PATRICIA PICCININI
CURIOUS AFFECTION ON TOUR

SECONDARY TEACHER NOTES



ABOUT THE EXHIBITION

'Patricia Piccinini: Curious Affection on Tour' invites us into an alternative world where nature and technology, humans and animals, fact and fiction all mix and intermingle in ways that are both strange and wonderful.

ABOUT THE ARTIST'S PRACTICE

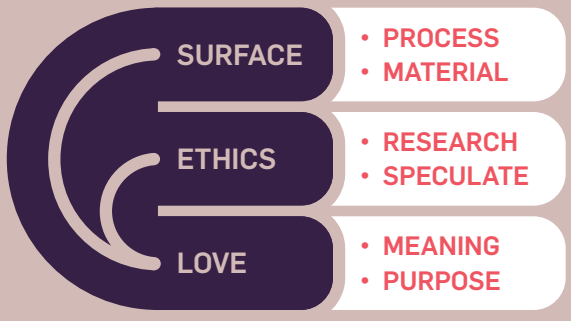
Patricia Piccinini uses a range of different media to explore concepts such as agency, responsibility and acceptance. The contexts of her works — whether they be real-world relationships or fantastic stories and fables — focus on human thoughts and responses to change and difference. By drawing on our past and present relationships, Piccinini constructs scenarios to encourage us to engage with the grey areas of life and humanity — areas which are often complex and confronting, particularly as we move into the future.

For Piccinini, the art-making process begins with research and drawing. She then works with a team of fabricators and technicians who use a range of specialist techniques to create the incredibly lifelike appearance of her creatures.

> *I've always been interested in the definition of what we consider natural and what we consider artificial and what changes that definition — things like innovation in medical technology — and so that is why I tend to be inspired and tend to respond to what happens in the world.*
>
> Patricia Piccinini, quoted in V Were, 'A matter of transformation', *Art News NZ*, summer 2007, p.60.

ABOUT THE RESOURCE

Three themes — fabulation, empathy and wonderment — introduce the artworks and concepts in 'Curious Affection on Tour'. Students can explore these themes in more depth using the points of engagement outlined below.



Above: *Teenage Metamorphosis* 2017 / Silicone, fibreglass, human hair, found objects / 25 x 71 x 52cm / Purchased 2018. Queensland Art Gallery | Gallery of Modern Art Foundation / Collection: Queensland Art Gallery | Gallery of Modern Art / © Patricia Piccinini

BEFORE YOUR VISIT

Research and make connections
Explore the themes: Fabulation, empathy and wonderment

DURING YOUR VISIT

Investigate: find, analyse, compare and connect
Respond to the questions and challenges raised by the artist's works

AFTER YOUR VISIT

Re-evaluate: suggest alternatives, create, conclude and reflect
Expand on Piccinini's vision through reflection and art-making activities

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youtube.com/QAGOMA_Australia
Find out more about the artists in QAGOMA's Collection

qagoma.qld.gov.au/learn/collection
Learn more about selected artworks in the QAGOMA Collection.

qagoma.qld.gov.au/enews
Teachers, subscribe to *Edmail* for details on our professional development programs and education resources.

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For information about QAGOMA's touring program, visit qagoma.qld.gov.au/touring

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QAGOMA LEARNING

Queensland Government

GOMA

CURRICULUM INFORMATION

AUSTRALIAN CURRICULUM LINKS – MIDDLE SCHOOL

	VISUAL ART	ENGLISH	DESIGN AND TECHNOLOGIES	HASS:CIVICS AND CITIZENSHIP
BEFORE: RESEARCH AND MAKE CONNECTIONS	**YEARS 7/8** Analyse how artists use visual conventions in artworks (ACAVAR123)	**YEAR 7 LITERATURE** Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others. (ACELT1620)	**YEARS 7/8** Investigate how social, ethical and sustainability considerations are prioritised in the development of technologies for preferred futures (ACTDEK029)	**YEAR 7** How values, including freedom, respect, inclusion, civility, responsibility, compassion and equality, can promote cohesion (ACHCK052)
	YEARS 9/10 Analyse a range of visual artworks to explore differing viewpoints and enrich their visual art-making (ACAVAR131)	**YEAR 10 LITERATURE** Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	**YEARS 9/10** Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures (ACTDEK040)	**YEAR 10** The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
DURING: INVESTIGATE	**YEARS 7/8** Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making (ACAVAR124)	**YEAR 7 LANGUAGE** Analyse how point of view is generated in visual texts by means of choices, for example, gaze, angle and social distance (ACELA1764)	**YEARS 7/8** Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)	**YEAR 7** Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)
	YEARS 9/10 Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art-making (ACAVAR130)	**YEAR 10 LANGUAGE** Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	**YEARS 9/10** Explain how products, services and environments evolve with consideration of preferred futures (ACTDEK041)	**YEAR 10** Account for different interpretations and points of view (ACHCS098)
AFTER: RE-EVALUATE	**YEARS 7/8** Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)	**YEAR 7 LITERACY** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	**YEARS 7/8** Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)	**YEAR 7** Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue (ACHCS058)
	YEARS 9/10 Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)	**YEAR 10 LITERACY** Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts and visual choices (ACELY1749)	**YEARS 9/10** Investigate and make judgments, on how technologies can be combined to create designed solutions (ACTDEK047)	**YEAR 10** Recognise and consider multiple perspectives and ambiguities on contentious issues (ACHCS099)

QUEENSLAND CURRICULUM SENIOR SYLLABUS

VISUAL ART

Art as Lens:
Interpret visual communication and meaning in artworks through personal and contemporary contexts and consider how artists' viewpoints and representations challenge audience perspectives.

Art as Code:
Explore how artworks are capable of expressing complex ideas by foregrounding the formal and cultural contexts, and consider how visual language, symbol systems and art conventions can be used to convey meaning.

Art as Knowledge:
Consider how art knowledge can be constructed — knowledge that challenges perceptions, presents alternative futures, and is intellectually engaging — or can be imaginative — knowledge that can entertain, invent, encapsulate the human condition — and what knowledge an artist uses to inform their art practice.

Art as Alternate:
Consider twenty-first century ideas and issues, and the roles and interaction between artist and audience. Explore how contemporary approaches with materials and new technologies impact the sensory experience and engagement with art.

Perspectives and texts:
Explore individual and/or collective experiences of the world and examine how perspectives and representations of concepts, identities and groups are constructed.

Texts and culture:
Examine the relationship between language and identity, and purpose and audience, and the way this reveals cultural assumptions, attitudes, values and beliefs.

Textual connections:
Explore connections between art and text by examining representations of the same concepts and issues. Consider the personal, social, historical and cultural significance of representations and analyse different perspectives.

Close study of literary texts:
Investigate innovative and imaginative uses of language that challenge ideas and conventions.

LINKS TO RESOURCES

Queensland Curriculum Senior Syllabus:
https://www.qcaa.qld.edu.au/senior/subjects

ACARA Australian Curriculum V.8.3:
https://www.australiancurriculum.edu.au/