
Art Deco from the National Collection: The World Turns Modern

Hazelhurst Arts Centre,
29 August – 8 November 2020

K-6 Education Kit for NSW Syllabus



Napier Waller *Christian Waller with Baldur, Undine and Siren at Fairy Hills* 1932, oil and tempera on canvas mounted on composition board, National Gallery of Australia, Canberra, purchased 1984

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Produced by Hazelhurst's Public Programs & Education team, 2020

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K-6 Education Kit

About the exhibition:

This education resource has been developed by Hazelhurst's Public Program & Education team and unpacks works from the National Gallery of Australia's touring exhibition *Art Deco from the National Collection: The World Turns Modern*.

Comprised entirely of works selected from the NGA collection, Art Deco presents superb examples of Australian Vitalism. Artists include Rupert Bunny, Sonia Delaunay, Napier Waller, Margaret Preston and Harold Cazneaux.

How to use this kit:

This education kit includes:

- A focus on four artworks in the exhibition
- A list of curriculum and cross curriculum outcomes covered
- Brief notes about the artist and/or work
- Questions for discussion
- Suggested art making activities to do in the classroom with printable templates where applicable
- A glossary list of key words referred to throughout the kit

Begin by reading through the notes on each work. The notes are for the teacher's reference to gain an understanding of the works being discussed.

With your students, begin by unpacking the work and use the questions as a guide to engage discussion. Large digital copies of the works can be viewed on our website via this [link](#).

Once discussed, use the teacher's notes on the work to allow students to gain further understanding of the work.

For each work, an activity is included to engage your students. When students have completed the art making, display their work and discuss as a group about what worked well, similarities and differences and individual students' approaches to the task. Invite students to reflect and share what they enjoyed and found challenging.

A list of curriculum outcomes and a glossary of key words are included.

Curriculum outcomes:

This Education Kit makes links to the NSW Visual Arts Syllabus K-6 by: developing students' knowledge and understanding of artists and artwork; by developing values and attitudes towards subject matter of works, the technique used and the meanings the works may generate; by investigating a range of the expressive forms including: sculpture, 3D forms and painting; and by considering an artist's relationship to an audience and reflecting on their own relationship as audience members.

In addition, this kit draws cross curriculum connections to other syllabus outcomes from English, Mathematics & History.

Early Stage 1 & Stage 1

Visual Arts

VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.

VAES1.2 Experiments with a range of media in selected forms.

VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

VAES1.4 Communicates their ideas about pictures and other kinds of artworks.

VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.3 Realises what artists do, who they are and what they make

VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

Mathematics

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20

MAe-8NA recognises, describes and continues repeating patterns

MA1-8NA creates, represents and continues a variety of patterns with numbers and objects

MAe-15MG manipulates, sorts and describes representations of two dimensional shapes, including circles, triangles, squares and rectangles, using everyday language

English

ENe-2A composes simple texts to convey an idea or message

ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences

EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

History

HT1-3 describes the effects of changing technology on people's lives over time.

HTe-2 demonstrates developing skills of historical inquiry and communication

HT1-4 demonstrates skills of historical inquiry and communication

Stage 2 & 3

Visual Arts

VAS2.2 Uses the forms to suggest the qualities of subject matter.

VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.

VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

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

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

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

Mathematics

MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas

MA3-8NA analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane

English

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

History

HT2-5 applies skills of historical inquiry and communication

HT3-5 applies a variety of skills of historical inquiry and communication



Napier Waller *Christian Waller with Baldur, Undine and Siren at Fairy Hills* 1932, oil and tempera on canvas mounted on composition board, National Gallery of Australia, Canberra, purchased 1984



Napier Waller *Christian Waller with Baldur, Undine and Siren at Fairy Hills 1932*, oil and tempera on canvas mounted on composition board, National Gallery of Australia, Canberra, purchased 1984

ABOUT THE WORK

- Artist Napier Waller painted a portrait of wife Christian with their three Airedale dogs sitting on the lawn outside their home in Ivanhoe, Melbourne.
- Christian was a very spiritual person, which her husband has aimed to capture in this artwork.
- Christian clutches her orange beaded necklace (resembling prayer beads) with one hand and holds an open book with the other. She looks out at the viewer.
- Their three dogs - Baldur, Undine and Siren are named after mythical figures. The dogs are seen as her disciples.
- Christian Waller was an artist. Her book *The great breath* is included in this exhibition.

QUESTIONS FOR STUDENTS

Before reading information on work, discuss these points:

- Who is this woman?
- How would you describe her? (look at her pose and facial expression)
- What is she doing? What is she thinking?
- What could she be looking at?
- What names would you give the dogs?
- How do we know this painting is from a long time ago? (eg: hair, clothing)
- Who is most important? Why? (look at size, direction and placement)
- What colour stands out?
- What patterns can you see? (discuss the texture in the dogs' fur, woman's hair, leaves)
- Can you find a rhombus in this composition?

OTHER RESOURCES:

<https://artsearch.nga.gov.au/detail.cfm?irn=49895>

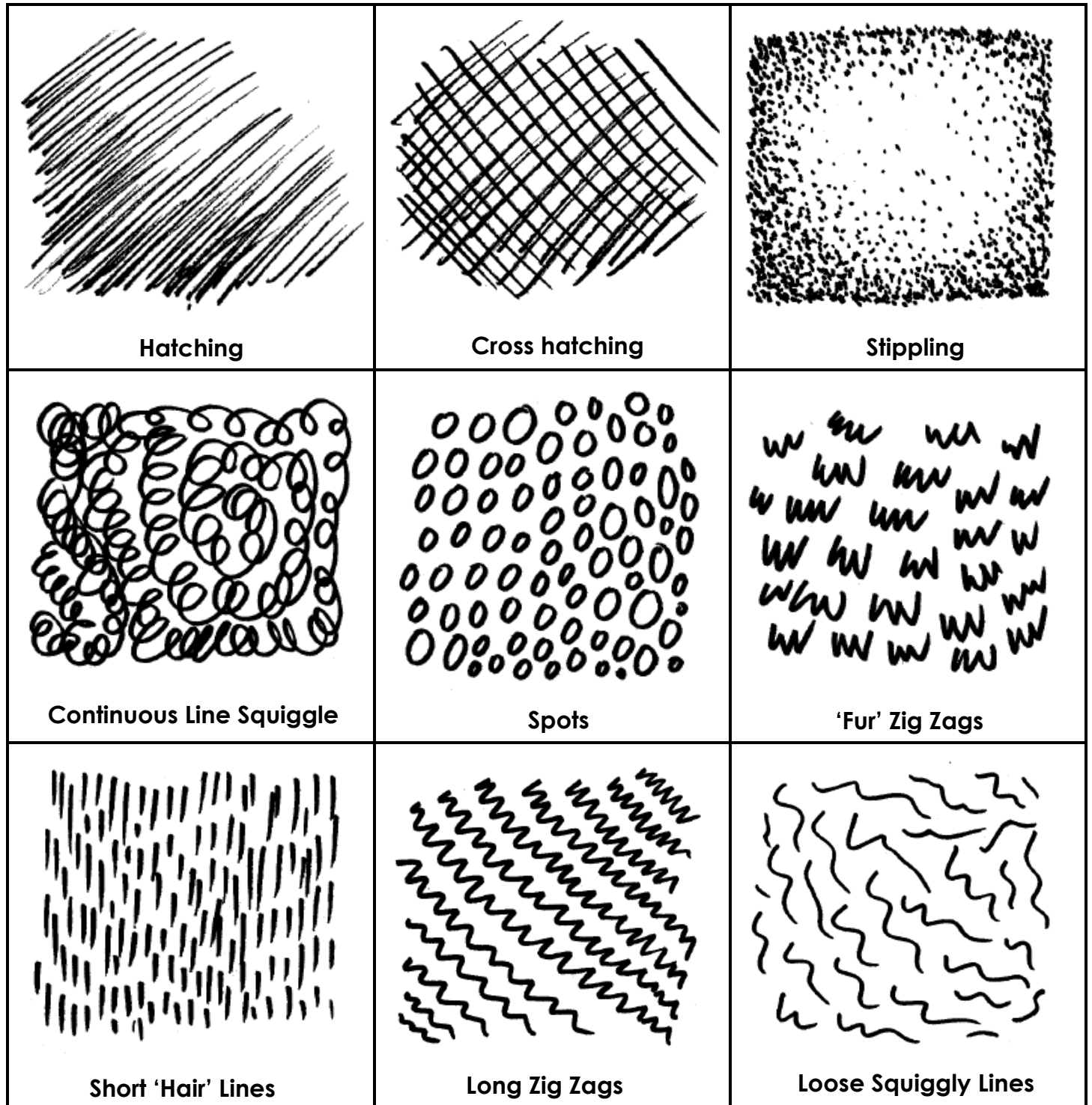
<https://www.portrait.gov.au/magazines/49/enigma>

ART MAKING – All stages

Create a self-portrait of someone you know with their pet. Focus on how you can add texture in your artwork using patterns in the hair, clothing and fur of the animal.

Extension – Stages 2 & 3

Experiment with different patterning and line techniques to create texture. Below are examples of line techniques you could try.



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Roy de Maistre, *Still life* 1933, oil on canvas, National Gallery of Australia, Canberra, purchased 1971, © Caroline de Mestre Walker



Roy de Maistre, *Still life* 1933, oil on canvas, National Gallery of Australia, Canberra, purchased 1971, © Caroline de Mestre Walker

ABOUT THE WORK

- Roy de Maistre (1894-1968) explored colour / music theory linked to abstract forms.
- He was influenced by Max Meldrum's theory of tone and the Post-impressionist style.
- In 1930 he left Australia for a more favourable cosmopolitan Europe. He spent time painting in France before moving to England. He developed a geometrical and linear style, typical of analytical cubism.
- The table was likely designed by Francis Bacon, an industrial designer before becoming an artist.

QUESTIONS FOR STUDENTS

- List the geometric shapes you can see.
- What shape stands out for you?
- What shape repeats?
- What is the largest?
- What colours can you see?
- Which colour/s stand out? Why?
- What patterns can you see?
- What is this a painting of? (look at the title)
- What types of fruit are these? Would you eat them?

OTHER RESOURCES

Hughes, R., *The Art of Australia*, Penguin Books, 1970, pp. 118 – 125.

ART MAKING – Stages 2 & 3

Experiment with making your own still life display. Use objects from around the classroom or invite students to bring in objects from home. Arrange objects on tables and play with light and shadow using torches. Draw or take photographs on a tablet of the still life scenes.



Walter Dorwin Teague, *No. 1A Gift Kodak camera* c.1935, metal: chromed wood, glass, enamel, leather, cloth, National Gallery of Australia, Canberra, purchased from Gallery Restaurant Funds 1988



Walter Dorwin Teague, *No. 1A Gift Kodak camera* c.1935, metal: chromed wood, glass, enamel, leather, cloth, National Gallery of Australia, Canberra, purchased from Gallery Restaurant Funds 1988

ABOUT THE WORK

- Walter Dorwin (1883-1960) Teague was an American industrial designer and is recognised as one of the most famous makers of cameras.
- Art Deco was essentially a French style and was introduced to the public in 1925.
- In 1927-28, Eastman Kodak Company approached Teague to redesign two of their cameras and plain black boxes.

QUESTIONS FOR STUDENTS

- What do you see?
- Why does the object in the middle have a concertina pop out shape? What could it be?
- How many boxes and cameras are there? Which one is the camera?
- How might this camera work? Where do the photos come out?
- What patterns are repeated on all the objects?
- How would you describe these patterns? (overlapping, soft and organic, or hard and geometric)
- Describe the colours.

Other resources:

<https://arthistoryunstuffed.com/walter-teague-designer-1930s/>
<https://www.britannica.com/biography/Walter-Dorwin-Teague>

ART MAKING – Stage 2 & 3

Use the worksheet provided to explore the history of cameras and how they have changed over time. Get students to draw the Art Deco camera, a modern day camera and design their own. Have students explore the different parts and how they have changed.

Camera Study

Art Deco Camera

Describe the features of this camera:

Digital Camera

How is a digital camera different from cameras from the past?

My Design

Describe the features of this camera:



Marion Mahony Griffin, *Cafe Australia chair* 1916, blackwood (acacia melanoxylon), plywood, leather, National Gallery of Australia, Canberra, purchased 2015



Marion Mahony Griffin, *Cafe Australia chair* 1916, blackwood (acacia melanoxylon), plywood, leather, National Gallery of Australia, Canberra, purchased 2015

ABOUT THE WORK

- Marion Mahony Griffin was an American architect and artist.
- Marion and her husband Walter Burley Griffin moved to Canberra in 1914 where they worked on the Canberra project, being involved in the architectural design, town planning and buildings.
- This dining chair is made of solid blackwood and designed by Marion and Walter, who were commissioned by Café Australia in Melbourne to design the furnishings.
- Marion was inspired by Chicago architect Louis Sullivan who used ornamental designs derived from geometric forms found in the natural world.

QUESTIONS FOR STUDENTS

- What is this object? How do we know? (describe the features of a chair such as the legs, back and seat)
- What shapes can you see?
- What colours can you see?
- How would you describe this chair? Does it look hard or soft?
- What materials would it be made of?
- Do you like this chair? Why / why not?
- Would this chair be comfortable to sit on?
- Where might this chair be kept? What would it be used for? (eg: as a dining chair, in a living room)

OTHER RESOURCES

<http://canterburyantiques.com.au/portfolio-items/cafe-australia-chair-walter-burley-griffin-marion-mahony/>

https://dictionaryofsydney.org/entry/griffin_marion_mahony

ART MAKING – ALL STAGES

Using the shape and structure of the Art Deco chair as inspiration, explore different found materials to make your own chair. Experiment with 3D construction and making unique shapes.

Materials could include:

- Soft bendable wire or pipe cleaners
- Paddle Pop sticks or coloured match sticks
- Playdoh or plasticine
- Cardboard offcuts
- Cardboard tubes like a paper towel or toilet paper rolls

Extension – Stage 2 & 3

Find other images of unique chairs or furniture designs. Discuss their features.

Encourage students to plan their design or various designs with a sketch.

Glossary	
Analytical cubism:	A period of cubism that explores flat shapes and planes.
Art Deco:	Art Deco is a style of decorative art that began in the 1920s which uses geometric shapes, curved lines, bold colours and man-made materials such as plastic.
Camera:	An optical device used to capture film and still photographs.
Concertina:	A folding shape that expands and contracts.
Elements of Design:	The most basic elements of a two dimensional artwork: line, shape, direction, colour, size, texture and tone.
Geometric:	Straight lines and shapes such as rectangles, squares and circles.
Organic:	Shapes or lines that have less well-defined edges and structure. These are shapes that are unpredictable, flowing and loose.
Over-lapping:	A shape or object that covers part of the same area as another shape or object.
Pattern:	Repeated element of art such as shape, line or colour.
Portrait:	A type of artwork of a person or animal showing where their face and expression is prominent. Often portraits aim to capture the personality of the subject.
Post-Impressionism:	A French painting style between 1886-1905 that explored geometric forms and the effect of colour.
Still life:	An artwork that depicts an arrangement of common place objects that are either natural and/or man-made such as flowers, food, vases and jewellery.