Identity

Part 4 – Installation

Duration: 2 weeks

Overview

Students investigate still life through art history and compare this to contemporary practices of the ready-made object. Students interpret their understanding of one genre and composition through their own art making.

| Stage 4 outcomes | Stage 5 outcomes |
| --- | --- |
| A student: | 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 the artist – artwork – world – audience4.3 makes artworks that involve some understanding of the frames4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts | 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 the artist – artwork – world – audience5.3 makes artworks informed by an understanding of how the frames affect meaning5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts |

[Visual Arts 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Content

Students study Dutch still life compositions. They will compare the Dutch composition to kitch and conflicting ideas when constructing their own composition.

| Cross-curriculum content and key competencies |
| --- |
| Information and Communication Technology |
| Civics and citizenship  |
| Literacy |

Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

Teaching and learning activities

Students will:

* watch the video [Introduction to ‘Dutch Art’](https://www.artgallery.nsw.gov.au/artboards/rembrandt/item/q6w55a/) (00:03:25) and answer the following question in your art process diary
	+ Why is still life important for this period in history?
* watch the youtube analysis of [Balloon Dog by Jeff Koons](https://vimeo.com/77139145) (00:04:19)
* complete the following activity comparing the two videos above
	+ What does the Balloon Dog represent and why?
	+ How does this artwork compare to the practice of historic Dutch painters?
	+ What did they choose to represent and why?
* summarise the information and complete the activities in the [Still life or Observation drawing presentation](https://kvszietamazingartists.files.wordpress.com/2016/11/shalu-mam.pptx)
* design and construct a still life drawing with ready-made objects
* read the information about the [Rembrandt tart competition on the Art Gallery of NSW website](https://www.artgallery.nsw.gov.au/exhibitions/rembrandt/tart/)
* make an infographic outlining the process for creating a still life composition using ready-made objects, for someone who has never done it before. [Canva](https://www.canva.com/) is a website which contains pre-made infographic templates that can be completed on any device, however, any design program can be used
* copy your infographic into your process diary blog, share and discuss.

Communicate

Written responses are documented and shared within collaborative discussion facilitated by the teacher.

Multimedia blog

Students are to:

* document the process of their artmaking within a journal. This can be their visual arts process diary, or an online blog through sites such as [Google classroom](https://edu.google.com/k-12-solutions/classroom/?modal_active=none)
* photograph or sketch the process used
* write a response to the process used following literacy structures, language forms and features, as seen in the [DoE text type support document.](https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf)

Differentiation

Extension

Students could:

* create a still life installation that uses ready-made objects to portray a concept studied above.

Life skills

| Life skills outcomes |
| --- |
| A student: |
|  LS.8 explores ways to develop ideas in artworks |

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Students could:

* photograph an item from home
* create a still life inspired art work based on that item
* discuss why they seletced that item.

Evaluate

Feedback is formative for the duration of the project.

Reference list and resources

[Analysis of Balloon Dog by Jeff Koons](https://vimeo.com/77139145), date accessed 27/03/2018.

[Rembrandt tart competition](https://www.artgallery.nsw.gov.au/exhibitions/rembrandt/tart/), date accessed 27/03/2018.

[Still life PowerPoint](https://kvszietamazingartists.files.wordpress.com/2016/11/shalu-mam.pptx), date accessed 27/03/2018.

[Visual Arts 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

[Youtube introduction to ‘Dutch Art’](https://www.artgallery.nsw.gov.au/artboards/rembrandt/item/q6w55a/), date accessed 27/03/2018.