



Teacher Resource

Know My Name Exhibition

Focus Questions

1. Before watching the BTN story, name a well-known female artist.
2. Explain the BTN story to another student.
3. Where is the National Gallery of Australia?
4. Why were women banned from studying at Europe's famous art academies in the past?
5. Why do you think the NGA called the exhibition Know My Name?
6. What percentage of art in the NGA collection is by women artists?
 - a. 5%
 - b. 25%
 - c. 50%
7. Name one artist featured in the Know My Name exhibition.
8. Describe Patricia Piccinini's Sky Whale air balloon sculpture.
9. What was surprising about this story?
10. Find 3 interesting facts about an Australian female artist. Share with the class.

Activity: Pre-viewing question

Before watching the BTN Know My Name Exhibition story, ask students to write down as many artists as they can.

Activity: Class Discussion

After watching the BTN story students will reflect on the story and then respond to the following:

- What did you see in this video?
- What do you think about what you saw in the BTN story?
- What did you learn from this story?
- What was surprising or interesting about this story?
- Think of three questions you have about the BTN story.
- Why do you think BTN covered this story?

Hold a class discussion about the Know My Name Exhibition story. Begin the discussion by asking students about the list of artists they wrote before watching the story. Are there many women on their list of artists? Think about your answer and why you think this may be.

- Why was an exhibition created that just shows the work of female artists?

EPISODE 11

4th May 2021

KEY LEARNING

Students will explore a female artist's work in detail. They will also create a biography of an artist.

CURRICULUM

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.

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.

Analyse how artists use visual conventions in artworks.

Activity: Women Artists

Students will choose a female artist's work to explore in detail. Below is a range of artworks created by some of the female artists featured in the Know My Name exhibition. The full list of artists can be accessed [here](#). Students will respond to the questions below to help guide their exploration and then create an artwork inspired by the artist's style and technique.



Abstract painting [Grace Crowley](#) 1947



Christmas Bells [Margaret Preston](#)
1925



Pondi (Murray River cod) [Yvonne Koolmatjie](#) 2009



Untitled 2001 [Melinda Harper](#) 2002



Interior in Yellow [Grace Cossington Smith](#) 1962-1964



Sunflower [Dora Chapman](#) 1969

Responding

- 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.
- Who or what do you think the artwork is about? What does it remind you of? What does it make you think about?
- Is it a painting, print, sculpture or another type of artwork? What materials were used to make it?
- What techniques does the artist use?
- How does the artwork make you feel? What do you like about it? Why did you choose it?
- What questions do you have about the artwork?

Creating

Create an artwork that is inspired by the artist's style and technique. Choose what medium you will use – pencils, paints, charcoal, watercolours, oil pastels or string and wire (sculpture).

Activity: Biography

Students will choose a female artist to research and write a biography about. They may want to find out more about the artist they chose in the previous activity or select another one. The [list of artists](#) in the Know My Name exhibition is a good starting point to help students choose.

What is a biography?

Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Below are some discussion starters:

- What does a biography tell us about a person?
- Where can you look to find information for your biographical writing? It could include the internet, newspaper articles, magazine articles and interviews, other biographies, historical books or television interviews. Why is it important to use more than one source of information?
- What makes a biography interesting? For example, key information and facts, a timeline of events, photographs, illustrations and quotes.

Create a biography

Using the Biography Organiser template at the end of this activity, students will record information about the female artist they have chosen. Some possible areas of research include:

- Where are they from? Locate using Google Maps.
- When were they born? Describe their family life growing up.
- What sort of art do they create?
- Who or what were they influenced by?
- Where is their work exhibited?
- What impact did their work have on other artists or society?
- What do you admire about them?
- Imagine you could sit down and talk to them. What questions would you ask about their life and art?

Useful Websites

- [Know my Name](#) – National Gallery of Australia
- [History of Portraits](#) – BTN
- [Young Archie](#) – BTN

Portrait	Biography	
	Full name	Born
	Family	
Influences...	Interesting things...	
Impact of artwork	Achievements	