

# TWELVE DEGREES<sup>of</sup> LATITUDE

Regional Gallery and University Art Collections in Queensland

## Teachers' Notes

# Contents

<b>Background Information.....</b>	<b>3</b>
Planning a visit to the exhibition.....	3
General approach to the Education Kit.....	3
Target audience .....	3
Structure of the Education Kit.....	3
Exhibition themes / groupings.....	4
<b>Curriculum links.....</b>	<b>5</b>
Curriculum Links: Visual Art .....	6
Curriculum Links: English .....	8
Curriculum Links: Studies of Society and the Environment / History / Modern History .....	9
<b>Curriculum Sources.....</b>	<b>11</b>
<b>Specific notes about activities.....</b>	<b>12</b>
<b>Further Research .....</b>	<b>13</b>
Web resources.....	13
Make a visit to an art gallery .....	13
Further information or assistance .....	13
<b>Acknowledgments .....</b>	<b>14</b>

# Background Information

This education kit has been developed to assist teachers to prepare students for their visit to the exhibition *Twelve Degrees of Latitude: Regional Gallery and University Art Collections in Queensland*, and for engagement with the diversity of collections held by Queensland regional galleries and universities.

## Planning a visit to the exhibition

Teachers should refer to the Exhibition Tour/Itinerary information about venues presenting this exhibition contained in the Background Information section of the education kit, and contact venues directly to discuss their visit. Costs and provision of educational services will vary from venue to venue. To coordinate a successful visit, be sure to book your class well in advance (even if you are not requiring any service to be provided by venue staff) and be clear about the following details:

- Venue opening hours and schedule for visits on the day (especially in case you are running late)
- What the students can and cannot bring into the exhibition
- What to do and where to go upon arrival
- Educational services available ie guided tours, school activities
- Facilities - such as eating areas, the availability of drinks and food for purchase, and toilets
- Bus parking information

## General approach to the Education Kit

Teachers should be aware that there are eight regional venues that will be co-presenting this exhibition. This has informed the overall approach to content for this education kit - so that learning activities do not focus on specific works, which would be problematic for visits to venues co-presenting the exhibition. Rather, the approach to questioning encourages students to make their own considered choices about works upon which to focus and engage with further.

Each 'exhibition split' has been curated to be a complete exhibition, however teachers are encouraged to plan visits to dual sites (exhibitions will be co-presented within the same region), where possible, in order to provide students

with a complete perspective of Queensland regional collections. The value of visiting both sites for students would also be enhanced by the experience of different exhibition spaces and approaches to hanging of the works.

## Target audience

The *Twelve Degrees of Latitude* education kit is targeted at upper primary and lower secondary school students, although activities are divided under the general headings **Primary** and **Secondary**.

## Structure of the Education Kit

The *Twelve Degrees of Latitude* education kit has been devised for use by teachers for classroom teaching, as well as learning in situ during a visit to the exhibition. The learning activities are described by three learning approaches:

**Discuss** (suited to pre-visit/classroom or in situ),

**Look** (suited to in situ, some opportunities for online engagement) and

**Engage** (suited to post-visit, some in situ engagement).

Alternatively, the *Twelve Degrees of Latitude* education kit could be used by students for self-directed learning.

Teachers may choose to utilise all of the learning activities described in this kit, or may wish to make a selection to suit student levels and classroom teaching focus.

Teachers are encouraged to build these learning activities into complete units of work, particularly around the **exhibition themes/groupings** (see page 4) and related themes – **collections and collecting**, and **Queensland's Sesquicentenary**.

# Background Information

*continued*

## **Exhibition themes / groupings**

The learning activities have been divided into themes or groupings, following the curatorial selection and arrangement of the exhibition. These are:

*Group 1: Pre-20th Century Art*

*Group 2: Landscape and Figures in Landscape*

*Group 3: Other 20th Century Art (1900-1990)*

Late belle époque—expatriate artists

War art

Still lifes

Portraits

+ others

*Group 4: Indigenous Art*

*Group 5: Art Post-1990*

Further sub-themes for each group have also been suggested that may support classroom learning and help to focus units of work. Not all of these sub-themes are addressed in the learning activities.

While most of the learning activities direct students' attention to works within each grouping; some of the questioning does encourage exploration of artworks across the exhibition themes/groupings.

# Curriculum Links

Listed below are some interesting themes that you might like to explore with your students during a visit to the exhibition, or in the classroom:

## Contemporary art

- Materials used
- Issues addressed
- Photography
- Identity
- Cityscapes and human interaction
- Indigenous issues
- Humour, popular culture, escapism and daily life
- Appropriating or 'borrowing' ideas
- Familiar, everyday, mundane things (i.e. found objects)
- Postmodernism
- Multiples, repetition, groupings
- Display of works
- Telling stories through visual elements (eg Indigenous and Torres Strait Islander perspectives)

## Historical art

- Colonial scenes
- Bush and country – i.e. characteristic Australian landscapes
- Decorative arts
- Torres Strait Islander culture and story telling traditions
- Portraiture
- War
- Still life
- Belle Époque period
- Common domestic life
- European settlement
- Painting approaches (eg *en plein air* or painting outdoors)
- Migration

# Curriculum Links: Visual Art

## PRIMARY

### Year 3 – Essential Learnings

Students will explore the ways:

- regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and positions (eg Gordon Bennett, John Coburn, Roy Churcher, William Robinson)
- texture is used to create variation and repetition (eg Rick Amor, Rosella Namok, Grace Cossington Smith, Ben Quilty).

### Year 5 – Essential Learnings

Students will explore the ways:

- colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns (eg Rick Amor, Shane Pickett, Michael Zavros, William Robinson, Lawrence Daws)
- curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns (Dennis Nona, Gordon Bennett, John Coburn, Guan Wei, Jan Hynes, John Siune).

### Year 7 – Essential Learnings

Students will:

- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages (eg Dennis Nona, Richard Bell, Gordon Bennett, Fiona Omeeny)
- reflect on learning, apply new understandings and identify future applications.

## SECONDARY

### Year 9 – Essential Learnings

#### Appraising

Students will:

- analyse and reflect on the meanings and values of visual art from personal, social, cultural, historical, technological and economic contexts
- synthesise information to provide an understanding of the roles of artists and their function within a range of socio-cultural contexts.

#### Making

Students will:

- research ideas to inform visual responses that consider social and cultural issues (contemporary issues such as racism, loss of identity etc)
- observe, collect, compile and record visual, verbal and sensory information and ideas from a variety of sources and contexts
- manipulate visual art elements, materials and techniques to express ideas – considering specific audiences and specific purposes
- reflect on learning, apply new understandings and justify future applications (eg style, function, audience and purpose of artworks).

### Year 10 – Guidelines: The Arts Learning Area

#### Appraising

Students will:

- analyse, interpret, evaluate and reflect on images and objects in *Twelve Degrees of Latitude: Regional Gallery and University Art Collections in Queensland*, using visual language and expression to justify responses
- investigate the way artists commented on cultural life in Australia (eg class, race, war, and urbanisation).

#### Making

Students will:

- relate events and ideas presented in the exhibition to contemporary experiences and life (eg Mari Hirata, Rosanna Li Wei Han, Tracey Moffatt)
- use visual language and expression to justify responses, reflect on their own learning, apply new understandings and make connections to inform future visual art experiences (eg researching, developing, resolving and reflecting upon progression of ideas in their visual arts diaries).

# Curriculum Links: Visual Art

*continued*

## Years 11 and 12 – Senior Syllabus

### Appraising

Students will:

- evaluate how artists can challenge, reinforce or manipulate ideas, beliefs and meaning through making and displaying artworks
- engage in visual literacy to read images, process images and discriminate whether images stem from ideas, concepts, focuses, contexts, trains of thought, memories or insights (eg Margaret Olley, Rupert Bunny, Beryl Wood, William Robinson, Max Dupain, Rosalie Gascoigne, Anna Zahalka)
- undertake a critical analysis of art works, investigating artistic language and expression in direct relation to selected concepts, focuses and media areas
- discuss the value of diversity of forms of visual art from different cultures and contexts, including Indigenous Australian, Asian and European (eg Dennis Nona, Rosella Namok, Guan Wei, Jiawei Shen, Rosanna Li Wei Han, Rupert Bunny, E. Phillips Fox)
- critically reflect on and challenge meanings, purposes, practices and approaches of artworks and artists.

### Making

Students will:

- engage in innovative explorations of media, ideas, technologies, processes and techniques
- provide visual evidence that they have looked at other artists' work for ideas and inspiration (eg Gallery visit, looking widely at book sources, exhibition catalogues, journals and web-based resources)
- research, develop, resolve and reflect to demonstrate a personal aesthetic (style, expression)
- refine visual literacy abilities to read and process their images (eg recalling and discriminating).

# Curriculum Links: English

## PRIMARY

### Year 3 – Essential Learnings

#### Literary and non-literary texts

Students will consider the way:

- texts are produced for particular audiences and their interests
- texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections (eg Aboriginal creation stories are connected to a specific place or “country” and language group)
- non-literary texts inform, report on events and issues, explain, explore ideas, express opinions and negotiate relationships.

### Year 5 – Essential Learnings

#### Literary and non-literary texts

Students will reflect upon the following points:

- the way texts represent Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things in different ways (eg an Aboriginal painting using symbolism reflects particular stories)
- how non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate.

Writing and designing

Students will explore the way:

- words and phrases, symbols, images and audio affect meaning and interpretation.

### Year 7 – Essential Learnings

#### Literary and non-literary texts

Students will discuss the ways:

- texts present subject matter from a particular perspective (consider text chosen for effect or to convey a particular message)
- protocols are applied to the use of texts that represent Aboriginal knowledge, peoples, cultures, events and places, and Torres Strait Islander knowledge, peoples, cultures and events
- non-literary texts evaluate, inform, present arguments and persuade (consider visual symbols).

## SECONDARY

### Year 9 – Essential Learnings

Students will:

- construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
- reflect on the way audiences can be positioned to view characters and ideas in particular ways and questioning these views (eg Max Dupain, Tony Albert, Davida Allen, Fiona Foley, Richard Bell)
- consider the relevance of the issues presented in relation to contemporary political, cultural and social contexts
- encounter ways in which an artists’ work can affect our understanding of texts and images (eg symbolism and perspectives).

### Year 10 – Guidelines: English Learning Area

#### Visual, auditory, verbal and/or nonverbal features

Students will:

- apply their knowledge of spoken, nonverbal, visual and/or aural features to make meaning from texts
- use nonverbal and/or visual features to convey meaning in texts.

### Years 11 and 12 – Senior Syllabus

Students will:

- make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts (eg consider the ways values and ideas are expressed in Australian landscape paintings eg Sidney Nolan, Arthur Streeton with reference to the ideas about national identity expressed in the work of writers such as Banjo Patterson and Henry Lawson)
- analyse, evaluate, and connect the ideas of literary texts to our own time and lives.

# Curriculum Links: Studies of Society and the Environment / History / Modern History

## PRIMARY

### Year 3 – Essential Learnings

#### Place and space

Students will discuss the way:

- maps have symbols to represent places and identify the relative position of features including landmarks and locations (eg topographical views).

#### Culture and identity

Students will examine how:

- groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
- Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities
- stories about significant events and individuals reflect cultural diversity in local and other Australian communities.

### Year 5 – Essential Learnings

#### Time, continuity and change

Students will investigate the ways in which:

- individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities
- events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.

### Year 7 – Essential Learnings

#### Time, continuity and change

Students will consider:

- events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities (eg consider local history documented through these art works).

#### Place and space

Students will identify the ways:

- Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them (eg consider changes that have happened in your town)
- distribution maps have specific features to convey information, including scale and distance, a legend and shading and/or symbols (eg How do artists use mapping techniques in their depictions of landscapes?).

#### Culture and identity

Students will explore:

- material and non-material elements influence personal identity and sense of belonging of groups
- Aboriginal and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of 'country' — land, sea and places.

## SECONDARY

### Year 9 – Essential Learnings

#### Place and space

Students will:

- consider the physical features of environments that influence the ways in which people live and work (eg migration, technology and urbanisation).

#### Time, continuity and change

Students will:

- discuss some of the social and cultural changes in Australia and the ways they connect to particular events, ideas and contributions
- investigate the ways Australian narratives and identities have been shaped by 20th Century events (eg social divisions and changes, role of women).

#### Culture and identity

Students will:

- investigate how identity is constructed and reflected in societies across cultural and historical contexts, for example, Australia (eg How Australia's national identity is shaped by its history).

# Curriculum Links: Studies of Society and the Environment / History / Modern History

*continued*

## **Year 10 – Guidelines: History Learning Area**

Students will:

- evaluate the paintings as sources of evidence, considering their relevance, reliability, authenticity, purpose, bias and perspective
- communicate descriptions, interpretations and conclusions, using written and non- written text types
- reflect on the nature of historical sources (eg photographs, depictions of people and places), recognising inherent values and beliefs, and their tentative and interpretive qualities.

## **Time, continuity and change**

Students will:

- interpret past events using descriptions of time and ideas which locate social, political, economic and cultural changes and continuities (eg Belle Époque period)
- consider how past events reveal values, beliefs and assumptions that have changed and continue to impact on present-day Australian public policy and community views.

## **Years 11 and 12 (Senior Syllabus): Modern History**

Students will:

- investigate some of the major international art movements since the late nineteenth century and the characteristics which defined each movement
- think about the everyday activities which were important subjects for artists of the late nineteenth century (i.e. the societal and technological changes which informed the subjects depicted by artists at this time).

# Curriculum Sources

The curriculum information included in this resource has been developed from the following sources:

## **Visual Art**

- Assessment and Reporting Framework for The Arts, focusing on learning and assessment around the Essential Learnings and Standards for Visual Art (© The State of Queensland, Queensland Studies Authority, 2007)- 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)

## **English**

- Essential Learnings and Standards for English (© The State of Queensland, Queensland Studies Authority, 2007) - Year 10 Guidelines: English learning area. First version released January 2009 (© The State of Queensland, Queensland Studies Authority, 2009) - Senior Syllabus: English (© The State of Queensland, Queensland Studies Authority, 2007)

## **SOSE / History / Modern History**

- Essential Learnings and Standards for Studies of Society and Environment (SOSE) (© The State of Queensland, Queensland Studies Authority, 2007) - Year 10 Guidelines: History learning area. First version released January 2009 (© The State of Queensland, Queensland Studies Authority, 2009) - Senior Syllabus: Modern History (© The State of Queensland, Queensland Studies Authority, 2007)

## Specific Notes About Activities

### **Pre-20th Century Art**

**Look** learning activity and sub-theme:

Teachers should be aware that not all venues will be able to display these maps; however mapping as a theme, especially as source material for other works in the exhibition, could still be explored. Alternatively students could explore historical paintings or photographs of landscapes.

**Engage** learning activity:

To direct students to research artists that use maps as source material or to explore references to mapping in their work, teachers may use the following suggested list as a starting point: Robert Smithson, Imants Tillers, Gordon Bennett (featured in the exhibition), John Wolseley, Jill Chism, Papunya Central and Western Desert artists.

### **Landscape and figures in landscape**

**Engage** learning activity:

It would be useful for students to select artists that have works on display at the venue (in the case of venues co-presenting the exhibition). While this is designed to be a post-visit activity, it is recommended that students select the two artists to research further while in situ, and specifically consider the artist's work in the exhibition in order to respond to the question: *Is their work in the exhibition a typical example of their wider practice?* Explain your answer.

**Look** learning activity:

Note that the Derek Kreckler short film *Blind Ned, Version 2* (duration 1:23 minutes) is looped with other works by Richard Bell (2:20 minutes) and Tracey Moffatt (10:00 minutes).

### **Other 20th Century Art (1900-1990)**

The sub-theme of portraits has not been explored in this section. However the learning activities described in Pre-20th Century Art could be adapted to suit this group of artworks.

### **Indigenous Art**

**Engage** learning activity:

It would be useful for students to select artists that have works on display at the venue (in the case of venues co-presenting the exhibition).

Teachers may wish to direct students to select one Aboriginal and one Torres Strait Islander artist, where possible, or one male and one female artist to encourage further comparison.

Students that choose to research Richard Bell or Tracey Moffatt further, should be directed to their video works *Uz vs Them* and *Doomed* in the exhibition as part of their research. These are looped together following the short film by Derek Kreckler (duration 1:23 minutes, repeated twice).

### **Art Post-1990**

Teachers should ensure that there are examples on display to explore the sub-theme of Asian art and culture (in the case of venues co-presenting the exhibition).

**Look** learning activity:

The second Look activity is provided as an alternative to the first activity, which may not be relevant to the works on display (in the case of venues co-presenting the exhibition).

## Further Research

Several **Engage** learning activities require students to research artists further. The suggested artists have been specifically selected because there is sufficient research material available in books, exhibition catalogues and on the Internet to support their learning. Teachers should monitor students' use of the Internet as a reliable and correct source of information.

### Web resources

The following web resources are listed in the education kit:

<http://www.flickr.com/>

<http://pictureqld.slq.qld.gov.au/>

<http://www.awm.gov.au/> (look up artists, official in the Encyclopedia)

<http://maps.google.com.au/maps>

<http://www.q150.qld.gov.au/>

<http://earth.google.com/>

### Make a visit to an art gallery

While it may not be possible to see this exhibition at your local venue, we encourage teachers to plan a class visit to an art gallery as part of vital student learning. Do you know where your closest regional gallery is or if it has its own collection?

To find your local art gallery, use the Museum & Gallery Finder and Google map on the Museum and Gallery Services Queensland website at [www.magsq.com.au](http://www.magsq.com.au)

### Further information or assistance

The *Twelve Degrees of Latitude* exhibition catalogue is an excellent resource to support this education kit. It includes colour reproductions of all works in the exhibition, a curatorial essay, background information about each regional collection and Queensland venue information.

For further information or assistance in relation to the *Twelve Degrees of Latitude* education kit, please contact Jodi Ferrari, Exhibition Development Coordinator, Museum and Gallery Services Queensland:

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