Visual Arts Stage 4 – Public art for everyone

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**Created: July 2022**

**Last updated**: August 2023

**Anticipated resource review date**: Resources are reviewed every 12 months for currency and relevancy as part of the Career Learning team’s evaluation plan.

**Alignment to School Excellence Framework:**

* Learning domain:Curriculum; Teaching and Learning Programs
* Teaching domain:Effective Classroom Practice, Lesson Planning

**Alignment to** [**Australian Professional Standards for Teachers**](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards)

* Standard 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
* Standard 2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

**Consultation**: Career Learning in Curriculum (CLiC) documents have been written in consultation with curriculum writers from various key learning areas; Curriculum Secondary Learners and Career and Workplace Learning. This resource has been trialled in rural and regional schools.

## Rationale and background information

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

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/curriculum-support/k-12-career-learning-framework) and the [Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) (ABCD).

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.

### Career competencies

This resource supports students to develop career management skills relating to:

| **Career management skills** | **Australian Blueprint for Career Development career management competencies** |
| --- | --- |
| Theme: Experience  Locate and use career information | Learning area B: Learning and work exploration.  Career management competency: 6. Locate and use career information effectively. Understand how to locate and use career information.  Phase: locate and evaluate a range of career information sources relevant to career aspirations.  Performance indicator: Create a list of career information sources and demonstrate navigation. |
| Theme: Empower  Broaden understanding of stereotypes in careers | Learning area B: Learning and work exploration.  Career management competency 5: Participate in lifelong learning supportive of career goals  Phase: Link learning to personal career aspirations and understand the need to continue to learn throughout your career.  Performance indicator: Develop a timeline of anticipated personal career progression. |
| Theme: Identity  Develop and build positive relationships with others for effective interaction | Learning area, A: Personal management  Career management competency 2: Interact positively and effectively with others  Phase: Develop abilities for building positive and effective relationships in life.  Performance indicator: Articulate positive characteristics among peers. |

[Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) © Commonwealth of Australia 2022

### 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.

[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

This lesson plan provides opportunities for students to understand and investigate relations between and amongst the agencies of the artist – artwork – world – audience. It gives them practical and theoretical insights into some of the post-schooling opportunities available to students, in tertiary, vocational and world of work settings.

**Students will:**

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

**Suggested duration:** 4 x 60 minutes

**Audience:** 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](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10) and the role of the audience:

The conceptual framework within the Visual Arts Years 7–10 Syllabus proposes ways to understand and investigate relations between and amongst the agencies of the artist – artwork – world – audience. These functions or agencies when considered in the light of the structural, subjective, postmodern, and cultural frames generate content for making and studying artworks.

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.

### Resources required.

To complete these activities students, need:

* access to a computer and internet
* art equipment
* student workbooks or art journals
* handouts included below.

### 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.

|  |  |
| --- | --- |
| 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 [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.

See YouTube clip [Why Is Art Important To Society?](https://www.youtube.com/watch?v=JwWBf_9vnNE)

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

Michael Kitching – [Sculpture in honour of Marconi](https://www.cityartsydney.com.au/artwork/sculpture-honour-marconi/) 1976

Lindy Lee (Artwork 3) - [Secret World of a Starlight Ember](https://www.timeout.com/sydney/art/the-best-public-art-in-sydney) 2020

1. Hand out activity sheet 1
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:
4. 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 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?

The resources below include supportive information for a diverse range of learners in You Tube videos with audio and text.

**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.

### Conclusion

The teacher reviews the lesson’s concepts to ensure student’s understanding through questioning, discussion or [exit slips](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543). The teacher can also ask students to complete a peer review of the final artwork and provide feedback to the reviewed student and teacher.

### Differentiation

The resource provides links that will support a diverse range of students. This includes examples of artworks, and YouTube videos with audio and text that provide easy to understand information on public art. Information on Concept to Realisation and the steps to develop public art is available on a YouTube clip. Artworks featured include Aboriginal artists and artwork, artists from multi-cultural background or featuring persons from a multi-cultural background.

For support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework).

### Extension activities

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.

## Evidence base

Evidence-based refers to researching practices to apply proof, reliability, and ethical standards to ensure quality. Evidence-based provides credible knowledge that has been created and tested through rigorous methods.

In addition to being designed in response to the outcomes and achievement standards of the NSW syllabus, a wide range of literature and resources highlighting the importance of career learning from an early age were considered from both a local and international sources. These include research papers from the OECD (Career Ready, Mann et. al), UK (What Works, Hughes et. al) and Career Education: every teacher has a role (myfuture, Education Services Australia).

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](https://edit.education.nsw.gov.au/editor.html/content/main-education/en/home/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework.html) website.

## Activity sheets

The following pages contain student worksheets that support this lesson plan. They can be printed independently of the document.

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#### Activity sheet 1 – the conceptual framework

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

Insert an image and citation of your selected artwork.

|  |  |
| --- | --- |
| Agency of the artworld | Description and analysis |
| Artist |  |
| Audience |  |
| World |  |
| Artwork |  |

#### Activity sheet 2 – creating public art

What roles and responsibilities are needed in the development of a public art project?

|  |  |  |
| --- | --- | --- |
| Career | Job description | Employability skills |
| Artist |  |  |
| Curator |  |  |
| Urban designer |  |  |
| Architect |  |  |
| Urban planner |  |  |
| Safety officer and site manager |  |  |
| Construction worker |  |  |
| Engineer |  |  |
| Project manager |  |  |
| Legal advisor and finance manager |  |  |
| Maintenance technician |  |  |
| Business administrator |  |  |

Students will explore the different careers related to the production of public art. Students will explore how their interest in Visual Arts can open doors to a vast number of fields and opportunities. They will also explore the different training levels and requirements for various skill levels. Suggested websites: [myfuture](https://myfuture.edu.au/bullseyes) and [joboutlook](https://joboutlook.gov.au/careers/explore-careers/)

## Feedback

The Career and Workplace Learning team would appreciate you taking the time to complete this short feedback form. Please use the [Career Programs feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kdR9XgNzBt1AheGePVM3QdNUNzE1OEYwRzhEOVZJNkNHTFVTWDdGMVhQNyQlQCN0PWcu) or QR code below to provide an evaluation or feedback on this resource.

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