

# STAGE 4 – VISUAL ARTS

## Artmaking

### ARTISTS

- Raymond Zada
- Rew Hanks

### OUTCOMES

A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks

### APPLY

#### For this activity you will need:

- Sketching paper
- Black markers
- Pencils
- Acetate (A4 sheets)
- Craft knives
- Masking tape
- Scissors
- Dust masks
- Safety Goggles
- Spray Paint

#### Instructions:

1. Prior to artmaking, run through WHS induction with students who will be using craft knives and spray paint for this activity
2. Show students the work of Raymond Zada and Rew Hanks, discuss the elements of design used in these works; line, shape, colour. Read through the artist's case studies and discuss how Zada has used appropriation in his etchings to represent his perspectives of colonialism in Australia.
3. With careful attention to appropriation, the elements of design and satirical themes, ask students to make a simple black and white logo (no bigger than A4) that best represents their understanding of colonisation in Australia.
4. Students then tape a piece of acetate over their logo design and trace with black marker.
5. Before cutting, students consider negative and positive space.
6. With active supervision, students cut out design with craft knives ensuring to follow WHS protocols.
7. Students then experiment with spray cans and stencils onto sheets of cardboard, producing a total of 5 prints ready for marking.