



Mirka Mora – Untitled (sketch book page) 1983

ART

HOLIDAY HOMEWORK

Year 12 – 2019

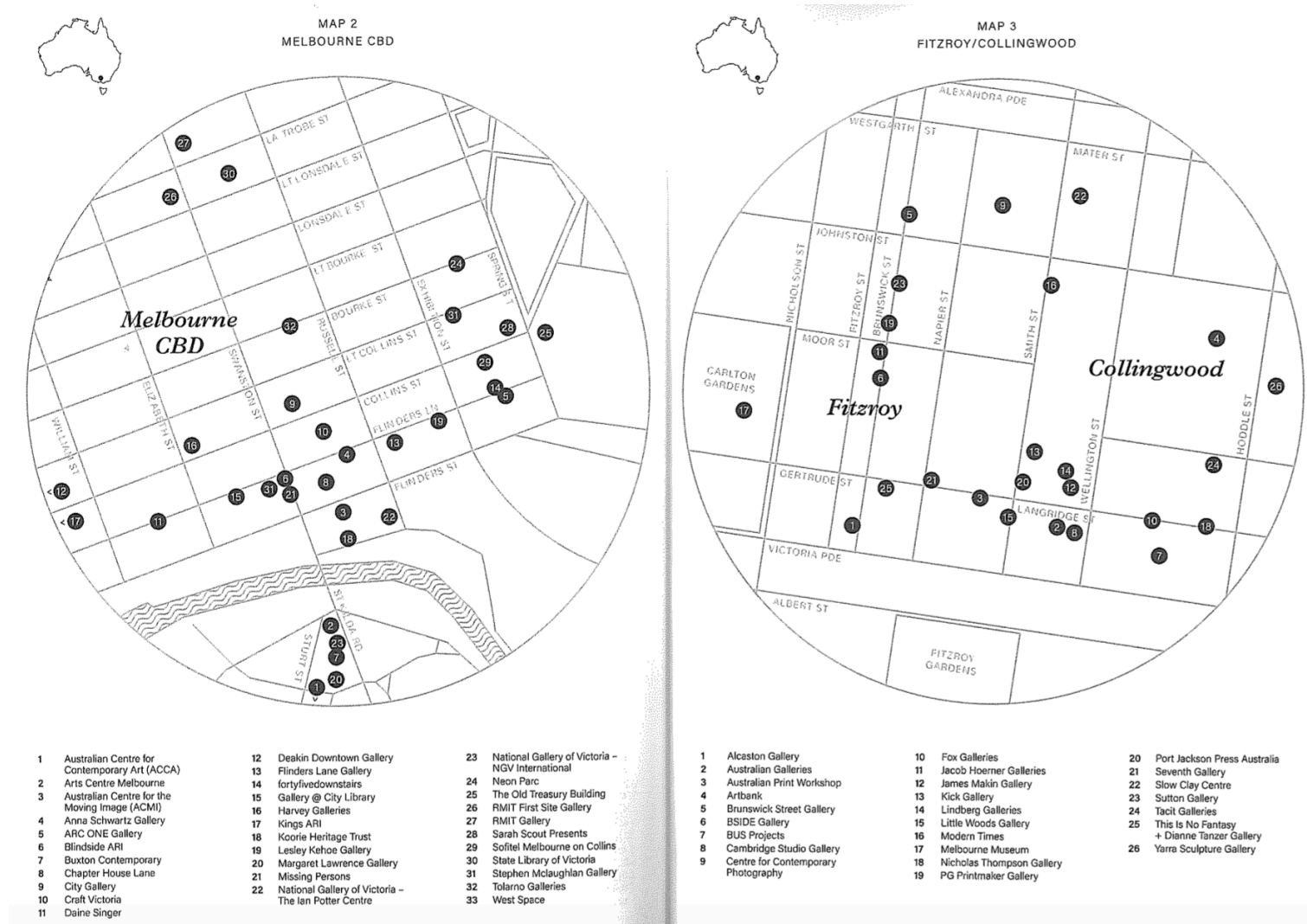
Teacher / Subject Coordinator:	Stephanie Cross cross.stephanie.a@edumail.vic.gov.au
Work required in preparation for the start of 2019:	Visit exhibitions that are on at galleries over the summer holidays. Select your theme/topic that you will begin to focus on for Year 12. Notes for your draft statement of intention & brainstorm. Collect 15 sources of inspiration and undertake research for your folio. Choose your two artists for the Unit 3 SAC.
Textbooks and other resources:	Textbook: Articulate (order digital version through Campion – see booklist!) https://sssc.vic.edu.au/student-resources/booklists/ + Deans Art Kit Art Almanac (monthly) and/or Art Guide (bi-monthly publication) – these A5 sized magazines available from the newsagency give you information on where to find exhibitions and articles/reviews about artists and their art. https://www.art-almanac.com.au AND / OR https://artguide.com.au
Key Links:	VCAA Art page: https://www.vcaa.vic.edu.au/Pages/vce/studies/art/artindex.aspx Find the Study Design, past exam papers, assessment information, etc here. NGV National Gallery of Victoria: Learn - resources to explore and for study https://www.ngv.vic.gov.au/learn/
Due date:	First class 2019 – please be ready to start your SAT Folio and have artists for SAC!!!

Holiday Homework

TASK #1

Go and visit and gallery/galleries and immerse yourself in an exhibition(s) of your choice!!

Victoria and Melbourne really are the arts capital of Australia, we are so fortunate to be surrounded by a range of gallery and exhibition spaces. Check out this map for galleries in and around Melbourne – in the CBD, Fitzroy and Collingwood areas:



Suggested Current Exhibitions:

National Gallery of Victoria - <https://www.ngv.vic.gov.au> {Free & Paid \$\$}

There are two locations;

NGV Australia (Federation Square) – Baldession & Whiteley, Ken Unsworth, Polly Borland

NGV International (St Kilda Road) – Escher X Nendo

ACCA Australian Center for Contemporary Art - <https://acca.melbourne> {Southbank - Free}

Town Hall Gallery - {Hawthorn - Free}

<https://www.boroondara.vic.gov.au/recreation-arts/boroondara-arts/visit-us/town-hall-gallery>

Heide – Museum of Modern Art: Mirka Mora, Sweeney Reed <https://www.heide.com.au> {Bulleen - Paid \$\$}

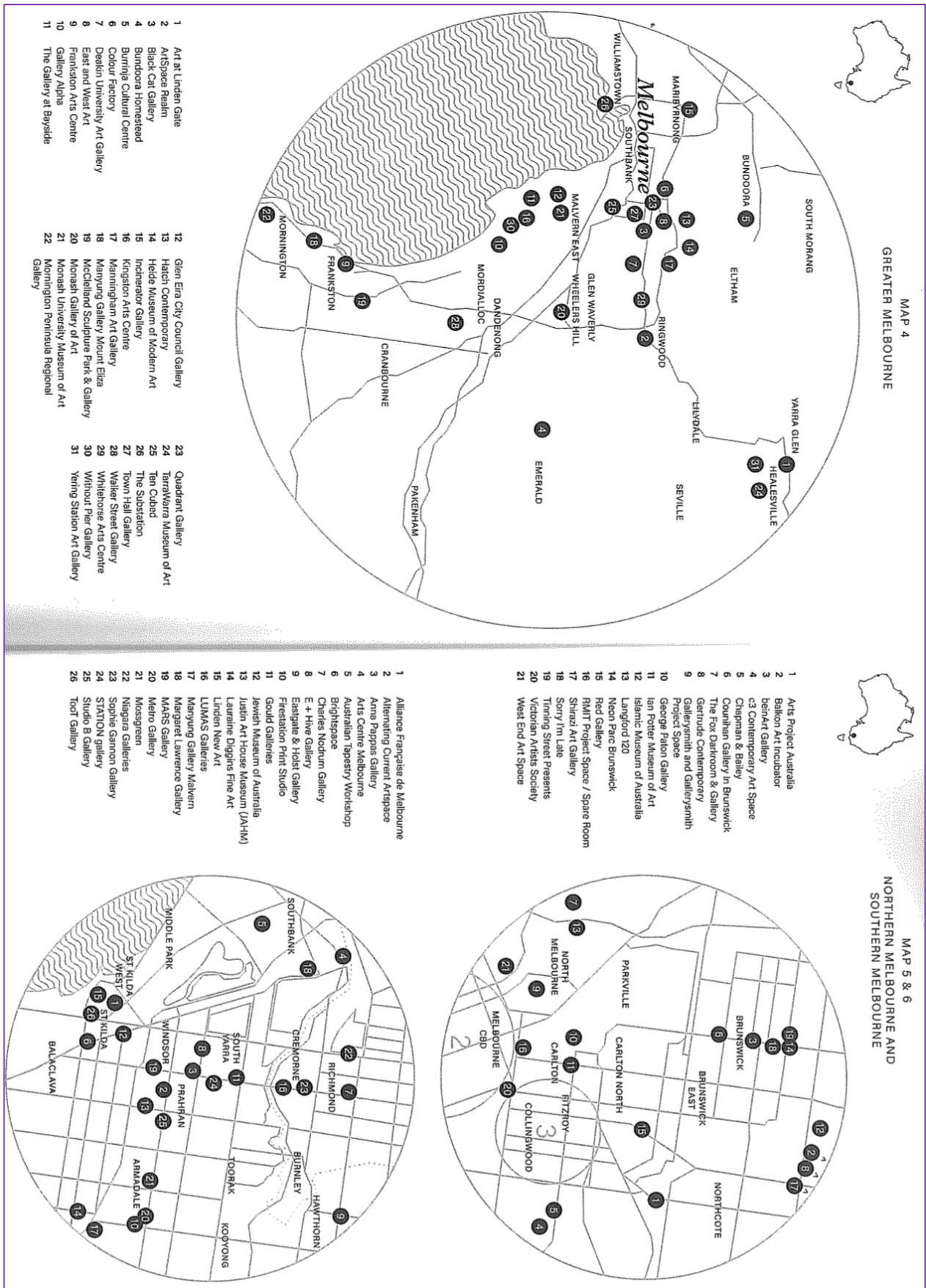
Tarrawarra Museum of Art: Patricia Piccinini & Joy Hester <http://www.twma.com.au> {Healesville - Paid \$\$}

Center for Contemporary Photography <https://ccp.org.au> {Fitzroy - Free}

Ten Cubed <http://www.tencubed.com.au> {Glen Iris - Free}

There will be a gallery somewhere near you!!

Check out this map for galleries just outside of Melbourne and in the suburbs:



When you visit any exhibition(s) collect all the relevant information (brochures/pamphlets etc) that goes with it. Going to view art is used as a way to inspire you, and for you to undertake research on artists and their artworks. All information can be used in your folio and can connect to your practical art making if you choose.

Use the **NGV Resources** given to you to take notes when you visit at least 1 exhibition over the summer holidays!

TASK #2

Selecting your SAT Folio Topic/Theme...

Brainstorm & Notes...

Inspiration & Research...

Between now and the start of 2019 you must choose your theme, concept or idea you are interested in that will be the focus for your SAT Folio. In Art (unlike Studio Art), there is room for your theme to organically evolve through the art process and exploration but you must begin the year with a definite starting point. Therefore you must have chosen this to be able to start in your first class back !...

To do so - brainstorm and create a mindmap about things you would like to pursue in Art. It could include: things you are passionate about or strongly connect to, political stances, materials or techniques you want to experiment with, art elements/principles like colour or movement, things you are worried about or would love to champion. In short, the choice is yours and you can choose **ANYTHING** but make sure you brainstorm around your ideas and hit the ground running. In Week 1 you should be keen to get cracking on exploring your theme and developing your ideas, skills and techniques.

After doing this thinking/brainstorming activity in your transition class, now it's time to do your own!

NEPAL

- Artists**
 - Wide Nones**: I am fascinated by the way he used colour. His paintings were bright + vibrant + this is something I want to incorporate into my exploration.
 - Jennie Haugman**: - Scenic artist who focuses on painting realistic mountain landscapes. Also fell in love with mountains through, including + wants to make visitors feel the same emotions as she did while painting.
 - Edward Hopper**: - American painter who focuses on chiaroscuro painting techniques, could potentially use this technique when painting mountains + depicting light + shadow.
 - William Turner**: Arrive from the romantic period. He painted many mountain landscapes and I am interested in the way in which he expressive light + shadow.
 - Walter Ruttenberg**: - Australian watercolor artist who focuses on painting mountains. Usually painted mountains at close range with detail.
- Techniques**
 - Oil + acrylic paint**: - Blending → to create a soft and calming domestic.
- Oil → suggests texture e.g. of rock/mountains
- chiaroscuro → to create strong contrasts between light + shadow. I think this technique will be effective in emphasizing the shape and form of mountains.
 - Watercolour paint**: - washes → to create a smooth finish that hopefully has a calming effect on viewers when they look at it.
- wet-in-wet → to produce a soft effect.
 - Paint**: - To be authentic to Nepalese style of art, I want to explore with paint because oil paint is a key material in Nepalese artworks.
- explore 3 mediums of paint: watercolour, acrylic, oil.
 - Canvas**: Most of the artworks that I saw in Nepal were painted on canvas. I could explore to learn the canvas paper and a canvas board.
 - Other**: - penmanship
- spray
- pencil
 - Acrylic**: - would like to experiment with it if I don't use oil paint because I'm inspired by how it expresses the vibrancy of colour. Colour is something I want to emphasize.
- Emotions**
 - Everest Base Camp**: mainly felt relief that I had made it after 1 week of walking.
 - disappointment**: that we couldn't see the view from the camp.
 - looking at the terrain**: landscapes, there is a sense of calmness + tranquility that I have never felt before.
 - I want visitors to feel this as well when they see my artwork**.
 - Some of awe + wonder** when looking at the mountains, as it was so different to the Australian landscape that I am familiar with.
 - Emphasise a colour of country national pride - independence**.
 - Blue is the colour for peace**.
 - Red represents the royal house**.
 - Yellow represents the Rana family**.
 - Nepalese flag is the only non-British national flag making it very unique + distinctive**.
 - The 2 triangles represent the Himalayan mountains**.
 - Trees are able to grow over 1000m in altitude so scenery is abundant in vegetation**.
 - Higher altitudes**: - grey
- white
- brown
- only colour came from prayer flags.
 - Lower altitudes**: - brown
- green
- red/orange
- bright/icy blue (water)
 - Higher altitudes**: - grey
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- Spirituality**
 - Tibetan prayer wheels**: These were along our route journey which looking, it we would have to spin them in a clockwise direction to bring good fortune.
 - Manikara**: many Buddhist monasteries situated in the mountains. I was fascinated by the concept of being a Buddhist monk and being so isolated from the rest of human by pilgrims, but in some of the most picturesque areas.
 - expert mountaineer**: when reaching an area they have so much knowledge of the area + the experience in mountaineering.
 - Tenzing Norgay**: first to summit Everest in 1953.
 - Mountains**: - snow capped mountains + mountains in reds (over altitudes)
- interested in the way that mountains capture light + shadows. Am inspired by the contrasting created by the groups of a mountain.
- Ama dhablam Everest
- silhouette of the mountain range.
 - Himalayan landscape**: - Would like to emphasize the height + grandness of the mountains.
- **Altitude**: shows how landscape changes over the altitude e.g. at low altitudes landscape is green in abundance of trees, but up high.
- Tibetan Prayer Flags**
 - Tibetan word for prayer flag** is for the "dar" means to increase life, "cho" means all sentient beings.
 - Symbolism**: each colour represents the five elements: - Blue → sky (space)
- white → air (wind)
- red → fire
- Green → water
- Yellow → earth → All key aspects of a landscape.
 - Harmony of vibrant colours** achieved through mixture of elements.
 - Small coloured squares** wrapped around rocks to make important stones along ridges of around temples.
 - Prayer flag should never be still but rather be blowing in the wind as it is said that their count positive spiritual vibrations + the prayers are carried by the wind like silent prayers.**
 - Sherpa**: means people from the east. Sherpa originated from a few families who migrated from the east.
 - Their spiritual connection** to the land around them. To a good mountain has a significance and story behind it that makes it sacred.
 - Mountains**: - Housing that shapes like but - lives amongst at the construction of their towns that were literally on the sides of mountains.
- Employment of Sherpa to tour guides
- transporting heavy loads
- carrying heavy loads of food - a major method of goods up the mountains.
 - Colours**: - Lower altitudes: - brown
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- Nepalese Art**
 - Manikara**: - Popular form of art in Nepal especially for Buddhism + Hinduism.
- intricate designs that can take months to complete.
- typically circular in shape.
- symbol of peace + unity and can also be used for reflection + meditation.
 - All of artworks** were of mountains, Sherpas, yaks + other aspects of the Nepalese culture.
 - Oil paintings in Galleries** along the trail typically oil paint on a sheet of canvas paper is a nice white border around painting.
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Folio:

You will be given your folio in the first class of your year – however you wish to buy your own “journal” or “display book” this is up to you. If you decide to do this, please make sure you bring this with you to class first day back!

Inspiration:

You will need to collect **15** different sources of inspiration that relate to your topic/theme. Inspiration can be from any source – they just need to inspire you in some way, and only you can justify/annotate about this. Inspiration could be about content (what it is about) or style (what it looks like)...or what you could do with it...etc!

Some ideas...but not limited to:

- ✓ Examples of artworks from your favourite artists in a range of different artforms
- ✓ Packaging from boxes, breakfast cereal
- ✓ Movie flyers / tickets
- ✓ Postcards from advertising stands, stamps
- ✓ Events you attend – concerts, gigs
- ✓ Business cards
- ✓ Newspaper or magazine clippings – both written articles and found pictures/images
- ✓ Books old and new / photocopies
- ✓ The internet
- ✓ Photographs that you take on holidays

You must bring your collected sources of inspiration with you to the 1st class!



TASK #3

Artists & Unit 3 SAC

Pre & Post 1990 Artists:

For the Unit 3 SAC you will be comparing the works of two different artists. One artist must have produced artworks before 1990 and the other must have produced art mainly after 1990. It is important to look for connecting links between the artists as you will be analysing two artworks by each artist and comparing their artistic practice. This involves discussing the historical and cultural influences on their work so **you must absolutely 100% make sure you choose artists whose work and life (time period, influences etc) has been heavily documented.**

Textbook: Art-iculate

You will need to purchase the digital copy of the textbook through Campion book sellers – alternatively you can purchase a hard copy if you would prefer but you will need to contact them, or another educational bookseller to arrange.

For this SAC refer to -

Chapter 8: Artworks, Ideas and Values

This covers both topics and the comparison of artists and their artworks using the analytical frameworks.

Other chapters from Year 11 are also relevant for helping you to select topics and artists:

Chapter 5: Artworks and Contemporary Culture

Chapter 2: Artworks and Meaning

Use the textbook as your starting point when selecting at least 1 of your artists. The artists that you select are recommended to be linked to your chosen topic/theme that you focus on for your folio but this is not a requirement.

Area of Study 1: Interpreting art

In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks.

Students must undertake:

- the study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990
- a comparison of the artists with detailed analysis of at least two artworks by each artist
- the application of relevant aspects of the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages

Outcome 1 On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

