

# SECONDARY TEACHER RESOURCE

## ABOUT THE EXHIBITION

QAGOMA's Asia Pacific Triennial of Contemporary Art (APT) is the only exhibition series of the 160 biennials and triennials currently staged worldwide to focus on the contemporary art of Asia, Australia and the Pacific. 'The 8th Asia Pacific Triennial of Contemporary Art' (APT8) features over 80 artists, filmmakers and performers from more than 30 countries, and reflects the vigour of a number of new and expanding creative centres throughout the region. APT8 also features 17 Australian and Indigenous Australian artists. For the first time, artists from Mongolia, Nepal, Iraq, Kyrgyz Republic and Georgia are included. Among the special focus projects is a major display of indigenous Indian art and the contemporary performance project Yumi Danis (We Dance), co-curated by ni-Vanuatu author and musician Marcel Meltherorong and developed with Kanak artist Nicolas Molé and 15 performers.

APT8 has an emphasis on performance, including live action, video and kinetic art, as well as figurative painting and sculpture. Many of the artists explore how the human form is used to express cultural, social and political ideas at a time of enormous change. Below are some broad concepts to explore with students:

**The collective and social body:** How bodies are used, organised into, and activated by social, political and economic structures.

**Modernity and identity:** How artists use the representation of the body to explore its symbolic potential and question identities.

**Vernacular as a process:** How we use everyday materials and processes to create art; how art transforms the everyday.

**The occupation of space:** How we inhabit space and relate to our land; how space is governed and transformed by politics, belief and conflict.

## AUSTRALIAN CURRICULUM CROSS-CURRICULUM PRIORITIES

### ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES (ATSIHC)

APT8 continues QAGOMA's tradition of featuring the work of leading contemporary Indigenous Australian artists. Brook Andrew's *Intervening time* installation, and its connection to the Australian collection, relates to the organising ideas (people, culture, country/place) of the ATSIHC cross-curriculum priority.

### ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

The APT8 Education Resource provides information and classroom activities that directly relate to a diverse range of Asian artists and their work. The resource assists students to learn more about Asian societies, cultures, beliefs and environments.

## SUSTAINABILITY

Sustainability is an important concept for many exhibiting artists in APT8. Students can be inspired by the novel and innovative ways APT8 artists reinterpret 'junk' or abandoned places and objects, which may be of service once more in society. APT8 artists encourage action that is future-focused and socially just.

## GEOGRAPHY

YEARS 7 AND 8	YEARS 9 AND 10
<a href="#">ACHGK046</a> <a href="#">ACHGK049</a>	<a href="#">ACHGK065</a> <a href="#">ACHGK068</a>

## VISUAL ARTS

YEARS 7 AND 8	YEARS 9 AND 10
Responding: <a href="#">ACAVAR123</a> Making: <a href="#">ACAVAM120</a>	Responding: <a href="#">ACAVAR131</a> Making: <a href="#">ACAVAM128</a>

## HISTORY

YEARS 7 AND 8	YEARS 9 AND 10
<a href="#">ACDSEH045</a> <a href="#">ACDSEH061</a>	<a href="#">ACDSEH020</a> <a href="#">ACDSEH147</a>

## MEDIA ARTS

YEARS 7 AND 8	YEARS 9 AND 10
<a href="#">ACAMAR071</a> <a href="#">ACAMAR072</a>	<a href="#">ACAMAM073</a> <a href="#">ACAMAR078</a>

## SENIOR QUEENSLAND SYLLABUS VISUAL ARTS

### APPRAISING

- Explore contemporary visual arts practices and emerging technologies used by contemporary artists.
- Critically reflect on and challenge meanings, purposes, practices and approaches of contemporary artists.

### MAKING

- Observe, collect, compile and record visual, verbal and sensory information and ideas from a variety of sources and contexts.
- Use skills, techniques and processes to explore and manipulate a diversity of materials, techniques and technologies.
- Engage in innovative explorations of media, ideas, technologies, processes and techniques.
- Develop, resolve and reflect to demonstrate a personal aesthetic (style expression).

# FOR THE CLASSROOM

The accompanying Student Resource addresses selected artworks from the exhibition. Relevant classroom activities relating to these artworks are listed below. Artist names are hyperlinked providing further information and artwork images. For more information, visit [qagoma.qld.gov.au/apt8/artists](http://qagoma.qld.gov.au/apt8/artists)

ARTIST	FOR DISCUSSION / ACTIVITIES
<a href="#"><u>ANIDA YOEU ALI</u></a>	Brainstorm ideas for an interactive installation where you become part of the artwork. Plan a performance which inserts your costumed-self into an unusual scenario to tell a story, communicate a social message, and/or generate responses from members of the audience. Make a video or photo diary of each performance for display and support this with an artist statement.
<a href="#"><u>NGE LAY</u></a>	Make a wire and plaster sculpture maquette of yourself as a small child performing an activity you once loved, such as reading, playing or drawing.
<a href="#"><u>NOMIN BOLD</u></a>	Create an artwork about your own personal journey. Arrange the composition to resemble a labyrinth or aerial view map revealing clues of your location and life experiences. Centralise what is most important to you and surround this with images and scenes from everyday life; include visual references to your past and present.
<a href="#"><u>ASIM WAQIF</u></a>	Research the vernacular architecture of Queensland and represent this through a series of drawings using various media, e.g. pen, pastel, pencil and digital drawing. Reinterpret these drawings in three-dimensional mediums using found objects and recycled materials. Incorporate light or sound effects to encourage viewer interaction.
<a href="#"><u>HAEGUE YANG</u></a>	Find everyday objects to create geometric installations. Consider disposable cups, cutlery or recyclable materials that are able to be collected and used as multiples. Position the objects by inverting, juxtaposing and arranging them around a modular form. Use LED lights to enhance the object when displayed.
<a href="#"><u>YUMI DANIS (WE DANCE)</u></a>	Outline the ways APT8 artists have drawn on customary practices to bring different knowledges together.
<b>FOCUS:</b> <a href="#"><u>BROOK ANDREW</u></a>	Gather 5–10 historical images that represent a visual timeline in relation to people, culture or country/place. Layer your chosen images with found text. Use collage or digital manipulation to construct your composition. Alternatively, your work may reference a more personal collection of family photographs.

## PUBLISHER

Queensland Art Gallery | Gallery of Modern Art  
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Published in association with 'The 8th Asia Pacific Triennial of Contemporary Art', an exhibition organised by, and held at, Queensland Art Gallery | Gallery of Modern Art (QAGOMA), Brisbane, Australia, 21 November 2015 – 10 April 2016.

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