 1996 | Year 3 (ACHGK018) |
| CLAIRE HEALY AND SEAN CORDEIRO <i>FUTURE REMNANT</i> 2011 | COSMOS Pavilion Walk (Outside Gallery 3.4) | SCIENCE Earth's surface changes over time as a result of natural processes and human activity Also explore: Gabriel Orozco <i>Double tail</i> 2003 | Year 4 (ACSSU075) |