



Teacher Resource

# Frida Exhibition

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Who was Frida Kahlo? Give three facts about her.
2. What country is Frida Kahlo from?
3. Complete the following sentence. Frida Kahlo created about 150 paintings, out of which 55 are \_\_\_\_\_ - \_\_\_\_\_.
4. Describe Frida Kahlo's art.
5. Do you like Frida's art? Why or why not?

## Activity: Class Discussion

Discuss the BTN Frida Exhibition story as a class using the following questions to guide discussion:

- Before watching the BTN story, had you heard of Frida Kahlo? What did you know about her?
- What words would you use to describe her art?
- What are the subjects of her art?
- What techniques did she use to create her art?



### EPISODE 22

15th August 2023

#### KEY LEARNING

Students will learn more about the artist Frida Kahlo and respond to her artwork. Students will create a Frida Kahlo inspired artwork.

#### CURRICULUM

##### Visual Arts – Years 3 and 4

Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts.

Share and/or display artworks and/or visual arts practice in informal settings.

##### Visual Arts – Years 5 and 6

Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts.

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning.

Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings.

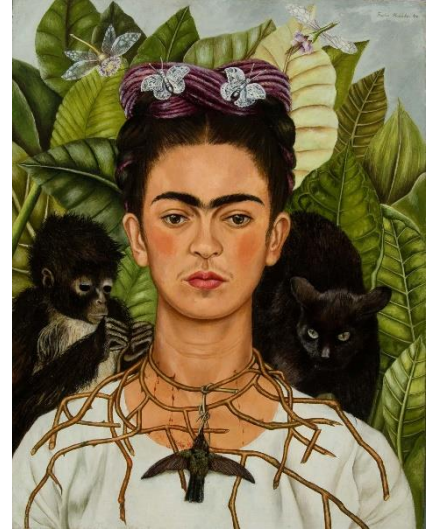
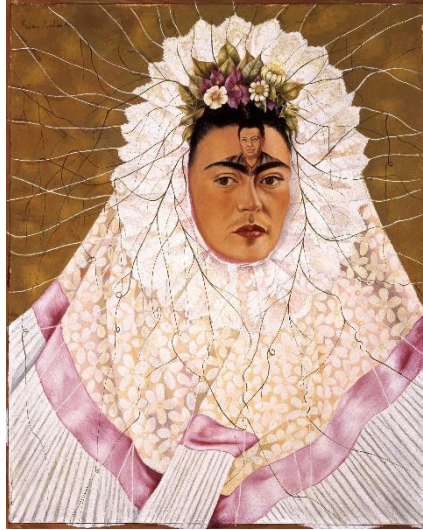
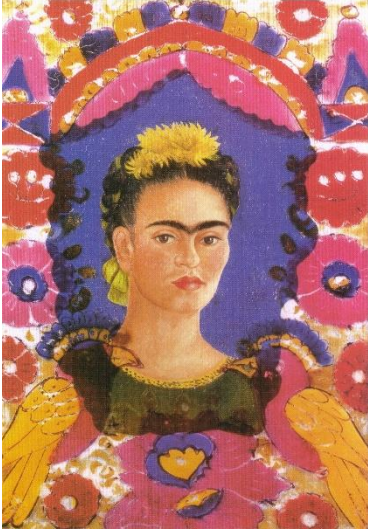
##### Visual Arts – Years 7 & 8

Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork.

Practise techniques and processes to enhance representation of ideas in their artmaking.

## Activity: Responding to Artwork

Students will select an example of Frida Kahlo's artwork that inspires them (alternatively, they can choose one of the artworks below). Students will analyse and reflect on the artwork they have chosen and then respond to the questions below.



Questions to help guide students' exploration:

- What is the title, artist, and date?
- Record as much information as you can about the artwork in 15 minutes. Record everything you see. The longer you look the more you will see. Consider looking at it from different angles, up close and far away.
- What shapes do you see? Do you notice any objects in the art work? What do these objects symbolise?
- What do you think the artist is trying to say through the artwork? What does it mean?
- What materials were used to make it? What techniques does the artist use?
- What themes are present in the artwork?
- What do you know about the artist?
- If there are people in the art work, what can you tell about their personality? What are they doing? Describe their facial expression and pose.
- What is the mood of the art work?
- Complete this sentence. Something that really caught my eye was....
- What do you like about this art work? Why did you choose it?
- How does the art work make you feel?
- What questions do you have about the artwork?

### Further Challenge

- Create an artwork of your own which is inspired by the style of the artwork you have studied.
- Create a profile on the artist.

## Activity: Exquisite Corpse

One of Frida Kahlo's favourite games was Exquisite Corpse. Exquisite Corpse is the most famous of all the surrealist games and was invented by Andre Breton and the surrealists in the 1920s. The surrealists were a group of artists and poets who loved breaking the rules of art and finding new ways to look at the world.

Exquisite Corpse is a method by which a collection of images or words is collectively assembled. Participants play by taking it in turns drawing sections of a body on a sheet of paper. Each participant adds to a composition in sequence, either by following a rule, or by being allowed to see only the end of what the previous person contributed. The process of making an Exquisite Corpse encourages creativity and experimentation and often results in a strange and/or comical representation of the body.

**Exquisite (adjective)**  
Early 15c., "carefully selected," from Latin *exquisitus* "choice," literally "carefully sought out"

**Corpse (noun)**  
Late 13<sup>th</sup> century "body", from Old French *cors* "body; person; corpse; life."

### Drawing your Exquisite Corpse

Students will work in groups of three to create their Exquisite Corpse drawing, using the following steps. Before starting this activity establish procedures and expectations for collaborative work. Remind students that to be effective collaborators they need to be respectful and listen to each other.

### Instructions

1. Fold an A4 piece of paper into three equal parts, keeping the piece of paper in portrait mode.
2. The first person begins the drawing in the top third of the piece of paper. Using a black felt tip pen, draw the head and neck of any creature – real or imagined. Extend the lines of your creature's neck over the edge of the fold so that the next person will know how to connect their image to yours.
3. Fold the paper to make sure the next person can't see what has been drawn and pass it on to the next person.
4. The second person draws a body – any kind of body – in the middle section of the piece of paper. Extend the lines of the creature's body over the edge of the fold so that the next person will know how to connect their image to yours. Remember to fold the paper so the next person can't see what has been drawn and pass it on to the next person.
5. The third person draws the legs.
6. Unfold your drawing together and discover your Exquisite Corpse.
7. Repeat this process 3 times, so there are the same number of drawings as students in the class.
8. Each student will take one of the drawings and decorate with coloured pencils.



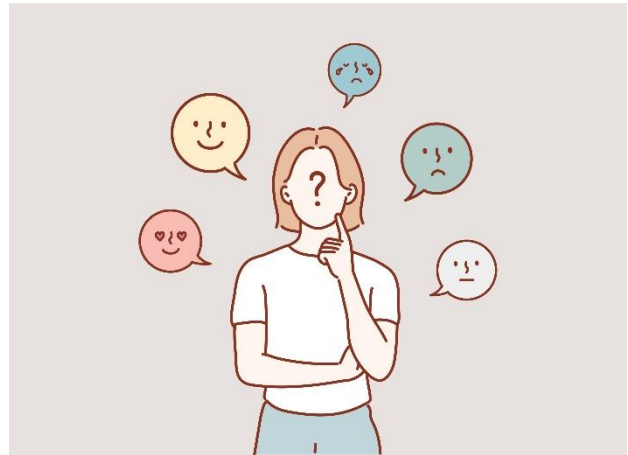
**Tips** – Use a black felt tip pen when drawing each part of the creature. Include clothes on your creature!

## Activity: Create a Self-Portrait

*Who am I?* Students will reflect on this question and explore their own identity through discussion, writing and art. Students will brainstorm and record how they see themselves, responding to the following reflective questions. Students will then take the information they have learnt about themselves and create a self-portrait.

### Reflection

- Who are you?
- What words best describe you?
- What are you really passionate about?
- What are your most important values?
- What do you think is unique and special about you?
- What are your strengths?
- What are your challenges?
- How are you similar/different to other people?  
How do you feel about your differences?
- When do you feel most like yourself?
- How do you want people to see you?
- Why is it so important to be yourself?



### Create

Students will create a self-portrait which represents how they see themselves. Looking at a mirror, students will experiment with poses, costumes and props and produce a self-portrait. Initially students can do some quick sketches of different features and then use these sketches to help create a final more detailed self-portrait. Students will write an artist's statement to go with their self-portrait.

Below are some guidelines for students as they create their self-portrait:

- Use colours that you feel reflect your mood or feelings.
- What style will you use to create your self-portrait? How will it help portray your identity?
- Where are you going to sit? Think about the background of your self-portrait. Is it real or imaginary?

### Exhibition

Curate a class exhibition of your students' self-portraits and choose a title for the exhibition. Invite students from other classes at your school to attend your exhibition. Consider holding your exhibition at your local library or local council.

## Activity: Choose a project

Students choose one of the following projects to work on and then present their work to a partner, small group or the class.

### **Surrealism**

How can you identify surrealism? Investigate the features of surrealist art. Reflect on your favourite example of surrealist artwork. Give reasons why you like it.

### **Biography**

Investigate the life and work of Frida Kahlo. Create a timeline of important events in Frida's life. Present your findings in an interesting way.

### **5 W's**

Choose one key event in Frida Kahlo's life. Write a summary on the key event which answers the 5 W's – Who, What, Where, When and Why?

### **True or False?**

Create a true or false quiz about Frida Kahlo and test your classmates. Alternatively, create a word find or crossword.

## Useful Websites

- [Frida & Diego: Love & Revolution](#) – Art Gallery SA
- [Frida Kahlo: The woman behind the legend](#) – TEDEd
- [Frida Kahlo Museum](#)
- [Frida Kahlo](#) – MoMA