Culture Vulture: an authentic, real-world approach to Stage 4 Visual Arts

ICT RESOURCES

- **Kahoot** - Interactive quiz (create for your class to pre-test knowledge or get students to create their own based on an art history lesson)
- **Padlet** - Padlet allows students to collaboratively create an online bulletin board that can be used to display information for any topic. Students collected images to reflect their popular culture.
- **Google Classroom** - great tool to communicate with students, post tasks, notices, articles, resources
- **Screencastify** extension for Chrome browser - record your desktop screen (sound optional), great for explaining assessment tasks, demonstrating Photoshop etc.
- **Ezgif.com** - turn screencastify or youtube clips into .gifs & embed in presentations

OTHER ICT web based resources we're keen to use

- **Explee** - Your Online Whiteboard Animation Maker. Explee allows you to make eyecatching and interactive animated video.
- **Haiku Deck** - Presentation Software That Inspires Presentations That Inspire. Meet Haiku Deck, a completely new kind of presentation software. We make telling your story simple, beautiful, and fun.
- **Canva** - Amazingly Simple Graphic Design Software. Canva makes design simple for everyone. Create designs for Web or print: blog graphics, presentations, Facebook covers, flyers, posters, invitations and so much more
- **easel.ly** - Create and Share Visual Ideas Online. Easel.ly is a simple web tool that empowers anyone to create and share powerful visuals (infographics, posters)... no design experience needed! We provide the canvas, you provide the creativity
- **Picktochart** - Create Easy Infographics, Reports, Presentations. Piktochart is an easy infographic design app that requires very little effort to produce beautiful, high quality graphics. Make your own infographics here.
- **Moovly** - Create Animated Videos like a Pro. Moovly is a free online application to create animated videos and other multimedia content without being an expert: explainer videos, animated presentations, whiteboard videos, animated infographics, music videos, event animations... Moovly is an easy do-it-yourself (DIY) animation and video maker for everyone who's not a multimedia professional
- (Thanks to Pip Cleaves and co. @ SSC Leichhardt for this list)

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1a. Entry Event - Pop Culture Quiz
As a class, complete the 15 question Kahoot quiz on popular culture- Link here for teacher> press Play Quiz and a class code will come up. Students will need their laptops out, go to www.getkahoot.com and type in the quiz code to participate. This is intended to be a fun introduction to the idea of popular culture. Students can make a title page for the unit "Culture Pop!" and reference things that are in their lives.

1b. What is Popular Culture?
 Use the Google Slide on What is Pop Culture? And complete the activities embedded within the document. Students will need access to either the Google Slide or this resource to analyse and discuss the wor. Links made to Pop Art and everyday culture, high/low culture, post war influences on popular culture..

1c. Top 10 Things
Students are to create a visual mind map of the top ten popular culture items/aspects in their life that they come into contact on a regular basis. This could include music, electronic items, food, forms of media, transport etc. This could be done on Slides, Docs or using Publisher or Word or PADLET. Students should then select a few of these to sketch in their VAPD in a detailed drawing. Students could then create a class PADLET.

ESSENTIAL QUESTION 2: How has pop culture influenced the artworld?

2.a Focus Artist: Brian Robinson
Students are introduced to the practice of Torres Strait artist Brian Robinson.
● Use the PPT/Slide to introduce students to range of artworks. Questions are to prompt discussion.
● Examine the artist's practice through the Conceptual Framework using the table on the Slide (students to draw up in their book or use worksheet/handout version here).
● Using Google Classroom send out a question to be answered by students "How does Brian Robinson explore themes of pop culture and cultural identity in his artwork *Warriors sorcerers + spirits*, 2015. Refer to three examples within the artwork that supports this." (Handout to send out on Classroom here)

2.c Lino Printing Introduction- Class Collaboration
Briefly introduce students to Lino Printing through a Slide Presentation. Explain class collaborative activity and provide the following instructions- students choose one item from their list of top 10 pop culture things and create a 5 x 7.5cm drawing (confirm size of lino). Reinforce ideas of thick lines, pattern, repetition etc. Students transfer image onto lino and carve print. Collaboratively print the designs onto large sheet paper, staggering prints and arranging in a grid. (2-3 lessons)

ESSENTIAL QUESTION 3: What is commercial art and how have artists combined fine art and commercial art practices?

3.a What is commercial art and who is Mambo?
Introduce students to the practice of commercial art and the varying aspects of it through Slide presentation. Also consider- How do artists make money, where can you buy art, how much does art cost, what platforms support artists, what can you do beyond being an artist that is related to art. Using the same Slide presentation as 3.a, introduce students to the work of Mambo. Using the Conceptual Framework, identify aspects of Reg Mombassa's commercial art practice in relation to each agency. Consider his work, what type of products are the artworks? Who are the audience?
What role does the artist play and how is it different to the idea of a traditional artist? What world or culture was prevalent around this time? Do you think Reg Mombassa's images placed on Mambo clothing can be considered as artwork?How does Reg Mombassa and his work with Mambo blur the line between 'high' art and 'low' art?
(We used Reg Mombassa in class - however, we found the boys weren't that receptive to it/thought it was daggy! Could investigate history of collaborative art + brand projects)

3.c Focus Artist: Mulga aka Joel Moore
Introduce students to Mulgas work through Slides - start with images of murals, tshirts, colouring book etc. Generate discussion- is it art? illustration? how does he make money from it? Show students embedded videos- Mulga- Inside the Artists Studio Video, Mulga - Bondi Beach mural Video , Mulga - Snapshot of artists practice/finance Video
Additional Resources: Mulga the artist YouTube channel , Mulga the artist Website

3d. Assessment
Hand out the two part assessment (Artmaking - Lino print, Art Criticism & History - Instagram artist profile). Explain both aspects of the task, but go into further detail about the Art Crit & History task. Show students samples of work, the template to be used, how they will submit via Google Classroom etc. Discuss the purpose of an artist profile and why social media platforms for artists are important and integral to their practice. Demonstrate how to create sample task on Brian Robinson.

ESSENTIAL QUESTION 4: How can I combine fine art, commercial art and pop culture in my artmaking practice?

4a. Preliminary drawings for assessment task
Students are to start planning their design for lino print, keeping in mind it will be printed in a commercial manner eg. onto a calico bag or t-shirt. The design should incorporate multiple aspects of popular culture, which is relevant to their lives and these can be combined like Brian Robinson does in his practice. Students should consider the background, which should include pattern and repetition. Students should create at least 2-3 designs in their VAPD.

4b. Transfer drawing and carve lino
Students will transfer their image onto lino- unless they are using clear lino, in which case they should place the lino over their image in their VAPD. Students use lino cutting tools and cutting boards to carve their design.
4c. Printing lino
Students can elect to bring in a plain t-shirt from home to print their lino onto or use one of the calico bags provided. Students can print their image on the bag and on paper. If time permits, they may choose to print again on reverse side in another colour or print their small collaborative lino.

Instagram Artist Profile

- You will create a series of posts that are intended to be published on the @mck_visual_arts Instagram account, profiling the Sydney artist Mulga (Joel Moore).
- You will need to use the electronic (Google Slide) template provided on Google Classroom

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- Using the template on Google Slides, you will create **5** posts for the Instagram profile, which will include selecting an image and writing the accompanying text.
- The posts will follow the format below, based on the Conceptual Framework and Practice content areas of the syllabus:
  - Post 1 - ARTIST
  - Post 2 - ARTWORK
  - Post 3 - AUDIENCE
  - Post 4 - WORLD
  - Post 5 - PRACTICE

TEXT ACCOMPANYING IMAGES

- you are to write 3-4 sentences for each image/post. Use the questions provided over the page in the task scaffold. You can also include a few hashtags for each post (eg. #contemporaryart)
- you will need to research the artist in order to write each post
- you must cite any website/sources you used in your Bibliography
- refer to the task scaffold

IMAGES ACCOMPANYING POSTS

- your selected image for each post should reflect the content of the post (eg. the text you have written)
- these can be sourced from the artist's Instagram account @mulgatheartist or from Google Images
- you will need to cite the sources of these images in your Bibliography.

BIBLIOGRAPHY

- on the last Slide, you will need to include a bibliography with any sources used for information and images, including the date you accessed this.
- refer to the Bibliography guide provided on Google Classrooms

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Task Scaffold

The following questions are prompts. When writing your posts, respond to each question. Your post should be 3-4 sentences and written in full sentence form. You can also include additional information.

ARTIST:	ARTWORK:
- Describe the artist's background (include aspects such as- where are they from, are they trained, when did they start making art)	- Provide the title, date and medium (materials used) for your chosen artwork
- What types of artworks does the artist make and why do they make them?	- What are the formal qualities (eg. elements of art) of the artwork? What signs and symbols are used?
- What is the artist influenced by?	- What is the artwork about – what message is it trying to communicate?
Extension:	**Extension:**
- *What signs & symbols in the artwork display the artist's beliefs and identity.*	- *What is the mood of the artwork? Provide evidence for this*

| WORLD:	AUDIENCE:
- What sort of world is represented in the artist's artworks? (eg. their own personal world, the physical world or a fantasy world?) - In what ways do you think the artist has been influenced by popular culture and the world around him? - How is the artist part of the commercial art world? **Extension:** - *Identify some features of the artists work that refers to Australian culture.*	- Describe the type of people (audience) that sees the artist's work and where they would see it. - In what ways does the artist connect and communicate with his audience? - What sort of audience might appreciate the artist's work and buy his merchandise? **Extension:** - *How are the artist's works different to more traditional artworks that audiences might be used to seeing?*

PRACTICE:
- What process or steps does the artist follow to create their artworks?
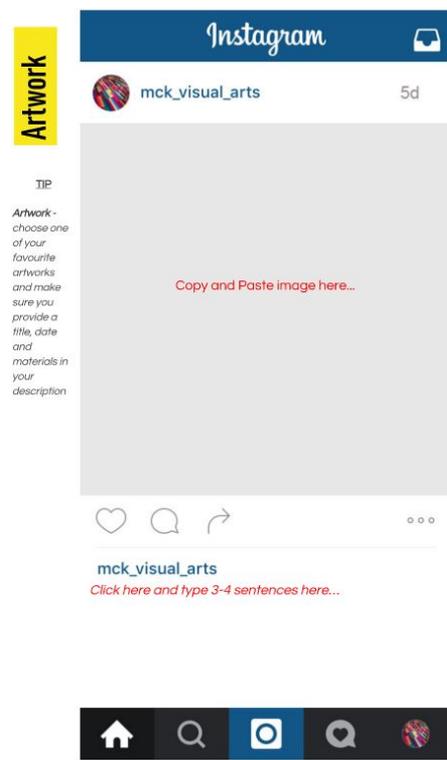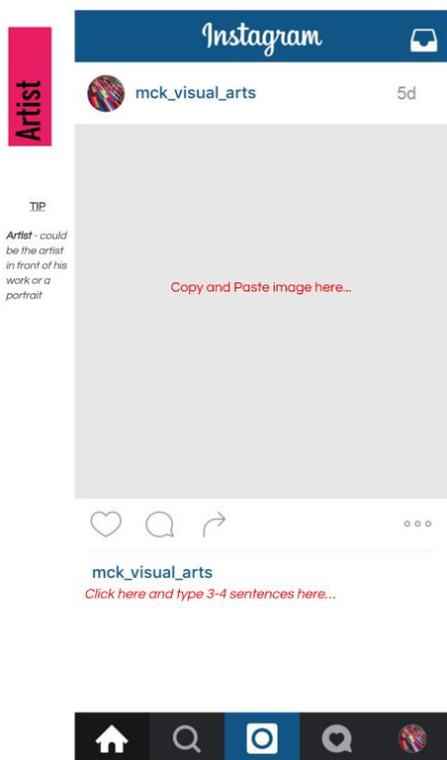
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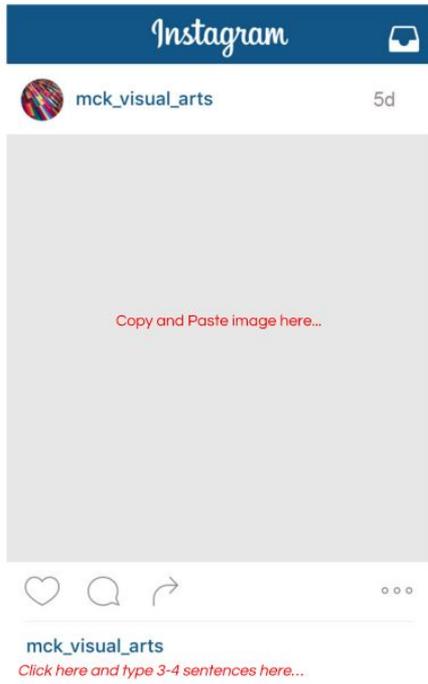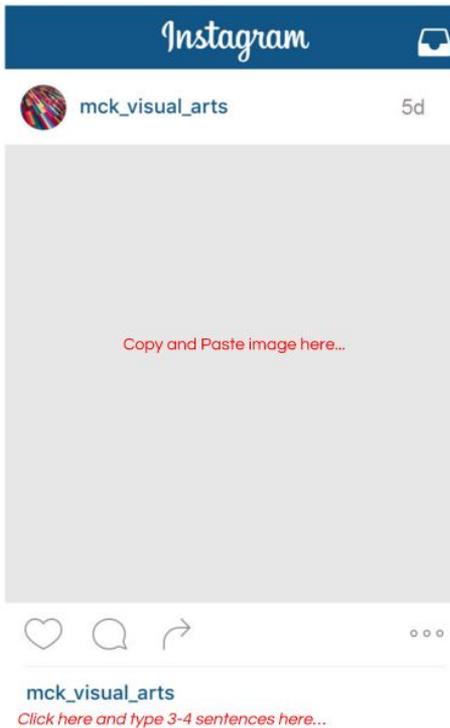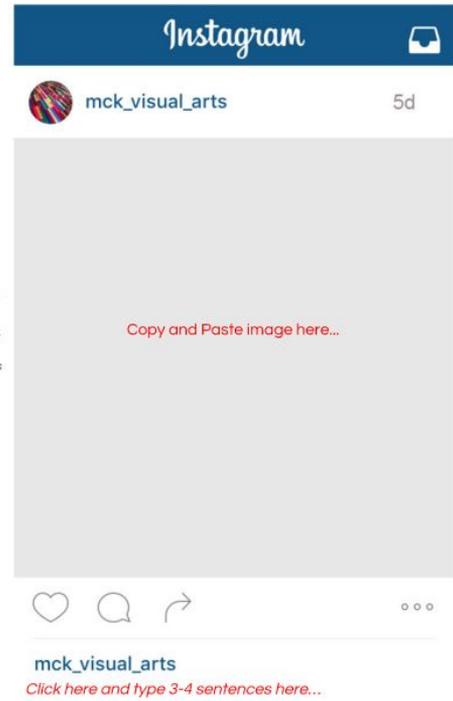
Bibliography

Most of your references will be from the internet. Follow the steps to correctly reference a website:
Include the following information in this order:
1. Author's surname, initials
2. Year
3. **Title of page**
4. [online]
5. Publisher (Title of site)
6. Available from: URL [Accessed date]

Example
Holland, M. 1996, Harvard System [online], Bournemouth University. Available from: http://www.
bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html >[Accessed 6 May, 1998].

Click on the following link for additional help writing your bibliography - MCK Bibliography guide

Text Sources

Image Sources