Visual arts Stage 4 – Public art for everyone

**Suggested duration:** 6-10 lessons

Learning for life beyond school is supported when all subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities.
* Experience – discover, investigate and consider opportunities in lifelong learning and work exploration.
* Empower – learning to self manage, engage in career decision making and developing skills and capabilities to make informed decisions.

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| Theme | Career management skills | Australian Blueprint for Career Development competency |
| Identity | Develop and build positive relationships with others for effective interaction | 2.1 Understanding and demonstrating interpersonal and group communication skills that enable us to help or collaborate with others. |
| Experience | Locate and use career information | 5.1 Knowing where and how to access reliable career information |
| Empower | Explore the steps to building a career and the skills and qualities to seek, obtain create and maintain work | 8.6 Link decision making to career building |

## What do we want students to know, understand or be able to do?

Students will explore how their interest in visual arts can open up doors to a vast number of fields and opportunities. They will also explore the different training levels and requirements for various skill levels.

### Syllabus outcomes

A student:

* **4.2** explores the function of and relationships between artist – artwork – world – audience
* **4.4** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.

### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 Visual Arts content:

The Conceptual Framework and the role of the audience:

The audience function is ongoing yet changeable as artworks inhabit different viewing contexts, are bought and sold, publicly exhibited, privately viewed, destroyed, damaged, lost or consigned to storage… Artworks typically engage audiences through museum and gallery exhibitions. Increasingly audiences are found or produced through the public display of artworks.

[Visual Arts 7-10 Syllabus](https://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.

### Learning experiences, adaptations, changes or extensions

#### Activity 1 – What is public art?

Teacher leads a discussion to define the key terms and metalanguage that will help students to understand what public art is.

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| --- | --- |
| Vocabulary | Definitions |
| Sculpture |  |
| Public Art |  |
| Site specific |  |
| Installation |  |
| Maquette |  |

**Teacher Notes:** Teachers can guide a discussion about how councils are making public art a priority. See how the [City of Sydney](https://www.cityofsydney.nsw.gov.au/culture-creativity/public-art) are commissioning artists to become involved in the development of permanent and temporary projects around the city. Students analyse why these projects are important.

#### Activity 2 – Where do we see public art?

Students analyse their school and the surrounding suburbs using Google maps to identify if there are any public art sculptures or installations.

Using the [think, pair, share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551#.YMrYebO_89I.link) tool, students work in pairs to discuss what the role this sculpture has in the community.

Question starters to stimulate the discussion could include:

* ‘What does the public art look like? What is it made from? What is the size?’
* ‘When was it made?’
* ‘Why do you think it is there? What is the purpose?’
* ‘Is it permanent or temporary? Is it an installation or an event?’
* ‘Does it represent a person, place or historical event?’
* ‘How does it make you feel?’

**Teacher Notes**: The teacher may want to specify a local public art installation as a case study. This will provide an opportunity to focus on the culture and priorities in their own community and connect students to the meaning of the project.

#### Activity 3 – What is the role of public art?

The teacher discusses how public art is created to respond to the issues and ideas of the contemporary world we live in. Artists provide awareness of events, histories and memories and provide their audiences with a new viewpoint.

##### Case study

Select from one of the following artworks or use one of your own examples:

Tony Albert – [Yininmadyemi Thou didst let fall](https://www.cityartsydney.com.au/artwork/yininmadyemi-thou-didst-let-fall/), 2015

Judy Watson – [bara](https://www.cityartsydney.com.au/artwork/bara/), 2021

1. Hand out [Activity Sheet 1](https://schoolsnsw.sharepoint.com/%3Aw%3A/s/CareerLearninginCurriculum-Stage4/EZaf0zAjLRdMhIzk3RyPcisBYojTWMeWXLkumnAAPLrPyg?e=RjKhEC)
2. Use the conceptual framework to analyse the relationships between artist, artwork, world, and audience in the example artwork.
3. Write a paragraph in response to the question:

As the audience changes, so too does the meaning of artists’ works. Discuss in relation to a public art example you have studied.

Teacher discusses who makes the decisions about public art. How does a panel decide which artists idea gets made into an artwork?

Who is involved in the production of public art? Teacher hands out [Activity Sheet 2](https://schoolsnsw.sharepoint.com/%3Aw%3A/s/CareerLearninginCurriculum-Stage4/EfkEwYPMNwxHmvjtcoXfb6wBp9V92bwJG8wHUlEV6D7_-Q?e=08mxJj) and analyse the different jobs and employment opportunities available to students who are interested in Visual Arts.

#### Activity 4 – Public art: from concept to realisation

Art Making task: Develop a public art proposal for a site in your local area

How does public art activate place?

**Suggested resources:**

[How does public art happen?](https://acca.melbourne/education/resources/public-art/how-does-public-art-happen/)

[Canal to Creek public art program education resource](https://www.westconnex.com.au/community/canal-to-creek-public-art-program/)

**Teacher Notes**: Teacher can select a local site in the community or at school as the location of the public art commission. A lesson where analysis and documentation of the setting would be necessary for students to become familiar with the context.

Students analyse the proposed location of the public artwork. Questions to consider include:

* What is the history of site?
* Have any significant events happened?
* What colour, textures and smells exist in this location?
* Who uses this space?
* What are the well-known features in this location?
* What stories and heritage are important to this site?
* What has changed in this environment?

Students work in small groups to brainstorm a concept.

Students create drawings of the proposed concept, a maquette, and description of the work to be presented to a key stakeholder.

Optional: Students document the installation details and create a budget.

##### Extension Activity – Working in public art

##### Students will select the role and responsibility they will take on aligned with a job and career that it is a part of the public art process. Students will then present their proposal and take on the job description they have decided.

**Teacher Notes**: Teacher defines the job roles using the Activity sheet and helps students decide what career role they will take on in their groups.