PATRICIA PICCININI
CURIOUS AFFECTION

SECONDARY TEACHER NOTES

ABOUT THE EXHIBITION

'Patricia Piccinini: Curious Affection' invites us into an alternative world where nature and technology, humans and animals, fact and fiction all mix and intermingle in ways that are both strange and wonderful.

ABOUT THE ARTIST'S PRACTICE

Patricia Piccinini uses a range of different media to explore concepts such as agency, responsibility and acceptance. The contexts of her works — whether they be real-world relationships or fantastic stories and fables — focus on human thoughts and responses to change and difference. By drawing on our past and present relationships, Piccinini constructs scenarios to encourage us to engage with the grey areas of life and humanity — areas which are often complex and confronting, particularly as we move into the future.

For Piccinini, the art-making process begins with research and drawing. She then works with a team of fabricators and technicians who use a range of specialist techniques to create the incredibly lifelike appearance of her creatures.

I've always been interested in the definition of what we consider natural and what we consider artificial and what changes that definition — things like innovation in medical technology — and so that is why I tend to be inspired and tend to respond to what happens in the world.

Patricia Piccinini quoted in Were, V. 'A matter of transformation', *Art News NZ*, summer 2007, p.60.

ABOUT THE RESOURCE

Three themes — fabulation, empathy and wonderment — introduce the artworks and concepts in 'Curious Affection'. Students can explore these themes in more depth using the points of engagement outlined below.

SURFACE	• PROCESS • MATERIAL
ETHICS	• RESEARCH • SPECULATE
LOVE	• MEANING • PURPOSE
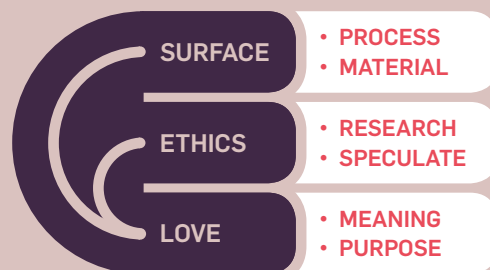
BEFORE YOUR VISIT
Research and make connections
Explore the themes: Fabulation, empathy and wonderment

DURING YOUR VISIT
Investigate: find, analyse, compare and connect
Respond to the questions and challenges raised by the artist's works

AFTER YOUR VISIT
Re-evaluate: suggest alternatives, create, conclude and reflect
Expand on Piccinini's vision through reflection and art-making activities
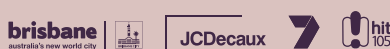
Patricia Piccinini / Australia b.1965 / *Teenage Metamorphosis* 2017 / Silicone, fibreglass, human hair, found objects / 25 x 71 x 52cm / Courtesy: The artist; Tolarno Galleries, Melbourne; Roslyn Oxley9 Gallery, Sydney; and Hosfelt Gallery, San Francisco © Patricia Piccinini.

CURRICULUM INFORMATION

AUSTRALIAN CURRICULUM LINKS – MIDDLE SCHOOL			
VISUAL ART	**ENGLISH**	**DESIGN AND TECHNOLOGIES**	**HASS:CIVICS AND CITIZENSHIP**
BEFORE: RESEARCH AND MAKE CONNECTIONS			
YEARS 7/8 Analyse how artists use visual conventions in artworks (ACAVAR123)	**YEAR 7 LITERATURE** Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others. (ACELT1620)	**YEARS 7/8** Investigate how social, ethical and sustainability considerations are prioritised in the development of technologies for preferred futures (ACTDEK029)	**YEAR 7** How values, including freedom, respect, inclusion, civility, responsibility, compassion and equality, can promote cohesion (ACHCK052)
YEARS 9/10 Analyse a range of visual artworks to explore differing viewpoints and enrich their visual art-making (ACAVAR131)	**YEAR 10 LITERATURE** Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	**YEARS 9/10** Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures (ACTDEK040)	**YEAR 10** The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
DURING: INVESTIGATE			
YEARS 7/8 Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making (ACAVAR124)	**YEAR 7 LANGUAGE** Analyse how point of view is generated in visual texts by means of choices, for example, gaze, angle and social distance (ACELA1764)	**YEARS 7/8** Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)	**YEAR 7** Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)
YEARS 9/10 Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art-making (ACAVAR130)	**YEAR 10 LANGUAGE** Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	**YEARS 9/10** Explain how products, services and environments evolve with consideration of preferred futures (ACTDEK041)	**YEAR 10** Account for different interpretations and points of view (ACHCS098)
AFTER: RE-EVALUATE			
YEARS 7/8 Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)	**YEAR 7 LITERACY** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	**YEARS 7/8** Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)	**YEAR 7** Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue (ACHCS058)
YEARS 9/10 Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)	**YEAR 10 LITERACY** Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts and visual choices (ACELY1749)	**YEARS 9/10** Investigate and make judgments, on how technologies can be combined to create designed solutions (ACTDEK047)	**YEAR 10** Recognise and consider multiple perspectives and ambiguities on contentious issues (ACHCS099)

QUEENSLAND CURRICULUM SENIOR SYLLABUS	AUSTRALIAN CURRICULUM LINKS
VISUAL ART	**SENIOR ENGLISH**

RESPONDING/APPRAISING
- Research by observing, collecting, compiling and recording visual, verbal and sensory information and ideas from a variety of sources and contexts.
- Document and reflect ideas, media, techniques and processes to assist in describing, analysing and interpreting visual artworks and expression.
- Explore and analyse meanings and expression that can be communicated through visual objects and imagery.
- Understand how artists can challenge or reinforce values through making and displaying artworks.

MAKING
- Use personal perceptions, feelings and expressions to explore such issues as personal, community and philosophical concerns as a basis for generating ideas.
- Explore and experiment with two- and three-dimensional media to give form to ideas, images and objects.
- Develop and communicate ideas and meanings by resolving artworks about a concept through a student-directed focus to represent a personal aesthetic.
- Interpret and evaluate the meaning of artworks, deconstructing and reconstructing their intent for a different context and purpose.

UNIT 1: STUDENTS EXPLORE HOW MEANING IS COMMUNICATED THROUGH THE RELATIONSHIPS BETWEEN LANGUAGE, TEXT, PURPOSE, CONTEXT AND AUDIENCE.

Content descriptors
Students:
- Investigate the relationships between language, context and meaning by evaluating the choice of mode and medium in shaping the response of audiences, including digital texts (ACEEN003)
- Examine similarities and differences between imaginative, persuasive and interpretive texts by evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts (ACEEN007)
- Analyse and evaluate how responses to texts, including students' own responses, are influenced by personal, social and cultural context (ACEEN009)
- Reflect on their own and others' texts by investigating the impact and uses of imaginative, interpretive and persuasive texts (ACEEN020)

LINKS TO RESOURCES

Queensland Curriculum Senior Syllabus:
https://www.qcaa.qld.edu.au/senior/subjects

ACARA Australian Curriculum V.8.3:
https://www.australiancurriculum.edu.au/