

1. Introduction

'In the Making' is an online resource about creative processes for senior secondary school arts students that could also be of use for Grades 9 and 10, as well as members of the general public. It is a research tool for students undertaking practice-based arts courses and developing skills of making and talking about their own and others' artworks.

The resource includes six 10-minute videos of artist interviews focused on the processes involved in making a particular work. The videos are embedded within the format of a 'case-study', where students can access information about the artists and works, a PDF of questions and activities, and links to other resources. The case-studies bring contemporary artists into the classroom and can be used as a springboard for teaching, or as student-directed online learning tools.

As the resource supports arts students across the spectrum of creative practices, the selected artists work in different arenas of art-making. Students can gain insights into the different professional contexts in which contemporary art is made and some of the key elements common to any creative project. The projects profiled in the resource are linked to the Tasmanian Museum and Art Gallery's (TMAG) site, collections and context. This highlights the role of public galleries in supporting the generation of creative work by living artists.

The main aim of the resource is to support students in learning about and exploring their own

2. Aims

creative processes and those of others. Through artist interviews, it models skills of critical reflection and encourages students to apply these skills to their own work.

The key aims of the videos are to highlight artists' experiences of the processes involved in seeing an artwork through to completion, and to give students insights into the professional contexts in which artists produce their work such as commissions or in collaborative settings like theatre. As arts students at senior secondary level are assessed on skills associated with communicating their ideas (see below), the videos reflect 'real world' examples of artists demonstrating these skills. Through the student PDFs, each case study aims to help students develop key skills of **refining, articulating and evaluating** their ideas about their own work and that of others.

Most of all, the resource is intended to be inspirational and give students exciting examples of individual practice that they may relate to when making their own work and preparing it for exhibition.

The resource can be accessed via the TMAG website, in the Learning and Discovery/

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3. Using the resource

Resources/ Online Resources section under 'Art and Decorative Arts'. The 'In the Making' link takes students to a Welcome page where they can select icons to visit the individual case-studies. Within each case-study, students will find an 'About' section providing information about the artist(s) and the background to the work discussed in the interview; a 'Watch' section with the embedded video hosted on YouTube; and a 'Respond' section with links to the PDF and related resources.

The resource responds broadly to the processes and values identified as integral

4. Curriculum links

to arts education, as outlined in the draft of *The Australian Curriculum: The Arts Foundation to Year 10*. In particular, the videos and the PDF relate to key processes identified under the strands of **Making and Responding** which include:

- conceptualising and initiating an artwork
- experimenting and developing ideas and methods
- processes of reflection and evaluation
- communicating and documenting ideas.

In relation to the Tasmanian Qualifications Authority's Creative Arts courses (2012 drafts), the resource responds to the following courses:

- *Art Studio Practice* (TQA 3 ART315209)
- *Art Appreciation* (TQA 3 ARA315111)
- *Art Production* (TQA 3 ART315112)
- *Visual Art Practice* (TQA2 – ART210112)
- *Art Production – Foundation* (TQA 2 ART215112).

Some case-studies may have specific interest for students undertaking performing arts or design courses such as:

- *Arts Performance* (TQA 2 CAE205110)
- *Creative Arts – Event Production* (TQA 2 CAE215110)
- *Design and Production* (TQA 2 DAP215109)
- *Drama – Technical Production* (TQA 2 SDT215110).

For example, performing arts students may find the case study on theatre group 'Erth' of particular interest.

5. Skills

The resource is focused on a key set of creative skills that relate to the assessment criteria in these courses. These skills are **conceptualising, experimenting, communicating, resolving and reflecting**. The content of the PDF and the videos reflects a commitment to providing students with opportunities to develop these skills in relation to their own work, and to their understanding of art-making generally. In focusing on these skills, the questions used to interview artists relate to the eight assessment criteria in the Art Studio Practice unit. As such, each interview contains insights from artists on:

- managing a studio proposal through to exhibition
- communicating conceptual meaning
- critiquing and evaluating their own work and that of others
- resolving aesthetic, technical and conceptual problems
- understanding cultural influences in different contexts
- planning and reflective practice
- refinement of skills, techniques and applied technologies

- working autonomously as well as collaboratively towards exhibition

As *Art Studio Practice* and *Art Production* students are required to manage a studio proposal through to exhibition, the artist interviews are also focused on the realisation of one individual work or series of works, exhibition or performance. Students engaged in the 'Active Investigation' and 'Critical Analysis' requirements of *Art Studio Practice* may find the videos particularly useful for informing their own approach to interviewing artists in the community. The interviews provide an example of the sorts of vocabulary and ideas students may encounter when talking to artists about their work.

The resource will be of interest to students throughout the year, but it may be most useful during first and second terms where the curriculum is focused on conceptual development. Although the focus is mainly on supporting skills and creative processes, specific content-related links to the National Curriculum such as the Cross-Curriculum Priorities of *Sustainability, Australia/Asia Relations or Aboriginal/Torres Strait Islander History and Culture*

will be identified in the case-studies where relevant.

References:

www.acara.edu.au/curriculum_1/learning_areas/arts.html

www.tqa.tas.gov.au/2593

We want your feedback!

It is important for us to receive feedback and comment about the effectiveness, relevance and creative potential of 'In The Making.' We would greatly appreciate hearing about how you and your students use this resource, what its outcomes have been and any ideas for improvement.

Please email:
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'In The Making' is an initiative of the AccessArt program within the Centre for Learning and Discovery at the Tasmanian Museum and Art Gallery (TMAG).