****

 **Studio Arts:
 Unit 4, AOS 3**

Art Industry Contexts

 Link to VCE Studio Art study guide
 <http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

 All resources also available online at
 <http://visualartspace.weebly.com/galleries.html>

 Content

 **The Breakdown**

This RESOURCE has been designed in a word document to make it easily editable and sharable amongst colleagues and students. Its primary role is to be used by teachers/students in **UNIT 4: Outcome 3**, either online or can be printed off as needed. Further details of the unit are provided on the next page.

**1 > OUTCOME Overview (Teachers)**
 Teacher focused – Purpose of Unit plan and breakdown of VCAA study guide

**2 > OUTCOME Overview (Teachers & Students)**
 Breakdown of the unit

**3 > TIMELINE**
 Timeline with details regarding key skills & knowledge as well as class activities and resources for each week
 Teachers can pick and choose what ideas they would like to use, ***example lessons are provided if needed***

**4 > RESOURCES & BIBLIOGRAPHY**
 Templates, worksheets, instructions to activities, practice exam papers etc
 List of helpful resources including galleries to visit etc

All **resources available** online and access to google drive with documents below:
<http://visualartspace.weebly.com/galleries.html>

<https://drive.google.com/drive/folders/0Bxvv-dpJs3nzM2lLa1JVS3o2aFU?usp=sharing>

**5 > CHECKLIST**
 Checklist of what to know before the exam
 This is also explicit on the following page in ***‘Key knowledge’*** & ***‘key skills’***.

 **1 > OUTCOME Overview (Teachers)** Teacher details in line with study guide

 **VCE Unit 4**
**Area of Study 3**Art Industry Contexts

This area of study focuses on the *key knowledge* and *key skills* surrounding ART INDUSTRY CONTEXTS.
The unit has been designed so you the teacher, can pick and choose what and how you might implement various activities.
Unlike other previous units, this unit requires students to learn core terminology and associated issues surrounding art galleries rather than exploring their own ideas or experimenting with materials. ***For this reason, the outline for teacher and student is much the same.***

On the completion of this outcome, your students should **utilise appropriate terminology** and understand/demonstrate the following:

*Key knowledge – understand the…*

• **Methods** & **intentions** of various art spaces

• **Curatorial considerations, exhibition design** & **promotional methods** involved in preparing and displaying artworks

• **Methods** & **considerations of artists and curators** working in galleries

• **Conservation** of artworks including lighting, temperature, storage, transportation and presentation of specific artworks

• **Processes associated** with the **production, presentation** and promotion of specific artworks in current exhibitions

• **Characteristics** of different types of gallery spaces

*Key skills – demonstrate understanding by…*

• **Identifying** & **describing** the **characteristics** of different types of gallery spaces visited in the current year of study

• **Describing** & **comparing** the methods of and **intentions** in exhibiting artworks in various galleries

• **Analysing** the **presentation of artworks** in different exhibitions

• **Identifying** & **describing** the purpose of **artists** and gallery **curators** and their **intentions**

• **Analysing** & **evaluating** curatorial **considerations**, exhibition **design** and **promotional** **methods** involved in preparing and **presenting** **artwork**

• **Analysing** & **evaluating** methods and considerations involved in the **conservation** of specific artworks



 **1 > OUTCOME Overview (Teachers)** Teacher focused - annotated breakdown of study guide
 \*Teachers might consider asking students to do the same process

 **VCE Unit 4**
**Area of Study 3**Art Industry Contexts

 **2 > OUTCOME Overview (Teachers & Students)** Breakdown of unit aimed at teachers & students

The Unit is comprised of various activities, designed to help build student knowledge and prepare students for their VCE exam.
In **week 1**, students are required to use research skills to collaboratively build their knowledge base, forming preparation for gallery visits in **week 2**.
During their visits to various galleries, students are provided with a ‘exhibition analysis sheet’ to flesh out their ideas and understanding of gallery spaces. An ‘Exhibition design’ template is also provided, asking students to *truly examine* the space and will serve as revision for later weeks.

**Weeks 3 & 4** will be back in the classroom, unpacking the role of curators, designers and artists as well as the conservation and preservation considerations within each gallery space. **Weeks 5-8** will be about preparation for the exam. This includes looking at the correct terminology required, linking words and sentence structure as well as practicing short answer responses. A sample exam paper is provided towards the end of this resource as well as revision questions in a recap powerpoint (this was provided by an ex-VCE Studio Arts assessor).

The **one hurdle task** for this unit is the creation of a 3-5minuite podcast.
The **final assessment task** is the end of year exam.
*8 WEEK* **BREAKDOWN OF UNIT**
> one lesson per week (70mins) excluding week 2 which may require a half or full day with students visiting galleries.

*Week 1* > Methods and **intentions** **of various art galleries** including an overview
*Week 2* > **Visit** to various galleries (At least one public, commercial and alternative art space)

*Week 3* > Curator & designer **roles**, also promotion and marketing
*Week 4* > **Preservation** & **conservation** (lighting, storage etc.)
*Week 5* > **Recap** and review of all content covered
*Week 6* > **Writing techniques**, including terminology and linking words
*Week 7* > Short answer **practice** **questions** and exam prep
*Week 8* > **Review** of areas not yet mastered and final exam prep

In addition to the activities listed for each week, I have designed an optional podcasting activity which covers weeks 1 to 4.

 **3 > TIMELINE** Breakdown of learning objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 1**Methods and **intentions** **of various art galleries** +**Overview****Galleries:***- public- commercial- alternative- online*  | To discuss the **methods and intentions** of art galleries.Touch on the **processes** associated with **production**, **presentation** & **promotion** of artUse appropriate **terminology**. | **Identify & describe** the **characteristics** of different **gallery spaces** | **Group activity** - 4 groups in total is best Each group is assigned a *gallery type* and must **research** & **collate their information**.- public – NGV International - commercial – Anna Schwartz- alternative – Degraves Subway space - online - any*Considerations include 4 areas:***1) focus of exhibitions** in that space - Media presented, theme and approach**2) Exhibition development & organisation** Purpose of exhibition, who is involved in the organising of the exhibition  eg. Transport?**3) Funding & promotion** Who sponsors/grants? Who is the promotion material directed at?**4) Conservation & Preservation** Measures taken to preserve work eg. Lighting, security, work placement Students should research for a portion of the lesson, and then share their findings as a group to the class, later placing their resources online. \*\* Worksheet ‘EXHIBITION ANALYSIS SHEET’ for week 2 has cues for questions. Videos provided to support conversations around this weeks topic.  | Student lead research- computers/similar+‘EXHIBITION ANALYSIS SHEET’ available if prompting required**Video:**Why is public art important?<https://www.youtube.com/watch?v=tcVh-54gfVo>**TED Talk Video:**Why do we need public art? | Nancy Ann Coyne<https://www.youtube.com/watch?v=yBPm7DWrTbI> |
| **Types of learning involved:**Social cognitive, Inquiry-based |
| **Week 1 – 4** Additional: **Podcasting** | Podcasts **embed the content** of each week at different stagesbyvarious students | **Individual activity –** runs for total of 4 weeksEach student is assigned one week in which **they must produce a 3-5min podcast** about the topic of that week.The podcast can be created using **Voice memos** or similar and editing can be done in **Audacity**. Online materials are supplied to help students with this task. The purpose for the podcast is for students to use high level thinking skills by organising and re-interpreting content. This process will aid memory retention and serve as a revision tool for the other members of the class.Students need to upload their podcasts online (I suggest you use something like Weebly) so other students can listen and revise during the week.*\* I recommend they listen to podcasts while eating breakfast or getting ready**\* Teacher should carefully consider which students present during which week**\* Podcasts not to be recorded in class time* | [**http://visualartspace.weebly.com/ict-tools.html**](http://visualartspace.weebly.com/ict-tools.html)**+**Students to find additional resources+ content on podcasts can be drawn from the resource sheets each week.  |
| **Types of learning involved:**Inquiry-based,links to Blooms Taxonomy |

Below is a table that can be used to assign and monitor students completing a podcast each week.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Podcasting:**Student created **revision**> 3-5min recorded podcast | **Week 1:**Roles of galleries | **Week 2:**Examining spaces | **Week 3:**Roles within galleries | **Week 4:**Conservation & preservation | **Completion of podcast**Y/N |
| Student x |  |  |  |  |  |
| Student x |  |  |  |  |  |
| Student x |  |  |  |  |  |
| Student x |  |  |  |  |  |
| Student x |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 2****Excursion** to gallery spaces**1)****NGV Int/Australia**(public) **2)****Anna Schwartz gallery**(Commercial) **3)** **Degraves street subway gallery** (alternative) | To discuss the **curatorial considerations**, exhibition design.Discuss**promotional methods** involved in **preparing** and **displaying** artworks Use appropriate **terminology**. | To describe & **compare** the **methods** of exhibiting artworks.To describe & **compare** the**intentions** in **exhibiting** **artworks** in all gallery spaces discussed | **Class activity** – Each student chooses a pair to work with during the day Students visit 3 galleries :A sample Itinery provided below and in resources folder. Macintosh HD:Users:laurenbardin:Desktop:Screen Shot 2016-09-29 at 2.26.22 PM.pngStudents visit galleries filling out sheets provided (online or printed on paper)The worksheets require the students to question things about the gallery and observe and record the space.*\* Students to go into smaller gallery spaces in little groups* | All students to bring packed lunch or buy lunchPencil x 2Paper for notes Handouts to be printed\*optionalStudents to draw using a program called ‘*Doceri’* with the ipad Resource with details and examples online…<http://visualartspace.weebly.com/galleries.html>**Anna Schwartz gallery**<http://www.annaschwartzgallery.com/gallery?c=m>**DeGraves Street subway** <http://www.cv.vic.gov.au/blog/archive/degraves-street-subway-and-campbell-arcade-the-underground-artspace/>**Flinders Lane Gallery**<http://www.annaschwartzgallery.com/gallery?c=m>**NGV Ian Potter****NGV International**<http://www.ngv.vic.gov.au/> |
| **Types of learning involved:**Experiential learning, Dual coding theory |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 3**Curator &designer **roles**+**promotion** and **marketing** | Study the **processes associated** with the **production**, **presentation** and **promotion** of specific artworksin current exhibitionsUse appropriate **terminology.** | To **analyse** how specific **artworks** are **presented** in different exhibitions.To demonstrate an **understanding** of the**artists’** and gallery **curators’** **intentions**To analyse & evaluate **curatorial considerations,** **exhibition design** and **promotional methods** involved in **preparing+ presenting** specific artworks for display | **Group activity** – Students split into groups of 3 Teacher to hand out ‘STAFFING ROLES IN GALLERIES’ and to discuss with class.In their groups, students then need to study the content provided and prepare 20 questions for another small group of 3. Groups will then quiz each other on the content.**Some of the learning this week needs to be *rote learning* to ensure students memorise terms and specific concepts.** The following practical lesson, students should be given a pop quiz regarding all the content they have learnt till this point (use a selection of student questions) **Videos all supplied** to aid content.**REVIEW QUESTIONS** are provided to help with this week.  Macintosh HD:Users:laurenbardin:Desktop:Screen Shot 2016-09-30 at 8.27.10 PM.png- sheet provided can be printed off separately | Computers required ‘STAFFING ROLES IN GALLERIES’ handoutAlso ‘REVIEW QUESTIONS’ are provided at the bottom of the ‘STAFFING ROLES IN GALLERIES’ handout\*Handout there to check student understanding. **Video’s provided by the NGV, students should watch for homework.** <http://www.ngv.vic.gov.au/multimedia/curating-art-art-start/><http://www.ngv.vic.gov.au/multimedia/exhibition-design-art-start/>**Prezi** found online <https://prezi.com/rnruqkfuepc6/roles-and-processes-in-galleries-and-exhibition-spaces/> |
| **Types of learning involved:**Vygotsky, Scaffolding, Flipped classroom |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 4Preservation** & **conservation** focus | Study the **methods** used by and **considerations** of artists + curators working in galleriesin **conservation of****artworks**This includes:**lighting, temperature, storage,** **transportation +****presentation** of artworks Use appropriate **terminology.** | To analyse and evaluate **methods** and **considerations** involved in the **conservation** of specific artworks related toexhibitions visited | Teacher to go through a couple of key points using resource provided…**Preservation and conservation includes** these areas:Maintaining stable temperatureMaintaining relative humidity levelsManaging light exposureControlling pestsDisaster preparednessProtecting works of art from other physical or chemical damageResource provides specific details for:**PHOTOGRAPHSWORKS ON PAPERPAINTINGS** Teacher should discuss effects and **students can review notes and then research into one key area eg. Related to their studio work. \*\* All students must review a painting as this is likely to be in exam.** Teacher might want to provide a series of images and get the students to annotate the effects and how to avoid such damage.**‘Other forms of damage’ section** can be used for that activity. Conservation and Preservation KEY TERMS should be emphasised(Summary at very bottom of ‘CONSERVATION AND PRESERVATION’ doc.)Students need to watch 4 small videos provided by the NGV for homework. | Computers requiredResource word doc. ‘CONSERVATION AND PRESERVATION’. National Gallery of Australia<http://nga.gov.au/Conservation/prevention/index.cfm><http://nga.gov.au/Conservation/prevention/photos.cfm>**Video links to watch for homework:**National Gallery of Victoria<https://www.youtube.com/watch?v=tMbVfweQcW4><https://www.youtube.com/watch?v=etqe89wEU5w><https://www.youtube.com/watch?v=SP0yJYjE7L><https://www.youtube.com/watch?v=F8i7RSFggmY> |
| **Types of learning involved:**Research skills, social cognitive, flipped classroom |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 5****Recap** +**review** of all content covered to date | All knowledge up to date.Focus on **comparing** data. | All skills up to date.Focus on **comparing** data. | **Pair activity** – Students work in 2/3’s Students are provided with a table, comparing information from all areas studied, they need to sort the information into 3 categories:**PublicCommercialAlternative** *\*\*Teachers might want to fill in some areas or leave the table entirely blank depending on students cognition.*Class to discuss answers once pairs have completed the table.Depending on time, Teacher might want to run through specific areas and get students to start doing some short answer questions based on the table information. **Use the art terminology handout to test students on metalanguage**eg. *Mixed media* – get students to describe what that actually means and give an example.eg. *Relative humidity* – what is this and what % does it need to be in a gallery?Macintosh HD:Users:laurenbardin:Desktop:Screen Shot 2016-09-30 at 10.55.31 PM.png - compare table | Computers requiredResource word doc. ‘GALLERY COMPARE ACTIVITY TABLE’.Also‘ART TERMINOLOGY’ handout providedPens/pencilsTable can be filled in online or by hand if printed.   |
| **Types of learning involved:**Social cognitive, Links to Blooms Taxonomy with categorising content  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Week 6****Writing techniques**+ dissecting **terminology** and **linking words** | IdentifydescribecompareanalyseevaluateContent covering weeks 1-5 | IdentifydescribecompareanalyseevaluateContent covering weeks 1-5 | Teacher to go through **checklist** of knowledge and skills learnt.Teacher to Quiz students on main areas (using resources as guide) and together class to negotiate key terms to mention in the exam for each area.**Students to brainstorm linking words** in small groups… Teacher then will create a word list and get students to race writing as many linking words they can think of in the next few lessons.This will help a lot when answering short answer questions.***\*TIP: Students should place vocab list next to bed and read a few times before they head to bed leading up to the exam.*** ALSO, during this lesson the teacher can go through the past exam papers and the **examiners report.****Dissecting areas not done well** and difficult questions is suggested. Find the reports online here:<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/exams.aspx> | All resources to be used as referenceThesaurus for linking words and google online**Past exams and examination Reports**<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/exams.aspx>Also‘ART TERMINOLOGY’ handout provided |
| **Types of learning involved:**Social cognitive, **Analysis** of past exam papers crucial  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gallery Resource**Unit 4 : AOS 3*VCE Studio Arts* | **Key knowledge** |  **Key skills** |  **Class activities** | **Resources & equipment required** |
| **Weeks 7 – 87 >** Short answer **practice** **questions** + **Exam prep*****8* >** **Review** of areas not yet mastered +Final exam prep | IdentifydescribecompareanalyseevaluateContent covering weeks 1-5 | IdentifydescribecompareanalyseevaluateContent covering weeks 1-5 | **Pop Quiz activity** – Students complete questions on powerpoint upon entry into class… must be quietTeacher to go through final powerpoint slides as revision.Teacher can use this last week however they feel best.possibly get students to read sections and then discuss in groups, I would suggest **students mark off areas they are unsure of** as you go through it.Review of online galleries eg. Moma – get students to look these up.There are a number of past exam questions (provided in this resource by an ex-exam assessor)Pick and choose what questions might be useful to go through with your students.Powerpoint on ‘EXAM PRACTICE’ available in resources. **Practice exam paper**Students to complete in silence as practice exam conditions | Computers requiredresource ‘FINAL WEEKS QUIZ & REVISION’ provided. Powerpoint on ‘EXAM PRACTICE’ available |
| **Types of learning involved:**Scaffolding |

 **4 > RESOURCES & BIBLIOGRAPHY** Templates, worksheets, instructions to activities, practice exam papers etc
 List of helpful resources including galleries to visit

 **Core Resources**:
Google drive with all resources
<https://drive.google.com/drive/folders/0Bxvv-dpJs3nzM2lLa1JVS3o2aFU?usp=sharing>

All resources provided online at:
<http://visualartspace.weebly.com/galleries.html>

Link to VCE Studio Art study guide
<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

**Galleries** to possibly visit for this outcome – listed from *Public* to *Alternative*:

*Public*
**National Gallery of Victoria** – International and Ian Potter Center
<http://www.ngv.vic.gov.au/>

**Student program available at NGV** - $25 per student
<http://www.ngv.vic.gov.au/program/vce-studio-arts-unit-4-art-industry-contexts-2/>

**Australian Centre for Contemporary Art (ACCA)**
(there may be a combination of alternative space artwork and public gallery artwork)

<https://www.accaonline.org.au/>

**Australian Centre for the Moving Image (ACMI)**

<https://www.acmi.net.au/>

**Heide Museum of Modern Art** - State-owned public museum and gallery

### <https://www.heide.com.au/>

**RMIT Gallery -** Australian public art gallery

<http://www.rmit.edu.au/about/our-locations-and-facilities/facilities/exhibition-spaces/rmit-gallery>

**Margaret Lawrence Gallery** – linked to the Victorian College of the Arts
<http://vca.unimelb.edu.au/engage/margaret-lawrence-gallery>

*Commercial – lots of these scattered around the city so pick and choose as you like.
I recommend these.*
**Flinders lane art gallery**
<http://www.flg.com.au/>

**Anna Schwartz gallery** – commercial gallery

<http://www.annaschwartzgallery.com/gallery?c=m>

**ARC ONE** **gallery** - commercial gallery that represents some of Australia’s most highly respected contemporary artists
<http://arcone.com.au/>

**Langford art gallery**
<http://www.langford120.com.au/>

*Alternative*
**Chapter House Lane**- non-profit contemporary art organisation (reopens later 2016)

### <http://chapterhouselane.org.au/>

# ****fortyfivedownstairs** is a Melbourne based not-for-profit theatre and gallery**

<http://www.fortyfivedownstairs.com/wp2016/>

**CAVES gallery** - not for profit contemporary art space
<http://www.cavesgallery.com/>

**Blindside Gallery** - independent contemporary arts space committed to supporting and promoting contemporary art practice
<http://www.blindside.org.au/>

**Degraves street subway** – gallery below flinders street station
<http://www.cv.vic.gov.au/blog/archive/degraves-street-subway-and-campbell-arcade-the-underground-artspace/>

**No Vacancy Gallery** - Melbourne-based hire-gallery that promotes and exhibits emerging local and international artists.
<https://no-vacancy.com.au/>

### TwentybyThirty – not for profit, artist-run initiative

<http://www.thatsmelbourne.com.au/Placestogo/Galleries/Public/Pages/7257.aspx>

**Dark horse experiment** - artist run project space
<http://darkhorseexperiment.com/>

HOW to **Podcast:**
<https://www.youtube.com/watch?v=-hrBbczS9I0>

 **Blended Bibliography –** In order of how useful resources were, APA style for books towards bottom.
Victorian Certificate of Education: **Studio Arts Study guide**. 2016 Victorian Curriculum and Assessment Authority 2016, Melbourne

**National gallery of Australia**
<http://nga.gov.au/Conservation/prevention/photos.cfm>

**Art gallery NSW**
<http://www.artgallery.nsw.gov.au/discover-art/how-the-gallery-works/conserving-our-collection/>

**National Gallery of Victoria**
<https://www.ngv.vic.gov.au/explore/collection/conservation/>
videos 1 - 4
<https://www.youtube.com/watch?v=tMbVfweQcW4>
<https://www.youtube.com/watch?v=etqe89wEU5w>
<https://www.youtube.com/watch?v=SP0yJYjE7L>
<https://www.youtube.com/watch?v=F8i7RSFggmY>

**MetMuseum New York**
<http://www.metmuseum.org/about-the-met/conservation-and-scientific-research/objects-conservation>
<http://www.metmuseum.org/~/media/Files/Learn/Family%20Map%20and%20Guides/MuseumKids/What%20is%20Art%20Conservation.pdf>

<https://www.britannica.com/art/art-conservation-and-restoration>

**[AICCM](http://www.aiccm.org.au/%22%20%5Ct%20%22_blank) Australian Institute for the Conservation of Cultural Material**
<https://aiccm.org.au/>

**Government website** on role of galleries, artists etc
<http://creativeaustralia.arts.gov.au/archived/module/appendix-a/the-central-role-of-galleries-libraries-archives-and-museums/>

<http://creativeaustralia.arts.gov.au/archived/module/appendix-a/recognising-the-artist-as-central/>

<http://creativeaustralia.arts.gov.au/archived/module/the-australian-story-a-vision-for-australias-cultural-sector/the-role-of-the-artist/>

**Degraves street article**
<http://www.cv.vic.gov.au/blog/archive/degraves-street-subway-and-campbell-arcade-the-underground-artspace/>

Article on **curating gallery spaces**
<https://theeclipsegallery.wordpress.com/about/writing/curating-alternative-spaces/>

Links to **ideas on curation, artists processes** etc
<http://www.axisweb.org/>

 **Arts council** – England
<http://www.engage.org/jobs-in-galleries.aspx>

 **Prezi** found online also helpful

<https://prezi.com/rnruqkfuepc6/roles-and-processes-in-galleries-and-exhibition-spaces/>

**Readings** – these were surprisingly the least useful as they had a lot of jargon in them, best resources were the websites of public galleries**:**

Bibeau, Petra Royale. (2016). What Alternative Space? The Outgrowth of the Alternative and Exhibition Practice.
Retrieved from: http://blog.maniacgallery.com/?p=27&gt

Joy, A. (1996). Framing art: the role of galleries in the circulation of art.
Retrieved from: http://repository.ust.hk/ir/bitstream/1783.1-873/1/mktg96061.pdf
*(this gets into a lot of detail – ‘manipulation of space’ and ‘conclusions’ most helpful)*

Ford, M. (2003). The Journey Continues: Stain and Washing of Asian Textiles. Artonview 32, Summer 2002-2003, p 53-55.
*(Good overview with textiles focus)*

Roberts, S., Camic, P. M., & Springham, N. (2011). New roles for art galleries: Art-viewing as a community intervention for family carers of people with mental health problems. *Arts & Health*, *3*(2), 146-159.
*(good link to Art anxiety and purpose of art galleries in this sense)*

 **5 > CHECKLIST** Checklist of what to know before the exam

**To be ready for your exam,
you must be able to….**

1 – List the methods and **intentions** **of various art galleries –** must know public, commercial and alternative galleries.
2 – Explain the **processes** associated with **production**, **presentation** & **promotion** of art – must give one detailed example

3 – Describe the **characteristics** of various gallery types
4 – Compare curator and designer roles

5 – Explain in detail how you must preserve and conserve an artwork
6 – List conservation terms and understand their meaning
7 – Pinpoint what the question is asking you and remember the ‘LOADED TERMS’ you should mention to get top marks
8 – Use appropriate and varied linking words in your sentences

**The following must be competed before you sit your exam:**
1 – Have practiced timing yourself with a number of short answer questions

2 – Finished and checked the practice exam paper provided as well as reviewed last year’s exam questions.