

Tasmanian Museum and Art Gallery

LUCIENNE RICKARD *EXTINCTION STUDIES*

SEPTEMBER 2019 –
OCTOBER 2020

ABOUT THE ARTWORK

Extinction Studies is a thirteen-month durational performance by Tasmanian artist Lucienne Rickard. The artwork, which was originally planned to take place for a twelve-month period, has been extended as a result of TMAG's closure due to COVID-19 restrictions.

Over the course of the year, Lucienne is drawing a series of different, recently-extinct plant or animal species. She erases each drawing and continues by drawing a different extinct species on the same sheet of paper. She erases it again.

This process of drawing and erasure, or evolution and extinction, is repeated in full knowledge that the paper will deteriorate and eraser shavings will accumulate.

Each extinct species is sourced from the International Union for Conservation of Nature's (IUCN) [Red List of Threatened Species](#), the authoritative list of extinct and threatened species used by scientists globally.

Lucienne is spending at least five days a week in the TMAG galleries undertaking this project. It is her testimony to the critical issue of species extinction.

The project title *Extinction Studies* deliberately merges art and science, a 'study' being both a technical art term – for a drawing or sketch done in preparation – and more generally understood as the practice of devoting time and attention to understanding a topic.

ABOUT THE ARTIST

Lucienne Rickard was born on 12 September 1981 in Lithgow, NSW. Lucienne now lives and works in Franklin, Tasmania. She graduated with a Bachelor of Fine Arts from the Queensland College of Art (Gold Coast Campus) in 2001, and relocated to Hobart where she was awarded her honours in 2002 and PhD in 2005 from the University of Tasmania. She was awarded the Rosamond McCulloch Cité des Arts Paris Residency in 2006, and has been exhibiting nationally for the past 20 years. Lucienne has worked almost exclusively in drawing for the last 15 years. Her most recent work explores her concern for wildlife.

"Apparently people sometimes get angry at Lucienne for rubbing the drawings out, and well they might, because that act undermines the way that many people understand art, as objects to be bought and sold. This is not about the end product. There is no end product. There's just work."

– Andrew Harper, *Island Magazine* 2020



Dunn Place, Hobart
www.tmag.tas.gov.au

DETACHED



ABOUT THIS RESOURCE

This resource has been developed with the intention to assist teachers in planning for students' engagement with – and response to – the work of Tasmanian artist Lucienne Rickard. This resource provides ideas for activities in technical drawing skill development and the creation of artworks as activism in response to social and environmental issues.



RESPONDING

- Research flora and fauna that is endangered and brainstorm ideas about what actions can be taken to prevent the extinction of this species. Create a poster and display it in your school or community.
- Research other activist artists, such as Banksy, Ai Weiwei, Richard Bell and Reko Rennie, who have created artworks in response to social or environmental issues. Consider the impact of a particular artwork – has it been successful by creating awareness or change? Discuss how art can be used to create changes in society.
- Lucienne has stated that one of her favourite things about undertaking the *Extinction Studies* project has been learning about all the weird and wonderful evolutionary features that species had. Select any species and research what unique characteristics they have and how these have been developed to adapt to their environment. Highlight these features later in an artwork using one of the making activities below.

MAKING

- View the [Extinction Studies](#) video on Vimeo by Rummin Productions. Write a poem or story imagining that you are watching the process of Lucienne creating and erasing her drawings.
 - Create an [animated flipbook](#) representing the adaptation of a species from the International Union for Conservation of Nature's (IUCN) [Red List of Threatened Species](#).
 - Film yourself making an artwork and destroying it. Reflect on the process considering your attachment to the work. Would it be harder to destroy the artwork if you didn't know that was the end goal?
 - Make a range of different tones using natural objects as a stimulus for different pressured pencil marks. Starting with light tones, hold a feather and brush it as lightly as you can against the palm of your hand, and then brush it against the paper. Pick up a pencil and try to shade an area with the same light touch as the feather. Repeat with a range of different natural objects with varying weights (e.g. a leaf, a stick, a rock).
- Follow the steps below to create an artwork using graphite pencil that can layer and detail. Choose one feature of your subject matter, for example, the antler of a deer:
 1. Find the dominant tone (dark, light etc.) and render the whole shape this one, flat tone. Think of this as an undercoat, just as if you were painting a wall in a house.
 2. Add in darker tones around the edges of the antlers, becoming darker as your pencil gets closer to the edge. This should give the antler a sense of shape.
 3. The third layer is the texture layer. Use darker lines to create the cracks or grooves on top of your shading.



CURRICULUM LINKS

Visual Arts

F – 6

- Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))
- Use materials, techniques and processes to explore visual conventions when making artworks ([ACAVAM111](#))
- Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions ([ACAVAM114](#))

Year 7 and 8

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes ([ACAVAM119](#))
- Develop planning skills for art-making by exploring techniques and processes used by different artists ([ACAVAM120](#))

Year 9 and 10

- Develop and refine techniques and processes to represent ideas and subject matter ([ACAVAM127](#))
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks ([ACAVAR131](#))

LINKS TO RESOURCES

- Beaver Galleries: Lucienne Rickard – Biography, CV, Exhibitions, and Artworks
<http://www.beavergalleries.com.au/artist/lucienne-rickard/>
- Rummin Productions: *Extinction Studies*, Lucienne Rickard
<https://vimeo.com/393838689>
- Lucienne Rickard on Instagram
<https://www.instagram.com/luciennerickard/?hl=en>
- Collaboration between Lucienne Rickard and Keely Jobe; *The Art of Refusal*, May 5, 2020
<https://www.extinctionstories.org/2020/05/05/the-art-of-refusal/>
- Detached Cultural Organisation: *Extinction Studies*, Lucienne Rickard
<https://www.detached.com.au/extinction-studies>
- What's On: Exhibitions at TMAG – *Extinction Studies*, Lucienne Rickard
https://www.tmag.tas.gov.au/whats_on/exhibitions/current_upcoming/info/extinction_studies
- The Kids Should See This: How to Make a Flip Book
<https://thekidsshouldseethis.com/post/how-to-make-a-flipbook-andymation>
- The IUCN Red List of Threatened Species
<https://www.iucnredlist.org/>
- ABC iView: *The Mix*, Friday 10 July 2020
<https://iview.abc.net.au/show/mix/series/0/video/NC2016H025S00>