

## **Mapping a place**

### **Stage 3**

**Subject matter:** places and spaces

**Forms:** drawing, sculpture

**Duration:** 3 to 4 weeks

#### **Image resources**

- *Broadway Boogie Woogie*, Piet Mondrian
- *Broken Law*, Malya Teamay
- *Crossed Blades*, Alexander Calder, Australia Square

#### **Beyond the frame**

- *Word Midden*, Liz Jeneid, image no.15

#### **Enter art**

- *Wooden prototype for Adelaide Plaza bronze, Opus 714*, Robert Klippel, image no.8
- *Suspended stone circle II*, Ken Unsworth, image no.15

### **Outcomes and Indicators**

#### **Making**

**VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.**

- uses symbols to represent subject matter
- explores the expressive use of colour, shape and line, surface and volume.

**VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.**

- uses appropriate techniques in the construction of three-dimensional forms.

#### **Appreciating**

**VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.**

- recognises that an audience may have a different view to that of the artist about the meaning of a work.

**VAS3.4 Communicates about the ways in which subject matter is represented in artworks.**

- discusses how materials and techniques are used in the representation of subject matter
- reflects on the process of making artworks.

#### **Unit overview**

Students investigate ways of *mapping* a place using symbols. They discuss how artists have represented the environment in paintings and public sculptures. The students document their ideas in research drawings then develop concepts into sculptures. The students also consider how concepts are represented differently in drawing and sculpture.

Learning experiences	Teaching notes
<p><b><u>Learning experience 1</u></b> <b>Appreciating artworks</b></p> <p>Look at and discuss two artworks from different cultures where symbols are used to represent the environment.</p> <p>Explore the use of symbols in paintings by a contemporary Aboriginal artist and a European Modernist artist.</p> <p><i>What do you think abstract art means?</i> Look at <i>Broadway Boogie Woogie</i> by Piet Mondrian. <i>Is this painting an example of abstract art?</i></p> <p>Consider the title of the artwork. Describe and discuss Broadway, New York (lights, traffic, noise etc.) <i>What are the symbols (colours, lines and shapes) in this artwork that:</i></p> <ol style="list-style-type: none"> <li><i>represent the place, Broadway in New York?</i></li> <li><i>represent the rhythm of music (Boogie Woogie)?</i></li> </ol> <p>Look at <i>Broken Law</i> by Malya Teamay and consider the symbols in the painting.</p> <p><i>What symbols refer to traditional Aboriginal lifestyle?</i> <i>What do the symbols represent?</i></p> <p>Sketch some of the symbols that you have identified and label them. <i>What are the differences between the symbols used by Malya Teamay and Mondrian?</i></p>	<p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• <i>Broadway Boogie Woogie</i>, Piet Mondrian (The image of this work is on the <i>arts action CD-ROM</i>. Images of artworks by Mondrian can also be found in most books about twentieth century art and on websites)</li> <li>• <i>Broken Law</i>, Malya Teamay (The image of this work is on the <i>arts action CD-ROM</i>. There are many artworks by Aboriginal artists that employ symbols to represent a place. Any of these can be used for this activity.)</li> </ul> <p>Piet Mondrian (1872-1944) was a Dutch painter. His work often employed geometric shapes limited to pure colours (red, blue and yellow).</p> <p><i>Broadway Boogie Woogie</i> is a response to New York by Mondrian, reflecting the lights, movement, road and grids. Abstract art uses colours, shapes and space which do not necessarily refer to recognisable things in the world. Sometimes abstract art suggests things in the world even though they may not look realistic. Boogie Woogie was a dance form, a forerunner to jive and rock and roll.</p> <p>Identify some symbols in Aboriginal art that signify lifestyle and place. Sketch some of these.</p>

## **Learning experience 2**

### **Making drawings**

Use symbols to record responses to the immediate environment.

Using felt pen or charcoal, record and *map* the immediate environment or chart a walk around the school using symbols to identify significant features of the place.

Apply colours that would represent the various sounds, objects, surfaces or feel of the place.

Use sketches, writings or rubbings, etc.  
Make notations on the *map* about sights, sounds and ideas.

### **Resources**

- pencil
- colour felt pens or crayons
- paper

## **Learning experience 3**

### **Making sculptures**

Use documentations from learning experience 2 to develop a sculpture representing ideas about the sights and sounds of a place.

Refer to the drawings, symbols and notations representing the school environment.  
Consider how these can be represented in a

### **Image resources**

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### ***Beyond the frame***

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### **Resources:**

- wire
- wooden blocks
- styrofoam tubing
- aluminium mesh
- cardboard
- metal bolts and washers
- corks
- discarded objects

<p>three-dimensional artwork.</p> <p>Select two or three symbols. <i>How can you represent them and arrange them in a sculpture using the available materials?</i></p> <p>Consider repetition, varying size, emphasising a particular colour or line, overlapping or grouping shapes. Make several quick sketches.</p> <p><b>Appreciating artworks</b> Look at the resource images to gain some ideas about the representation of ideas and materials and construction techniques.</p> <p>Look at images of sculptural artworks by Jeneid, Unsworth, Klippel and Calder for ideas for materials and construction techniques. <i>Is anything represented in a realistic way in these works?</i> <i>Are the artworks abstract?</i></p> <p><b>Making artworks (cont.)</b> Refer to the sketches of the proposed sculpture. Discuss which materials and construction techniques would best express the ideas or symbols. <i>What materials will best represent what you want to say?</i> <i>How can you arrange and attach, model, group and overlap components in the work?</i></p> <p>Collect materials for the sculpture. Include any discarded or recycled objects. Use a single material or a combination of materials, e.g. wire, wooden blocks, cardboard.</p> <p>Repeat shapes in different sizes or distort some to create variety and interest. Arrange the shapes systematically, suspend them, group them, tie or glue them together in a mass, or fix them in arrangements that appear different from various points of view. Aim to use some overlapping of shapes.</p>	<p>Show how the sculptors have used abstract shapes and lines and a range of construction methods in their work.</p> <p>Referring to the images, discuss techniques that might be used in the students' sculpture:</p> <ul style="list-style-type: none"> <li>• arranging shapes in repetition (Jeneid)</li> <li>• suspending parts (Unsworth)</li> <li>• grouping parts in ways that look different from each direction (Klippel)</li> <li>• fixing shapes together (Calder)</li> </ul> <p><i>Reverse Garbage</i> in Sydney is an ideal place to buy materials for sculpture. Consider starting a students' collection of materials in your classroom.</p>
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<p><b>Appreciating: reflecting</b>  Write a recount of the artmaking activity.  Include artistic intentions:  <i>What is the idea or concept and how was it addressed?</i>  Include ideas about symbols. Describe the process, materials and the construction techniques used.  Discuss the concept and the effectiveness of the work in representing the intentions of the (student) artist.</p>	
<p><b><u>Learning experience 4</u></b>  <b>Appreciating: reflecting</b></p> <p>Referring to the sculptures, select a view of a sculpture that shows a repetition of shapes and some overlapping.</p> <p>Sketch the artwork using brushes and black ink or charcoal.</p> <p>Emphasise the linear qualities and shapes used in the artwork.  Include repetition and overlapping in the drawing.</p> <p>Display the drawing next to the sculpture and discuss similarities and differences.  <i>What different feelings or expression does each form have?</i>  <i>Does the drawing still suggest the original place represented or has the feeling or meaning in the artwork changed?</i>  <i>Has the work gained new qualities?</i></p> <p>List elements, e.g. line, shape, solidness, overlapping or repetition, that are best shown with:  a) a sculpture  b) a drawing.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• paper</li> <li>• soft hair brushes</li> <li>• black ink</li> <li>• charcoal</li> </ul>

**Extension**

**Appreciating artworks**

Visit a sculpture in the local community.

Describe the space or area around the sculpture and how the work is presented within the space. Discuss the impact of the sculpture on the immediate environment and on the audience.

*Is the artist's name and the title of the work clearly displayed?*

*What materials were used?*

*Are you able to walk around or through the work?*

*Does the impact of the work change depending on the viewing angle?*

*What do you think it is about?*

*What do you think is the purpose of the work?*

*Is the work realistic or abstract?*

*What shapes, lines, colours, textures have been used?*

*Do you think it is a good idea to have public sculptures? Why or why not?*