

Horizon

Hazelhurst Arts Centre
Until 28 November 2021

K-6 Education Resource



Caroline Rothwell *Horizon* (detail) 2021. Installation size varies. Photo: Silversalt Photography

Hazelhurst

SUTHERLANDSHIRE
ARTS
CENTRE

Produced by Hazelhurst's Public Programs & Education team, 2021

Horizon

Hazelhurst Arts Centre
Until 28 November

K- 6 Education Resource

Caroline Rothwell, *Horizon*



Caroline Rothwell, *Horizon* (detail), 2021. Photo: Silversalt Photography.

In this exhibition, artist Caroline Rothwell looks at the relationship between plants, humans and industry. The artist looks at the past using historical **engravings** and records of plant collections, also the present state of humans and the environment, and possibilities for the future.

Rothwell creates sculptures by making canvas moulds into which she pours a mixture of concrete and gypsum. This is reinforced by metal rods which are placed inside. The concrete mixture hardens and then work is painted and covered with an **epoxy resin**.

The digital animation in *Carbon Emission* was first made with carbon collected from car emissions which were mixed with a binder medium to create a **pigment** which was then painted on glass and turned into a **digital animation** using a computer. Other digital works use collected **botanical** images blended to create new species of plants.

Directions for use

Step 1 – [View the video: Caroline Rothwell: Horizon](#)

Step 2 – Engage in discussion questions

Step 3 – Make an artwork using the template and directions provided.

About the artist

Caroline Rothwell is a Sydney based artist who works across 2D and 3D forms within a variety of media including sculpture, drawing and digital work.

Born into a family of scientists, Caroline combines research and science into her art practice. She is fascinated with how things change and evolve, with particular interest on how humans interact with the environment and the ecosystems living within it.



Image: Artist Caroline Rothwell in her studio, Silversalt photography 2021

Curriculum outcomes

Early Stage 1 & Stage 1	
<u>Visual Arts</u>	<u>Cross-curriculum outcomes</u>
<p>Making VAES1.1 VAS1.1 VAES1.2 VAS1.2</p> <p>Appreciating VAES1.3 VAS1.3 VAES1.4 VAS1.4</p>	<p><u>Mathematics</u></p> <p>Communicating MAe-1WM MA1-1WM</p> <p>Patterns and Algebra MAe-8NA MA1-8NA</p> <p>Two-Dimensional Space MAe-15MG MA1-15MG</p> <p>Three-Dimensional Space MAe-14MG</p> <p><u>Science and Technology</u></p> <p>Knowledge and Understanding STe-3LW-ST ST1-4LW-S</p>

Stage 2 & Stage 3	
<u>Visual Arts</u>	<u>Cross-curriculum outcomes</u>
Making VAS2.1 VAS3.1 VAS2.2 VAS3.2 Appreciating VAS2.3 VAS3.3 VAS2.4 VAS3.4	<u>Mathematics</u> Two-Dimensional Space MA2-15MG MA3-15MG <u>Science and Technology</u> Knowledge and Understanding ST2-4LW-S ST3-4LW-S



Caroline Rothwell *Symbiosis (blue beard orchid)*, 2020/21, canvas, gypsum cement, aluminium, steel, paint, epoxy glass. Photo: Silversalt Photography

Step 2: Discussion questions

This Australian Blue Beard Orchid has hairy blue flowers and is sometimes known as the fairy orchid. The word **sympiosis** means the way in which plants and other living things live together in a close relationship, so that they both benefit from one another, an example would be flowers and bees.

Questions for Years K- 2



- What can you see in this artwork?
- What colours did the artist use?
- Look at the lines - are they curvy or straight?
- Can you trace some of these shapes with your figure? (encourage children to trace shapes they see in air or palm of hand)
- Where do you think you might find these flowers?
- What other things can you see apart from the flower?
- Why do you think the artist added a tongue and mirrors? What colours are they? Do they stand out?
- Which flowers are your favourite? Have you ever grown a flower?

Additional questions for Years 3 to 6

- Search for images of the Blue Beard orchid. What size is it? Where does it grow?
- What size is the actual flower: small, large, tiny?
- Why would the artist use a native flower with a mirror and tongue? Would you be able to see yourself? What do tongues do?
- Have you seen native flowers in the bush? Do you think they are threatened by what people do?
- Why do you think Caroline Rothwell created *Symbiosis (blue beard flower)*?

Step 3 - Art making:

Years K-2: Pipe cleaner Plant Sculptures

Materials

- Pipe cleaners
- Playdoh, plasticine or airdry clay
- Coloured straws cut into small pieces
- Any extra decorative elements to attach to the sculptures (eg: feathers, beads, sequins, cut up paper petals / leaves)
- Masking tape

Steps:

1. Taking inspiration from the organic shapes in Caroline Rothwell's work, invite students to create their own plant sculpture using pipe cleaners. Encourage students to twist and wrap the pipe cleaners around their fingers into interesting shapes.
2. As students are making their sculpture, they can use a ball of playdoh, plasticine or airdry clay as the base for their sculptures and poke in their pipe cleaners.
3. Encourage students to add decorative elements such as threading on cut up straws, beads or attaching cut up petals / leaves with masking tape.
4. Once sculptures are complete, invite students to come up with a unique name for their plant.
5. At the end, display all sculptures together and discuss artworks using evaluation questions below.

Evaluation

Students as a group:

- Display your artworks
- Discuss what you like and why.
- What did you enjoy about making your artwork?
- Where might you find these plants? Would they be in someone's house or garden? In a rainforest?
- Ask students to share the name they have given their plants

Years 3-6: Flower Painting

Materials

- Paper
- Lead pencil
- Crayons
- Acrylic Paint
- Flower – either images of a native flower or bring in a flower from home / the school playground

Steps

1. Using a pencil, draw a large flower on the page by breaking it down into shapes
2. Think about what part of your body comes into contact with a flower.

Is it your hand (touch), your nose (smell), your eyes (see)?

Draw this body part engaging with the flower. Think of where you place the body part—does it hover, wrap, touch ...?

Is there some object that might have a relationship with the flower? If so, add it to your drawing.

3. Consider colour. Use crayons for line and paint for shapes. Add pattern for texture.

Evaluation

Students as a group:

- Display your artworks
- Discuss what you like and why.
- What works well?
- Where would your flower grow? Is it threatened by human actions?
- Is there a special meaning to your artwork? What is it?
- Give it a title



Mother and child 2019, canvas, gypsum cement, aluminium, steel, paint, epoxy glass

Step 2: Discussion Questions

Questions for K-2:

- What do you see?
- What colours has the artist used?
- Where do you see these shapes?
- What do they mean?
- Is there anything missing, or anything added?
- How do these people look?
- Are they connected to nature? Explain your answer

Step 3 – Art making:

K-2: Pedestrian Crossing Drawing

Materials:

- Images of pedestrian crossing signs that include people or animals, sourced from the internet
- Paper, pencils
- Crayons or textas
- Collage material of man-made objects (such as drains, plugs, plumbing materials)

Activity

1. Using images of pedestrian crossing signs (that use people or animals) from the internet, choose one and draw the outlines of shapes in pencil.
2. Use colour and pattern to fill shapes.
3. Add something man-made to the body or face as collage material.

Evaluation:

Students as a group:

- Display your artworks
- Discuss what you like and why.
- How do your shapes look?



Blue cabinet, 2019 canvas, hydrostone, aluminium, steel, paint, epoxy glass

Blue cabinet, 2019 canvas, hydrostone, aluminium, steel, paint, epoxy glass

Display cabinets were used for collections of objects from other cultures as 'curiosities' during the Enlightenment period of the 18th century. Blue Cabinet holds a native Australian orchid, classified and recorded in Banks' Florilegium. Rothwell has reimagined the orchid in unnatural colours, which heightens its unusualness or sense of being **exotic**. The warped sculpture makes us think about past ways of collecting and displaying objects of the natural world. The idea for this work began when Rothwell undertook a two weeks residency at Cambridge University for the Antipodes Project in 2015. Developed by the University's Museum of Archaeology and Anthropology and the Australian Print Workshop, the project explored the interplay of natural history, **empire**, art and **anthropology**.



Step 2 - Discussion questions – Years 3-6:

- What do you see? What is inside this cabinet?
- What colours has the artist used?
- Describe the shape and colour of the cabinet.
- What is unusual about the cabinet? Is it distorted?
- Why would this flower be displayed inside a cabinet?
- Are the colours of the flower natural?
- What is the artist saying about the fragility of nature?

Step 3 – Art making

Years 3-6: Diorama

Materials

- Box, such as a shoe box, cereal box
- Extra cardboard, glue, scissors
- Image of a plant or natural object
- Collage material of man-made items which could be a threat to this plant or species of nature such as cars, planes, ships, televisions, anything that consumes fuel or electricity.

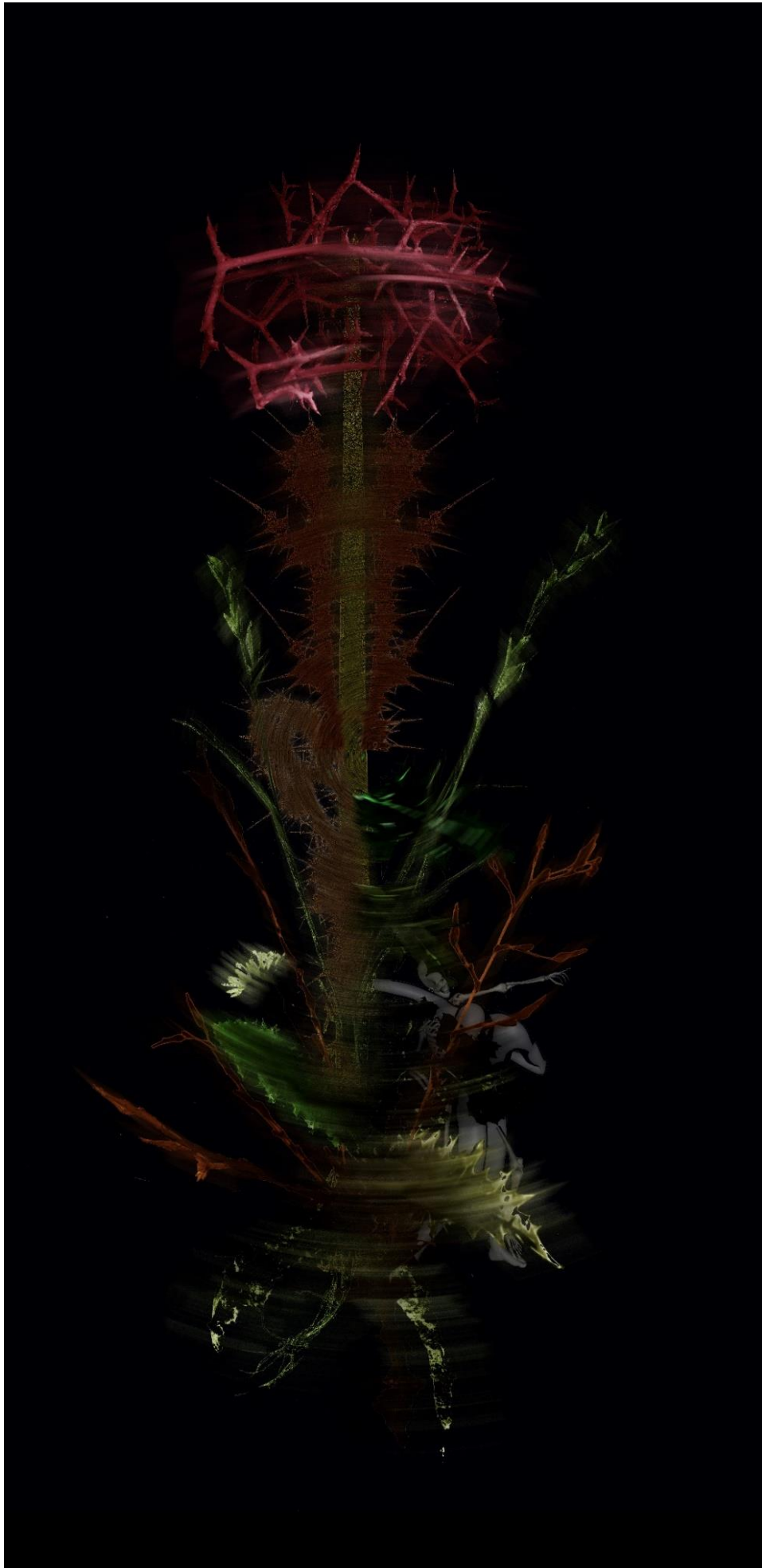
Activity

1. Remove one side of your box
2. Cut out the man-made shapes and use them to collage the inside of your box.
3. Take your image from nature and glue to cardboard. Cut out this shape leaving a base of card for it to stand on. Bend at the base of the shape.
4. Glue your natural shape at the base, attaching it to your diorama, so it fits neatly within your box.

Evaluation

Students as a group:

- Display your artworks
- Discuss what you like and why.
- How do your natural shapes look?
- What message does the artwork send?
- Give it a title



Primal Plant 2011-2021, Tarinkot, Afghanistan, digital print on canvas.

Primal Plant consists of 5 large, digitally manipulated photographs of weeds and plants weeds found in a 5 x 5 metre site from different parts of the world including Australia, Afghanistan, the United Kingdom and China. The weeds were photographed against a white background by the artist and others on her behalf. They are then digitally manipulated and appear to **morph** into a new form.



Primal Plant series, 2011-2021. Digital print on canvas

The photographed weeds for *Tarinkot, Afghanistan* were taken by artist Ben Quilty in 2011 while he was there as an official war artist for the Australian War Memorial. The artist plays with ideas of hybridity and beauty. The weed species become new plant forms of monumental beauty, with whispers of human presence hidden amongst their leaves.

Primal Plant 2011-2021, Tarinkot, Afghanistan, digital print on canvas

Step 2: Discussion Questions – K-2:

- What do you see?
- What colours do you see? Is it light or dark?
- Where do these plants come from?
- How do they look? Are they moving?
- What sort of plants are these?

Additional Discussion Questions – Years 3-6:

- Give descriptive words for these plants.
- What does the word hybrid mean?
- Why do you think the artist is interested in weeds?
- Has this photograph made you look at them differently?
- How large would this artwork be? What effect does size have?



Step 3: Art making

Artmaking utilises the *Infinite Herbarium 2021

This is a digital program developed by Caroline Rothwell in collaboration with Google Creative Lab for The National at the MCA and Royal Botanic Gardens.

A botanical experience across art, science and Machine Learning, the program aims to expand our experience of the vast, diverse **botanical** world – creating connectivity to plants and their threatened **ecosystems**. Through a process of interactive learning and art production, participants' encounters with real world plants are filtered through data sets and historical **archives** from the open source Biodiversity Heritage Library, creating curious new **hybrid** forms. Explore the garden to create your own hybrid plant **morphs**.



Art making: Create your own plant morph

Infinite Herbarium: Create your own plant morph.

Materials:

- *Infinite Herbarium* QR code (see above)
- Phone or iPad camera with internet connection
- 2 plant specimens, or go into the garden

Activity - Follow the instructions by scanning QR code with your phone camera:

1. Photograph 2 plant specimens
2. Then watch a hybrid species evolve as a morphing, generated artwork using *Infinite Herbarium 2021* online digital program in collaboration with Google Creative Lab

Evaluation

Students as a group:

- Describe how your new plant looks
- Did you notice what country your two original plants came from?
- Give your new plant a name

Glossary	
2D Shapes	Flat shapes that only have two dimensions of width and height. Examples of 2D shapes include: squares, triangles and circles.
3D shapes	An object or shape that is not flat and has three dimensions of length, breadth and depth. Examples of 3D shapes include: a cube, cone and triangular prism.
Anthropology	The study of human beings, their origins, beliefs and customs
Archives	A place where records are kept
Botanic or botanical	Of plant material
Digital animation	Moving computer-generated images
Ecosystem	A group of interconnecting organisms or elements that exist within an environment
Empire	A group of nations or peoples ruled over by an Emperor, Empress or powerful government or sovereign
Engravings	Artwork created by carving into stone or metal. After applying ink into the lines, an image can then be printed on paper
Exotic	Foreign, or not native; of striking and unusual appearance
Epoxy resin	A type of plastic
Hybrid	Something made from combining two different elements, such as two different species of animals, or two different plants to create a new variation
Morph	To slowly change something or someone from one thing to another.
Pigment	A powder mixed with oil or water to make paint.