Critical and historical interpretations

Practice, conceptual framework, frames

Duration: 1 week

Driving questions

Practice: How can a photographic artist develop their ideas?

Conceptual framework: How is a photographic artist influenced by the world around them?

Frames: How does a photographic artist use post modern ideas in their artmaking?

Overview

In critical and historical studies students will investigate how various artist have used Adobe Photoshop to create interesting and postmodern interpretations.

| Stage 5 outcomes |
| --- |
| A student: |
| 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works |
| 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works  |
| 5.9 uses the frames to make different interpretations of photographic and digital works |
| 5.10 constructs different critical and historical accounts of photographic and digital works |

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

Content

Practice

* Students will learn about the practice of photographic artists through the exploration of their material and conceptual concerns

Conceptual framework

* Students will learn about the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to practicing photographers, audiences and the world

Frames

* Students will learn about how traditional conventions are challenged to create works that reflect current technologies and ideas
* Students will explore Australian photographers that represent political views that are current to contemporary Australian society.

| Cross-curriculum content and key competencies |
| --- |
| Information and communication technology  |
| Civics and Citizenship |
| Literacy |
| Aboriginal |
| Gender |

All activities require students to demonstrate their learning and are all assessment for learning activities.

Teaching and learning activities

Investigate Australian Aboriginal photographic artist Fiona MacDonald.

Students will:

* discuss and analyse the images created by Fiona MacDonald in the [Investigating the practice of Australian Aboriginal photographic artist Fiona MacDonald resource](https://sway.com/TcHcpfOV3fEd1ut5?ref=Link&loc=mysways)
* write out a key vocabulary list that will assist students in writing a paragraph to answer one of the lead questions:
	+ how can a photographic artist develop their ideas?
	+ how is a photographic artist influenced by the world around them?
	+ how does a photographic artist use post modern ideas in their artmaking?

Communicate

Students are to complete a digital or hard copy essay with links to the photographic artist’s images. This can be completed through one-note or a word document.

Differentiation

Extension

Teachers are encouraged to provide students with acceleration activities if required.

Students could:

* write an extended response to the essay topics that could include a range of artists
* further investigate contemporary artists by visiting the websites below
	+ [artgallery.nsw.gov.au/education](https://www.artgallery.nsw.gov.au/education/learning-resources/education-kits/photography/)
	+ [ngv.vic.gov.au/wp-conten](https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv_edu_edres_review.pdf).

Life skills

| Life skills outcomes  |
| --- |
| LS.1 experiences a variety of artmaking activities |
| LS.2 explores a variety of materials, techniques and processes |
| LS.9 uses a range of materials, techniques and processes to make artworks |

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

Students will:

* research a range of photographic images from the internet about the artist Fiona MacDonald.

Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student’s level of understanding and adapt accordingly. Summative assessment can be used at the end of the lesson sequences. Students could hand in their essay for marking.

Reference list and resources

[Investigating the practice of Australian Aboriginal photographic artist Fiona MacDonald resource](https://sway.com/TcHcpfOV3fEd1ut5?ref=Link&loc=mysways)

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

[fiona-macdonald.net](http://www.fiona-macdonald.net/)

[artgallery.nsw.gov.au/education/learning-resources](https://www.artgallery.nsw.gov.au/education/learning-resources/education-kits/photography/)

[ngv.vic.gov.au/wp-content/uploads/2014](https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv_edu_edres_review.pdf)