ARTEXPRESS Information Pack
ARTEXPRESS at The Margaret Whitlam Galleries within The Female Orphan School, Parramatta Campus.

This exhibition is part of the 2012 ARTEXPRESS Exhibition selected from HSC examination in visual Arts, artmaking component in 2012 in which 9775 works were submitted from schools across New South Wales, From these a range of high standard and diverse works were chosen to form the 2012 ARTEXPRESS Exhibition, which is held in various venues in and around the Sydney metropolitan and Regional areas.

The University of Western Sydney is a supporting sponsor and together with ARTEXPRESS have curated this exhibition. It showcases exemplary artworks created by students for the art making component of the HSC examination in Visual Arts. These works represent a broad range of subject matter, approaches, styles and media including painting, photo media, drawing, printmaking, sculpture, graphic design, documented forms, textiles and fibre, ceramics, time-based forms and collection of works. This exhibition is being held at The Margaret Whitlam Galleries on the Parramatta Campus of UWS, within the newly restored and refurbished Female Orphan School and is presented by the NSW Department of Education and Communities, the Board of Studies NSW and University of Western Sydney.

Further information:

The Female Orphan School
http://virtualtours.uws.edu.au/Female-Orphan-School

ARTEXPRESS

Stage 5 and 6 syllabus can be obtained from The Board of studies website below.
## Expressive form.

### Documented Forms
An individual work or series of works documenting time-based events, happenings, performances and site-specific installations.

### Collection of Works
A collection or series of works made using different expressive forms.

### Drawing
An individual work or series of works with a focus on drawing.

### Painting
An individual work or series of works with a focus on painting.

### Photomedia
An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices.

### Printmaking
An individual work or series of works with a focus on printmaking.

### Textiles and Fibre
An individual work or series of works with a focus on textiles and fibre.

### Graphic Design
An individual work or series of works with a focus on graphic design.

### Designed Objects
An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design.

### Sculpture
An individual work or series of works with a focus on sculpture.

### Ceramics
An individual work or series of works with a focus on ceramics.

### Time-based forms
An individual work or series of works with a focus on time-based forms. This expressive form includes film and video, digital animation and/or interactives.
Painting

Rachel Christine Greig
Gravitas/Gravity: Tactile Expression
Penrith High School.

Aaryn Melzer
While you were sleeping
Trinity Catholic College, Lismore.

Sophie Lyle Sherring
Adoration
Hurlstone Agricultural High School.

Tanya Joanne Fenwick
Herbert
Covenant Christian School.

Angela Zhang
Are we sitting too comfortably
North Sydney Girls High School.

Jason Zhao
Collect them all
Killara High School.

Lingzi Gao
Brush with the bus
Baulkham Hills High School.

Alexander Litchfield
Industrial Twilight
Lithgow High School.

Eleanor Ruth Lawless
Dog Days
Oxley College.

Anna Kate Baker
Everlasting
Blaxland High School.

Above images
Anna Kate Baker Everlasting
Eleanor Ruth Lawless Dog Days
Collection of Works

Sarah Douglas
Nepalese Prayer
Oxford Falls Grammar School.

Laila (Laily) Gafori
A life that changes lives
Macarthur Girls High School.

Alice Victoria Wade
Lysdexia is Puzzling
Barker College.

Lisa Koesterke
A Collection of Postcards from Wits End
Mullumbimby High School.

Michael John Ferris
Dominos
The Kings School.

Rebecca O’Callaghan
My Heart Wanders
St Joseph’s Hastings Regional College.

Georgia Sugarman
Time Overpass
The McDonalds College.

Honey Anna Long
Tapestry
SCEGGS Darlinghurst.

Isabelle Teo
The Ghost of Earth
Tempe High School.


Drawing

Anita Ye

T**th**ck Skinned
James Ruse Agricultural High School.

Acacia Josephine Peterson

G**r**andma
Sapphire Coast Anglican College

Hyerin Kyra Kim

S**h**e has eyes bright enough to burn
St George High School.

Chelsea Booth

B**e**st before
St Catherine’s Waverley.

Mark Rodger Pickstone

S**m**art Parking
St Clair High School.

Nitida Violet Atkinson

P**a** Remembers When É
Moruya High School.

Drianne Deang

F**a**mily
Marian Catholic College Kenthurst.

Adele Lauren McMurray

W**h**at happened to Black and White
Tuggerah Lakes Secondary College.

Claire Middleton

T**h**e Fight for Flight
Kuring-gai Creative Arts High School.

Above images

Mark Rodger Pickstone Smart Parking
Drianne Deang Family
Graphic Design
Joseph Chan-Lui
Missing
Sydney boys High School.

Fabian Riviera
Create Your Own Masterpiece
Marist College Eastwood.

Sculpture
Shaun Ross
Geometric Duality
Penrith High School.

Holly Payne
The Domicile of invisible processes
Monte Saint Angelo Mercy College.

Jarren Christensen
Thinking of Cole
St Marys Cathedral College.

Matthew Michael Nicholl
Untitled
St Patrick’s College Strathfield.

Alana Zammit
The Impossibility of Regularity
Bossley Park High.

Bridget Olivia Whiteway
Tre Em Bi Mat (The Lost Children)
Kincoppal-Rose Bay School of the Sacred Heart.

Ceramics
Rory Macken
The Aesthetics of Industry: Ecology: environment, Endurance
St Aloysius Milson Point.

Documented Forms
Emily Schellnack
Miyagan
Erskine Park High School.

James William Byers
Adaptation: Emerging Hybrid Forms
Knox Grammar School.
Printmaking

Allen Shuo Lun Huang

Construction Site 1989
Erskine Park High School.

Kate Pozoglou

Cirque De Freak
Caroline Chisholm College.

Gabriella Shofer

Zen
Masada College.

Textile and Fibre

Alicia Dulnuan-Demou

The past is familiar, the future is not
Our Lady Sacred Heart (K)

Time based

Joshua Luke Hannah

I am 21853763
Keira High School.

Bryce Beard

Revolution of Evolution
Mackillop Senior College.

Gabriella Shofer

Zen
Masada College.

Textile and Fibre

Alicia Dulnuan-Demou

The past is familiar, the future is not
Our Lady Sacred Heart (K)
Photomedia

Adam Christodoulous
Concord High School.

Kristy Rose Holyman
Kincoppal-Rose Bay School of The Sacred Heart.

George Daud
Fairvale High School.

Gabriel Aloisio
John Therry Catholic High School.

Emma Elizabeth O’Donoghue
Kincoppal-Rose Bay School of The Sacred Heart.

Zac Rae
St Edwards Christian Brothers College.

Chloe Ann Roberts
Colo High School.

Courtney Hansford
Wyndham College.

*Above images

Emma Elizabeth O’Donoghue Accelerando (Traces of Cultural History)
Kristy Rose Holyman Can I have one of everything
Worksheet: 1: Class discussion and research.


**Development and organisation**

* What is the purpose of the exhibition?
* In what way does the selection of work reflect the focus of the exhibition?
* What agencies are involved in developing and organising this exhibition?
* Describe the process required to develop such an exhibition?

**Format and Focus**

* What is the format of the exhibition: solo, collective, theme or idea, period or style?
* Explain the rationale for this exhibition.

**Funding**

* How has this exhibition been funded?
* In what way could funding influence selection or presentation of this exhibition?
* Can the sponsors' support be identified in the exhibition?

**Exhibition**

Name/Title of the Exhibition
Venue and Location
Dates
Artist(s) represented
Expressive forms
Work sheet 2: Students select 2-3 works in the exhibition that view through the Cultural frame and complete the worksheet.

Exploring the Cultural frame: Investigating identity through social and cultural meaning.

<table>
<thead>
<tr>
<th>How has this artist communicated their ideas as subject matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* direct representation</td>
</tr>
<tr>
<td>* Text</td>
</tr>
<tr>
<td>* multi layering</td>
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</tbody>
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<table>
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<tr>
<th>Has this artist used cultural identity or social comment?</th>
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<td>*Cultural: the artist uses their personal history to construct meaning.</td>
</tr>
<tr>
<td>*Social comment: the artist uses social, economic or political ideas to construct meaning.</td>
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**Annotation:** The identification of an artwork

- **Artist**
- **Title and date**
- **Medium**
- **Size**

<table>
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<th>Has this artist used a particular time or place as identity in their work</th>
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<td>* Political event</td>
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<td>* Historical event</td>
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<tr>
<th>Using the Cultural frame structure, list the elements you can see in each of your selected artwork</th>
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<td>such as: culture groups, Gender, political identity, time, place.</td>
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Works sheet 3: Students select 2-3 works in the exhibition that view through the Structural frame and complete the worksheet.

Exploring the Structural frame: The structural world arises from systems of signs and symbols sharing the universal structure of language.

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Annotation: The identification of an artwork

Artist
Title and date
Medium
Size

Has this artist used a particular time or place as identity in there work

* Political event
* Historical event

Using the Cultural frame structure, list the elements you can see in each of your selected artwork

such as: culture groups, Gender, political identity, time, place.
Worksheet 4: Students select 2-3 works in the exhibition that view through the Subjective frame and complete the worksheet.

Exploring the Subjective frame: The subjective world is concerned with individual feeling, emotion, imagination and personal experience.

| If the artist is using feelings and emotions to express his ideas explain how he has executed this as subject matter in the artwork? |
| Does this artist express their personal feelings or |
| Is this artist expressing human feelings in general? |

| Artists who explore there feelings through art often use imagination, dreams or the subconscious. In what way has the artist conveyed these ideas? |
| * Surreal |
| * Supernatural |
| * Dream like |

Annotation: The identification of an artwork

**Artist**
**Title and date**
**medium**
**size**

In what way has this artist responded to their ideas and concepts: are they spontaneous or expressive actions?

* The use of materials is in a spontaneous or expressive representation as opposed to planned or in a careful way.

In responding to your feelings and emotions when viewing this artwork, describe how individual artworks make you feel.

* Shock
* Surprise
* Sad
* Happy
Work sheet 5: Students select 2-3 works in the exhibition that view through the Postmodern frame and complete the worksheet.

**Exploring the Postmodern frame:** The Postmodern world brings challenge/doubt/suspicion/scepticism to the assumptions of each of the other frames.

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In responding to your feelings and emotions when viewing this artwork, describe how individual artworks make you feel.

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* Surprise
* Sad
* Happy