

EXHIBITION: 'THE NIGHTINGALE AND THE ROSE', BY DEL KATHRYN BARTON

CONTENT

Exhibition Tour- Students are given a tour through Del Kathryn Barton's exhibition, 'The Nightingale and the Rose'. Students will then participate in a group discussion about the exhibition, and the processes and techniques used in animation and film which will then inform the following activity in storyboarding.

Storyboard Activity- Students will be given a step by step guide on how to begin their own storyboard. Students will gain inspiration from the exhibition animation, and other film-makers and actors they are interested in.

PRACTICE

Art Critical and Historical Studies- Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Artmaking- Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.

CONCEPTS EXPLORED

Gender roles, femininity, spirituality, sexuality, loss of innocence and romance.

FORMS

Painting and animation, (2D and 4D forms).

FRAMES

Subjective- Barton's paintings and animation express a range of emotional and imaginative interpretations that are reflected onto the audience.

Structural- Barton's artistic practice incorporates motifs, symbolism and a consistent form of detailed and whimsical illustration. Students will analyse the visual and structural composition of Barton's work.

CONCEPTUAL FRAMEWORK

Artist- Barton's artistic practice and process, and her collaboration with other artists within this exhibition will be explored.

Artwork- Students will analysis Barton's visual language, form, and composition.

Audience- Students will study how the audience views and responses to Barton's artwork, how Barton wants the audience to respond, and the reasoning behind these reactions.

STAGE	ACTIVITY/SUBJECT	AIMS AND OBJECTIVES	OUTCOMES
STAGE 4 (YEAR 7-8)	AC/AH STUDIES AC: Exhibition Tour ARTMAKING AC: Storyboarding SU: Painting, Animation and Film Production	<p>Through the exhibition tour, students in stage 4 will:</p> <ul style="list-style-type: none"> - Explore aspects of the artists practice, such as her processes in painting and animation, and how the artist uses these processes to interpret concepts. - Explore the conceptual framework, such as the purpose and relationship between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, and her artistic processes. - Begin to discuss and acknowledge that Barton's art can be interpreted from different points of view, (exploring the layers of meaning she has portrayed through her art). - Acknowledge that the critical analysis of artworks, and the history behind them construct layers of meaning and representation within Barton's work. <p>Through the storyboard activity, students in stage 4 will:</p> <ul style="list-style-type: none"> - Use a range of strategies to explore the practice and process of storyboarding, and the conventions and procedures behind it. - Explore the function of the conceptual framework, such as the purpose and relationship between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, which will then assist students in their own artistic process with storyboarding. - Make a storyboard that involves their understanding of the frames in focus, (subjective and structural). - Recognise and use an aspect of their world as inspiration for the exploration, representation and depiction of concepts within their storyboards. - Investigate ways they can develop conceptual strength and meaning in their storyboards, (consider the conventions of art and design). - Select different materials and techniques to make a resolved storyboard. 	<p>AC/AH STUDIES 4.7, 4.8, 4.9, 4.10</p> <p>ARTMAKING 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>

<p>STAGE 5 (YEAR 9-10)</p>	<p>AC/AH STUDIES</p> <p>AC: Exhibition Tour</p> <p>ARTMAKING</p> <p>AC: Storyboarding</p> <p>SU: Painting, Animation and Film Production</p>	<p>Through the exhibition tour, students in stage 5 will:</p> <ul style="list-style-type: none"> - Apply their understanding of the artist's practice, such as her process in painting and animation, and how the artist uses these processes to interpret concepts. - Use their understanding of the conceptual framework, and the purpose and relationship between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, in their critical and historical interpretation of her art. - Demonstrate how the frames (subjective and structural) provide different interpretations of Barton's artwork and her artistic practice. - Demonstrate how the critical analysis of artworks, and the history behind them construct layers of meaning and representation within Barton's work. <p>Through the storyboard activity, students in stage 5 will:</p> <ul style="list-style-type: none"> - Develop variety and autonomy when selecting and applying the visual arts conventions and procedures to storyboarding. - Make a storyboard informed by their understanding of the conceptual framework, such as the purpose and relationship between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, which will then assist students in their own artistic process with storyboarding. - Make storyboards informed by their understanding of the frames in focus (subjective and structural), and how these will affect meaning. - Investigate the world as a source of ideas, concepts and subject matter for the making of their storyboards, and what it might represent. - Make informed decisions which develop and extend conceptual meaning and strength in their storyboards, and the concept/s behind it. - Demonstrate the utilisation, experimentation and development of techniques and methods used in storyboarding, and the refinement and resolution of a finished artwork. 	<p>AC/AH STUDIES 5.7, 5.8, 5.9, 5.10</p> <p>ARTMAKING 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>
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<p>STAGE 6 (YEAR 11)</p>	<p>AC/AH STUDIES</p> <p>AC: Exhibition Tour</p> <p>ARTMAKING</p> <p>AC: Storyboarding</p> <p>SU: Painting, Animation and Film Production</p>	<p>Through the exhibition tour, students in stage 6 (year 11) will:</p> <ul style="list-style-type: none"> - Explore the conventions of practice in the critical and historical analysis of Barton's artwork. - Explore the conceptual frameworks, such as the roles and relationships between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, in their critical and historical investigation of her art. - Identify the frames (subjective and structural) as the basis of exploring different directions in the critical and historical investigation of Barton's artistic practice. - Explore ways in which Barton's history, critical narratives and other documentary accounts of her artistic practice are constructed and represented by herself and others. <p>Through the storyboard activity, students in stage 6 (year 11) will:</p> <ul style="list-style-type: none"> - Explore the visual arts conventions in the practice and process of making a storyboard. - Explore the conceptual framework, such as the purpose and relationship between the concepts of Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, which will then assist students in their own artistic process with storyboarding. - Identify the frames (subjective and structural) as the basis of understanding expressive representation through the making of their storyboard. - Investigate subject matter and form as a way of representing meaning within a storyboard. - Investigate ways of developing consistency, and layers of conceptual strength and meaning in the making of their storyboard. - Explores a range of storyboarding materials and techniques to support their artistic intention and resolution, conceptually and visually. 	<p>AC/AH STUDIES P.7, P.8, P.9, P.10</p> <p>ARTMAKING P.1, P.2, P.3, P.4, P.5, P.6</p>
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<p>STAGE 6 (YEAR 12)</p>	<p>AC/AH STUDIES</p> <p>AC: Exhibition Tour</p> <p>ARTMAKING</p> <p>AC: Storyboarding</p> <p>SU: Painting, Animation and Film Production</p>	<p>Through the exhibition tour, students in stage 6 (year 12) will:</p> <ul style="list-style-type: none"> - Apply their broad understanding of practice (form and visual arts conventions) to their critical and historical investigations of Barton's art. - Apply their understanding of the conceptual frameworks, such as the roles and relationships between Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, to their critical and historical investigation of her art. - Demonstrate a sophisticated understanding of how the frames (subjective and structural) provide different pathways to critically and historically investigate Barton's artistic practice. - Be able to contribute information to their constructed body of significant art histories, critical narratives and other documentary accounts explored and written throughout their HSC. <p>Through the storyboard activity, students in stage 6 (year 12) will:</p> <ul style="list-style-type: none"> - Initiate coherence in the making of a storyboard, where their practice is reflective of the exhibition, adapted to suit the resources students have access to, and consistent with the concepts they want to express. - Apply their understanding of the conceptual framework, such as the purpose and relationship between the concepts of Barton as the artist, her illustrative artworks and animation, and how the audience responds to these, which will then assist students in their own artistic process. - Demonstrate an understanding of the frames (subjective and structural) when working independently in the making of their storyboard. - Select and develop the subject matter and form of their storyboard to create representation in their artworks. - Demonstrate conceptual strength and meaning in the production of their storyboards, that reflects independent decision making, and a range of ways that the audience can interpret them. - Demonstrate technical accomplishment, refinement and sensitivity appropriate to their artistic intention within their resolved storyboards. 	<p>AC/AH STUDIES H.7, H.8, H.9, H.10</p> <p>ARTMAKING H.1, H.2, H.3, H.4, H.5, H.6</p>
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RESOURCES

Visual Arts process diaries, A3 paper, pencils, rubbers, sharpeners and storyboard samples.

THE PROGRAM CATERS FOR:

Student Differentiation

This program caters for a diverse student body through the nature of the activity that is offered. Students are given the opportunity to use their varying levels of artistic ability, and their personal interests, opinions and experiences to create an artwork (storyboard) of their own, inspired by the exhibition. As art is subjective, and a form of self-expression, all students with social, spiritual and cultural differences are able to participate in the exhibition tour where diverse opinions are fostered, and the opportunity to be experimental in the activity is encouraged.

Information and Communication Technologies (ICT)

Technology is incorporated as a learning tool through both the exhibition tour, and the artmaking activity. The exhibition tour explores how the artist has used animation to depict concepts. Animation is an important technological development in the world of art, and the program exposes students to the processes and methods used to design and create an animation, such as storyboarding. The artmaking activity allows students to create their own storyboard. This potentially could be used in the future to create an artistic animation or short film using computer based programs or phone apps.

Numeracy and Literacy

Students are able to build upon their numeracy and literacy skills through the process of creating artworks, and through group discussion when participating in this program. In the designing and creating of artworks, students must think about scale, proportion, space and composition. These considerations assist students in building upon their understanding of numeracy in art. The group discussion that will take place in the exhibition tour will also allow students to build on their literacy skills, such as their art vocabulary range. They will be able to refer to certain words and artistic language learnt within the program throughout their art education.

ARTMAKING

IN STAGE 4, A STUDENT:

- 4.1- Uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2- Explores the function of and relationships between artist – artwork – world – audience.
- 4.3- Makes artworks that involve some understanding of the frames.
- 4.4- Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
- 4.5- Investigates ways to develop meaning in their artworks.
- 4.6- Selects different materials and techniques to make artworks.

IN STAGE 5, A STUDENT:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2- Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
- 5.3- Makes artworks informed by an understanding of how the frames affect meaning.
- 5.4- Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5- Makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6- Demonstrates developing technical accomplishment and refinement in making artworks.

IN STAGE 6 (YEAR 11), A STUDENT:

- P1- Explores the conventions of practice in artmaking.
- P2- Explores the roles and relationships between the concepts of artist, artwork, world and audience.
- P3- Identifies the frames as the basis of understanding expressive representation through the making of art.
- P4- Investigates subject matter and forms as representations in artmaking.
- P5- Investigates ways of developing coherence and layers of meaning in the making of art.
- P6- Explores a range of material techniques in ways that support artistic intentions.

IN STAGE 6 (YEAR 12), A STUDENT:

- H1- Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
- H2- Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H3- Demonstrates an understanding of the frames when working independently in the making of art.
- H4- Selects and develops subject matter and forms in particular ways as representations in artmaking.

H5- Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.

H6- Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

AC/AH STUDIES

IN STAGE 4, A STUDENT:

4.7- Explores aspects of practice in critical and historical interpretations of art.

4.8- Explores the function of and relationships between artist – artwork – world – audience.

4.9- Begins to acknowledge that art can be interpreted from different points of view.

4.10- Recognises that art criticism and art history construct meanings.

IN STAGE 5, A STUDENT:

5.7- Applies their understanding of aspects of practice to critical and historical interpretations of art.

5.8- Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art.

5.9- Demonstrates how the frames provide different interpretations of art.

5.10- Demonstrates how art criticism and art history construct meanings.

IN STAGE 6 (YEAR 11), A STUDENT:

P7- Explores the conventions of practice in art criticism and art history.

P8- Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.

P9- Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.

P10- Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

IN STAGE 6 (YEAR 12), A STUDENT:

H7- Applies their understanding of practice in art criticism and art history.

H8- Applies their understanding of the relationships among the artist, artwork, world and audience.

H9- Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.

H10- Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.