

The 45th

RioTinto

Martin Hanson Memorial Art Awards 2020

Education Kit & Information Early Learning to Year 10



Gladstone Regional Art Gallery & Museum

Free Admission | Open: 10am - 5pm Monday to Saturday

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A community cultural initiative of the Gladstone Regional Council

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About the exhibition

In 1974, the *Gladstone District Artists Club Annual Art Show* was displayed at Anderson's Auto on the corner of Goondoon and William streets. Two years later, it was renamed as a tribute to Martin Hanson (1923-1976) who was a popular and highly respected local businessman and patron to the Gladstone Artists Club. The Gladstone Artists Club held the first *Martin Hanson Memorial Art Awards & Exhibition*, in 1976.

Since the first show, the *Art Awards* have grown and transformed, attracting local, national and even international artists. The Gladstone Regional Art Gallery & Museum has been the custodian of the Awards since 1993.

The *Martin Hanson Memorial Art Awards Exhibition* is a display of all the artworks entered into the *Art Awards* and it is still housed in the Gladstone Regional Art Gallery & Museum.

Works can be submitted under four main categories:

- 1. Easel Paintings:** mixed media, acrylic, collage, oil etc. on non-paper-based supports
- 2. Works on Paper:** drawing, watercolour, collage, mixed media, print etc. on paper-based supports
- 3. Three Dimensional & Fibre Works:** sculpture including fibre, timber, metal, stone, plastics, ceramics, textile objects
- 4. Digital Works:** photography, moving image, animation, soundscapes etc.

The *Art Awards* has a different guest judge every year, and the prizes are sponsored by local businesses and individuals and are awarded under the four main categories, as well as an overall winner sponsored by **Rio Tinto**. There are also prizes for best **Young Emerging Artist, Local Murri Artist, Local Artist** and **Installers Choice**, where all Gallery & Museum staff and volunteers nominate their favourite work. Visitors also have the chance to choose their favourite work in each category by voting throughout the exhibition. The winning four artworks of **The QAL People's Choice Awards** are announced at the end of the exhibition in a special presentation.

With over 300 works on display every year, this exhibition provides a fantastic end of year opportunity for students to be inspired for the following year. The exhibition promises to be a dynamic display of new work in traditional and contemporary styles, including painting, drawing, collage, photography, moving image, sculpture, fibre work and more!

The Gladstone Regional Art Gallery & Museum welcomes all early learning groups and school groups to the exhibition. The following exhibition kit & information pack contains everything you need to know about the *Art Awards* and how it links into the Australian Curriculum.

Program/Curriculum links

Early Learning to Year 2

Teacher's notes

Tour length: Approximately 1 hour

Overview of tour & outcomes:

The aim of this tour is to develop an understanding of basic art terminology and to encourage students to develop evaluating artwork skills.

Students will learn the history of the *Art Awards* before focusing on four works of art – one from each of the four categories. As a group, they will complete a worksheet that introduces basic terminology and evaluation.

Curriculum links:

Curriculum content description	Elaboration	General capabilities
Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples	Considering viewpoints: <ul style="list-style-type: none"> meanings and interpretations: What did this artwork or design make you think about? societies and cultures: Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed? forms and elements: What colours were used? What is it made of? How is the colour used, and why is it used in this way? 	Personal and Social Capability Critical and Creative Thinking Intercultural Understanding Literacy Aboriginal and Torres Strait Islander Histories and Cultures
	Identifying how design elements, such as line, shape, colour or texture, are used in their artworks and in the artwork of others	
	Describing and interpreting representations in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make them think and feel in response to the artists' intentions	

Worksheet

(Early Learning to Year 2)

Artwork #1

Q1. What type of artwork is this?

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Q2. What is this artwork about? (clue: can you find a title?)

How does it tell a story?

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Q3. What colours have been used?

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Q4. How do these colours make you feel?

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Q5. What lines or shapes can you see?

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Q6. Do you like the work?

What do you like about it? What do you not like about it?

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Artwork #2

Q1. What type of artwork is this?

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Q2. What is this artwork about? (clue: can you find a title?)

How does it tell a story?

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Q3. What colours have been used?

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Q4. How do these colours make you feel?

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Q5. What lines or shapes can you see?

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Q6. Do you like the work?

What do you like about it? What do you not like about it?

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Artwork #3

Q1. What type of artwork is this?

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Q2. What is this artwork about? (clue: can you find a title?)

How does it tell a story?

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Q3. What colours have been used?

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Q4. How do these colours make you feel?

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Q5. What lines or shapes can you see?

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Q6. Do you like the work?

What do you like about it? What do you not like about it?

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Artwork #4

Q1. What type of artwork is this?

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Q2. What is this artwork about? (clue: can you find a title?)

How does it tell a story?

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Q3. What colours have been used?

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Q4. How do these colours make you feel?

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Q5. What lines or shapes can you see?

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Q6. Do you like the work?

What do you like about it? What do you not like about it?

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Program/Curriculum links

Years 3 & 4

Teacher's notes

Tour length: Approximately 1 hour

Overview of tour & outcomes:

The aim of this tour is to further develop an understanding of basic art terminology and to encourage students to refine their ability to evaluate artworks.

Students will learn the history of the *Art Awards* before focusing on four works of art – one from each of the four categories. As a group, they will complete a worksheet that introduces more advanced terminology and evaluation.

Curriculum links:

Curriculum content description	Elaboration	General capabilities
Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	Identifying and explaining choices in art making, including forms, styles and visual conventions in their artworks, and influences of other artists on their artworks	Critical and Creative Thinking Intercultural Understanding Aboriginal and Torres Strait Islander Histories and Cultures Literacy Personal and Social Capability
	Considering viewpoints: <ul style="list-style-type: none"> societies and cultures: What clues in the artwork tell you where it was made, who made it, and why? materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? 	
	Exploring different ways of presenting artworks in different locations, for example, in folios, digitally, in a public space	
Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples	Considering viewpoints: <ul style="list-style-type: none"> evaluations: Did you enjoy looking at the artwork? Why? Which artwork do you like the most? Explain why you like it. What artworks do you like to make, and why? 	

Worksheet

(Years 3 & 4)

Artwork #1

Title of artwork:

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Artist:

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Materials, style and technologies:

Q1. What is the artwork made of?

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Q2. How do you think it was made?

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Q3. Do you think the artist has used a unique style (their own) or followed the style of another artist or art movement? Explain what makes you think this?

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Q4. Why do you think the artist chose these materials or technologies?

(For example, to help tell a story, to draw attention to certain areas of the work)

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Q4. Do you like the work?

Explain why you do or do not like it.

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Artwork #2

Title of artwork:

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Artist:

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Materials, style and technologies:

Q1. What is the artwork made of?

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Q2. How do you think it was made?

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Q3. Do you think the artist has used a unique style (their own) or followed the style of another artist or art movement? Explain what makes you think this?

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Q4. Why do you think the artist chose these materials or technologies?

(For example, to help tell a story, to draw attention to certain areas of the work)

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Q4. Do you like the work?

Explain why you do or do not like it.

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Artwork #3

Title of artwork:

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Artist:

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Materials, style and technologies:

Q1. What is the artwork made of?

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Q2. How do you think it was made?

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Q3. Do you think the artist has used a unique style (their own) or followed the style of another artist or art movement? Explain what makes you think this?

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Q4. Why do you think the artist chose these materials or technologies?

(For example, to help tell a story, to draw attention to certain areas of the work)

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Q4. Do you like the work?

Explain why you do or do not like it.

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Artwork #4

Title of artwork:

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Artist:

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Materials, style and technologies:

Q1. What is the artwork made of?

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Q2. How do you think it was made?

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Q3. Do you think the artist has used a unique style (their own) or followed the style of another artist or art movement? Explain what makes you think this?

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Q4. Why do you think the artist chose these materials or technologies?
(For example, to help tell a story, to draw attention to certain areas of the work)

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Q4. Do you like the work?
Explain why you do or do not like it.

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Program/Curriculum links

Years 5 & 6

Teacher's notes

Tour length: Approximately 1 hour

Overview of tour & outcomes:

The aim of this tour is to more closely analyse the artworks on display. Students will work in a group to complete a worksheet focusing on one artwork.

The tour will start with a history of *Art Awards*. Students will then be guided through the different exhibition spaces with a select number of artworks highlighted. Students will then work together to complete a worksheet on one artwork.

Curriculum links:

Curriculum content description	Elaboration	General capabilities
Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	Considering viewpoints: <ul style="list-style-type: none"> materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? 	Ethical Understanding Critical and Creative Thinking Personal and Social Capability Literacy Intercultural Understanding
Plan the display of artworks to enhance their meaning for an audience	Considering viewpoints: <ul style="list-style-type: none"> societies and cultures: What clues in the artwork tell us where it was made, who made it, and why? Which style of artwork represents your community? How would you represent your neighbourhood? 	Aboriginal and Torres Strait Islander Histories and Cultures
Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	Considering viewpoints: <ul style="list-style-type: none"> meanings and interpretations: What is this artwork about? How did the artist represent their subject matter? 	
	Expressing an opinion about the way numerous artists communicate multiple viewpoints through their artwork	

Worksheet

(Years 5 & 6)

Before looking at the label, what clues in the artwork help to tell you who made it, where it was made, or why it was made?

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What is the artwork about? (theme, subject matter, place)

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Title of artwork:

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Artist:

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Medium/Media (what material/s has the artist used?):

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Techniques:

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Style:

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Does the choice of materials and colours used affect how you feel about the artwork? Can you say how?

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What materials, style and colours would you have chosen for a similar artwork? Why?

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Do you like the work?

**How would you explain why you do or do not like it to a friend?
(what kinds of words would you use?)**

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Program/Curriculum links

Years 7 & 8

Teacher's notes

Tour length: Approximately 1 hour

Overview of tour & outcomes:

This tour allows students to work in small groups and select artworks for analysis.

The tour will start with a history of *Art Awards*. Students will then be guided through the different exhibition spaces with a select number of artworks highlighted. They will then be divided into small groups within one exhibition space and work together to complete a report. Select groups will be asked to share their results.

Curriculum links:

Curriculum content description	Elaboration	General capabilities
Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork	Investigating how different combinations of techniques can represent a theme, concept or idea, for example, applying paint with different tools to create different textures	Critical and Creative Thinking Intercultural Understanding Aboriginal and Torres Strait Islander Histories and Cultures Literacy Personal and Social Capability
	Considering viewpoints: <ul style="list-style-type: none"> psychology: Why and how does an artwork make you feel emotional? 	
	Observing how artists select and apply different visual arts techniques to represent themes, concepts and ideas and considering how they could use these in their own art making	
Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes	Considering viewpoints: <ul style="list-style-type: none"> meanings and interpretations: Can you identify implied meaning from the symbols and codes within the artwork? 	
Analyse how artists use visual conventions in artworks	Visiting and critiquing a physical or virtual exhibition of art, craft or design, and reviewing how artists have used visual conventions in their artworks	
	Presenting an informed opinion about a display of artworks as a written review	

Newspaper article

(Years 7 & 8)

Title of artwork:

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Artist:

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Brief description, subject/theme/story - What makes this artwork different from other artists' works?

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Medium/Media (materials/colours):

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Technique/s and tools:

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Use your notes to write a short article (100-200 words) for a newspaper on your chosen artwork and/or artist. Consider: What made it stand out to you? What important information would you include? Do you like the way it is displayed?

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Program/Curriculum links

Years 9 & 10

Teacher's notes

Tour length: Approximately 1 hour

Overview of tour & outcomes:

This tour allows students to work in small groups and select artworks for a closer analysis.

The tour will start with a history of Art Awards. Students will then be guided through the different exhibition spaces with a select number of artworks highlighted.

There are two options for the end of tour activity.

Students can either work independently or in small groups. They will choose two artworks with the same or similar themes and compare them critically, focusing on the 'points of comparison' outlined in the table.

Or, students can choose a theme and style of artwork and make their own artwork or sketch in the gallery space.

Curriculum links:

Curriculum content description	Elaboration	General capabilities
Present ideas for displaying artworks and evaluate the displays of artworks	Visiting galleries, art museums and public art displays, in formal and informal settings, to research the role of the curator and elements of a good display/exhibition	Critical and Creative Thinking Intercultural Understanding Literacy Personal and Social Capability
	Documenting experiences and observations from visiting an exhibition/s and applying this information to develop a physical or virtual exhibition of their own or others' artworks	
Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual artmaking, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples	Considering viewpoints: <ul style="list-style-type: none"> critical theories: Do you agree with the artist's point of view? Give reasons for your view 	
	Considering the responsibilities of visual art practitioners when making commentaries about social, environmental and sustainability issues	
	Identifying how visual arts professionals embed their values and beliefs, and how audiences react and interpret the meaning and intent of their artworks differently	

Compare and contrast two artworks

(Years 9 & 10)

Points of comparison	Artwork 1	Artwork 2
Theme: the meaning of the work, e.g. about drought, bushfires, life, society, human nature, community		
Title of artwork:		
Artist name:		
Subject matter: the main focus of the artwork (there may be a clue in the title of the work)		
Composition: e.g. still life, landscape, portrait, post-internet		

<p>Techniques and media (materials): e.g. traditional brush and paint through to less traditional methods and materials including spray paint, collage, weaving, assemblage and digital printing processes.</p>		
<p>Style: e.g. abstract, realist, political, narrative, figurative, minimalist artworks</p>		
<p>Explain how well you feel the artist has conveyed their message to the audience?</p>		
<p>Comment on the display method, considering placement in gallery, lighting and surrounding works, colours, genres, media.</p>		

What are the main similarities between your two chosen works, and how do they differ?

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Which work do you prefer, and why?

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