



Teacher Resource

# Young Archie 2021

## 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. Retell the BTN story using your own words.
2. What art gallery runs the Young Archie competition?
3. When did the Young Archie competition start?
4. Who is J.F. Archibald?
5. When was the Archibald Prize first held?
6. Portraits in the Archibald Prize must be of someone who is well-known. True or false?
7. Who can you paint in the Young Archie competition?
8. Who did the kids in the BTN story create a portrait of? Give one example.
9. What do the kids in the story say to other kids wanting to get involved in art?
10. What did you like about this story?

## Activity: Class Discussion

Before watching the BTN Young Archie 2021 story, ask students what they already know about portraiture. Here are some discussion starters:

- What is a portrait?
- Why are portraits made?
- What do portraits tell us about a person?
- What makes a portrait interesting?



After watching the BTN story as a class, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?

### EPISODE 18

22nd June 2021

#### KEY LEARNING

Students will investigate portraits in the Young Archie Competition. Students will explore different techniques used to create a portrait.

#### CURRICULUM

##### Visual Arts – Years 3 & 4

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations.

Use materials, techniques and processes to explore visual conventions when making artworks.

##### Visual Arts – Years 5 & 6

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.

Develop and apply techniques and processes when making their artworks.

Plan the display of artworks to enhance their meaning for an audience.

##### 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 art-making.

## Activity: Mind Map

Ask students to think of words they associate with the word portraiture. Record students' ideas on a mind map with the word PORTRAITURE in the middle. Below are some suggested words.

BACKGROUND	COMPOSITION	LIVE SITTING
FACIAL EXPRESSION	FOREGROUND	FORM
GESTURE	IDENTITY	PORTRAIT
POSE	SETTING	TECHNIQUE

Ask students to clarify their understanding of the key words by writing down what they think the word means. Swap definitions with a partner and ask them to add to or change the definition. Check them using a dictionary or other source.

## Activity: Analyse art work

Students will select their favourite portrait from the [2021 Young Archie competition](#). Below are examples of three finalists. Students will analyse and reflect on the portrait and then respond to the questions below.

[Finalists](#) – Young Archie 2021, Art Gallery NSW



[Jude](#)  
[Captain](#)



[Ella](#)  
[My hero, Dad](#)



[Ruby](#)  
[My light](#)

Questions to help guide students' exploration:

- Record as much information as you can about the portrait 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.

- Who do you think the portrait is of? What can you tell about their personality? What are they doing? What is the mood of the portrait? Describe their facial expression and pose.
- Do you notice any objects in the portrait? How do these objects represent the subject's identity or individuality?
- How does the portrait make you feel? What do you like about this portrait/self-portrait? Why did you choose it?

## Activity: Create a portrait

### Create a portrait.

Students will create a portrait of a person who is special to them, using the following as a guide.

- Choose someone who is known to you and who knows you and plays a significant role in your life.
- Write 2-3 sentences explaining who the person is and why you chose them.
- What technique/s will you use to create your portrait? Think about colours to reflect mood or feelings.
- Organise a live sitting with your subject, where you and your subject are together, and you are working on their portrait. Complete your portrait using photographs of your subject as a reference. Give your portrait a title. Write 2-3 sentences about your portrait.
- Consider entering your portrait in next year's Young Archie competition.

### Create a self-portrait.

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, detailed sketches of different features and then use these sketches to help create a final self-portrait. Students will write an artist's statement to go with it.

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?

### Class Exhibition

Curate a class exhibition of your students' portraits and/or 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: Research project

After watching and discussing the BTN Young Archie 2021 story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I <u>k</u>now?</b></i>	<i><b>What do I <u>w</u>ant to know?</b></i>	<i><b>What have I <u>l</u>earnt?</b></i>	<i><b><u>H</u>ow will I find out?</b></i>

Students will develop their own question/s to research or select one of the questions below.

- Who started the Archibald Prize? Investigate the 100 year history of the Archibald Prize and present your findings in an interesting way.
- How has portraiture changed over history? Compare the beginnings of portraiture to modern portraiture that you see now. Illustrate using a timeline.
- What different techniques can be used to create portraits? Choose two finalists from the Young Archie competition 2021 or the Archibald Prize 2021 and make comparisons. How are they similar or different?
- What do portraits tell us about a person? Give examples.
- How did painters like Vincent Van Gogh and Paul Gauguin challenge traditional portraiture? Create your own portrait inspired by the artist's style and technique.

## Activity: Visit an art gallery

Plan a trip to your local art gallery to explore and investigate its range of portraits. Look for photographs, prints, paintings, and sculpture. Alternatively, if you are unable to physically visit an art gallery, visit an online art gallery. For example, visit the [National Portrait Gallery](#) to explore a range of different portraits. The National Portrait Gallery also offer [Virtual Excursions](#) that your class can experience.

### **Before visiting the art gallery**

As a class, plan a trip to your local art gallery to explore its collection of portraits. You will need to think about the following:

- Before you visit the gallery discuss as a class what a portrait is. List points about what makes a good portrait.
- What do you want to learn? Write 5 questions that you would like to investigate.
- How will you get there and how long will you need to visit the gallery?
- What will you need to take with you?

### **Trip to the art gallery**

When you arrive at the art gallery, select a portrait which you will investigate as a class. Students will then respond to the following:

- Record as much information as you can about the portrait 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.
- Is it a painting, print, sculpture or another type of artwork? What materials were used to make it?
- What is the subject's expression and pose? Do you notice any objects in the portrait?
- How does the portrait make you feel?
- Draw a picture of the artwork including as much detail as possible.

If time permits, consider completing one or more of the further investigations below:

- Choose a portrait you like and then imagine a narrative for the subject of the portrait. Who do you think they are? What can you tell about their personality? What are they doing? Where are they from?
- Choose two portraits by different artists and compare. Describe any similarities or differences.

### Back at school

Students will reflect on the portrait they studied as a class and use the internet to learn more about the artist. Respond to the following.

- Did you enjoy visiting the gallery and investigating their collection of portraits? Why or why not?
- What were your first impressions of the portrait you studied?
- If you could interview the artist, what questions would you ask them about the portrait? Find out if you can contact the artist for an interview.
- What is the 'story' behind the portrait?
- Where is the artist from?
- Interesting facts

Further investigation:

- How does portraiture help us understand and appreciate people – their identity, history, culture and diversity?

## Activity: 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.

- 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?

Students will then create a self-portrait which represents themselves. Looking at a mirror, students will experiment with poses, costumes and props and produce a self-portrait. Initially students can do some quick, detailed sketches of different features and then use these sketches to help create a final self-portrait. Students will write an artist's statement to go with it. Curate a class exhibition of your students' self-portraits and choose a title for the exhibition.

## Useful Websites

- [Young Archie Competition](#) – Art Gallery NSW
- [Young Archies 2018](#) – BTN
- [Archibald Prize](#) – Art Gallery NSW
- [Education](#) – National Portrait Gallery
- [NAIDOC Indigenous Women](#) – BTN