

## Notes for teachers

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This exhibition guide is intended for secondary students to use in the exhibition space. Simply download and photocopy the PDF for the number of students in your class.

The guide also includes some suggestions suitable for post-visit activities in the classroom.

Prior to visiting the exhibition, you might like to engage in a class discussion with your students about the following elements:

### **Exhibition display**

- How are works displayed? (e.g. video monitors, cabinets, plinths)
- What colours and graphics have been chosen?
- How do people walk around the exhibition space?

### **Art work information**

- Where are the art work labels and didactic situated?
- How do visitors use the exhibition catalogue while engaging with the exhibition?
- In what ways does the exhibition DVD assist us to learn more about the works on display?

### **Major themes**

- What themes become apparent as you walk through the exhibition?
- Which contemporary issues and ideas are reflected?

## Curriculum information

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Through their engagement with the ideas and works presented by the young artists in 'Creative Generation Excellence Awards in Visual Art and Design':

### Essential Learning – by the end of Year 9

#### Visual Art

Students will:

- research ideas to inform visual responses that consider social and cultural issues
- reflect upon the ways visual documentation is used to develop images and objects
- investigate the ways media areas are used in isolation or in combination to make art works
- identify the ways visual arts elements and concepts are used in combination to create compositions
- deconstruct art works in relation to social, cultural, historical, spiritual, political, technological and economic contexts
- reflect on learning, apply new understandings and justify future applications (e.g. style, function, audience and purpose of art works)

#### Media

Students will investigate the ways in which:

- still and moving images, sounds and words are used to construct and reconstruct meaning in media texts
- media techniques and practices are used to deliver and exhibit media texts
- representations in media texts are influenced by different beliefs and ideas

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### Year 10 Guidelines: The Arts learning area

#### Media

Students will:

- analyse and evaluate products and their contexts of production and use
- reflect on their own learning, apply new understandings and make connections to inform future media experiences
- evaluate the way that technologies are used to express ideas in media production and use
- consider the way that representations of people, places, events, ideas and emotions are constructed
- identify the ways in which audiences are targeted

#### Visual Art

Students will:

- analyse, interpret, evaluate and reflect on images and objects by artists in the 'Creative Generation Excellence Awards in Visual Art and Design' exhibition, using visual language and expression to justify responses
- reflect on their own learning, apply new understandings and make connections to inform future visual art experiences (e.g. researching, developing, resolving and reflecting upon progression of ideas in their visual arts diaries)

## Curriculum information continued

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### Senior Syllabus

#### Visual Art

Students will:

- explore contemporary visual arts practices and emerging technologies
- undertake a critical analysis of art works, investigating artistic language and expression in direct relation to selected concepts, focuses and media areas
- critically reflect on and challenge meanings, purposes, practices and approaches of art works and artists
- refine visual literacy abilities to read and process the images (e.g. recalling and discriminating)

#### Film, Television and New Media

While viewing the moving-image works in the exhibition, students will:

- analyse and evaluate how moving-image media construct versions of reality
- analyse and evaluate the effectiveness of the narrative conventions of different moving-image media
- compare specific styles of different moving-image media
- evaluate how representations have been formed to confirm or challenge particular identities and stereotypes
- draw on audiences' prior experiences to actively engage them and/or challenge and reward them
- determine how target audiences have been potentially positioned for a particular purpose (e.g. consumers, citizens or imaginative beings).

The following curriculum documents have been referred to:

- Assessment and Reporting Framework for The Arts, focusing on learning and assessment around the Essential Learnings and Standards for Visual Art and Media (© The State of Queensland, Queensland Studies Authority, 2007).
- Film, Television and New Media Senior Syllabus (© The State of Queensland, Queensland Studies Authority, 2005 and its licensors).
- Year 10 Guidelines: The Arts learning area. First version released January 2009 (© The State of Queensland, Queensland Studies Authority, 2009).
- Senior Syllabus – Visual Art (© The State of Queensland, Queensland Studies Authority, 2007).

Artists' statements are drawn from *Creative Generation Excellence Awards for Visual Art and Design 2009–2010* [touring exhibition catalogue], Department of Education, Training and the Arts, Queensland Government, 2009.