

DAVID LYNCH

between two worlds

SECONDARY
LEVEL RESOURCE

TEACHER NOTES

Curriculum information

This senior secondary resource has been developed for use across Visual Art, English, Media, Drama and Music 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 focus artwork *Untitled 2007* embodies David Lynch's multidisciplinary approach to his practice. The following activities for students can be undertaken before, during and after an exhibition visit and can be used in conjunction with the Worksheet for senior secondary students.

CREATIVE LANGUAGE

'Between Two Worlds' highlights the common creative language at play in the study of Visual Art, Media, Drama, Music and English. The definitions below are available in the ACARA online glossaries for English and the Arts, Foundation to Year 10:

AESTHETIC:

The Arts

English

POINT OF VIEW:

The Arts

English

REPRESENTATION:

The Arts

English

STYLE/STYLISTIC FEATURES:

The Arts

English

ADVISORY WARNING

Teachers, please note: 'David Lynch: Between Two Worlds' features adult themes, nudity, violent imagery and explicit language.

BEFORE: RESEARCH AND LEARN

Abstract fragments

DURING: OBSERVE, COLLECT AND RECORD

Mysterious ways: Observe clues and mysteries

Listen and learn: Examine the interplay between Lynch's work and his audience

Bodies and factories: Explore characters and settings

Grow small stories: Record thoughts and feelings

AFTER: DEVELOP AND DESIGN

Revelations: Combine and sequence

QUEENSLAND CURRICULUM 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).

AUSTRALIAN CURRICULUM LINKS

APPENDIX 1: Content Descriptors for The Arts Years 9–10 and English Year 10

	ART	MEDIA	DRAMA	MUSIC	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>Evaluate music and compositions to inform own compositions</p> <p>(ACAMUR104)</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>Organise compositions with an understanding of style and convention</p> <p>(ACAMUM102)</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 effect</p> <p>(ACADRR052)</p>	<p>Arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music</p> <p>(ACAMUM099)</p>	<p>Experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts</p> <p>(ACELT1637)</p>

PRINCIPAL PARTNER



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