

VCE

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

AREA OF STUDY 3 Art industry contexts

WEEK 1
Roles of galleries

In this area of study students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks.

WEEK 2
Gallery visits examining spaces

As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students analyse how specific artworks are presented and demonstrate their understanding of the artists' and curators' consideration of how artworks are displayed within the art exhibitions.

WEEK 3
Roles within galleries

The conservation of artworks in an exhibition is the concern of artists and the personnel associated with art spaces where the artworks are placed. With reference to specific artworks seen and studied, students develop an awareness and understanding of processes and considerations involved in the display of artworks to the public.

WEEK 4
Conservation & preservation

Students research art exhibitions and compare the preparation, presentation, conservation and promotion of art in at least two different exhibition spaces. Students may select artworks exhibited in public art galleries and museums, commercial and private galleries, university art galleries, artist run spaces, alternative art spaces, outdoor spaces and online galleries.

WEEK 5 - 8
Getting Exam ready

How presented?
Why presented this way?
Overall purpose in gallery etc

Galleries:
Public
Commercial
Alternative
Online

Roles within galleries
eg. curator vs designer

Conservation & preservation

Students create Podcasts as resources

Consider how this changes depending on the context

lighting, temp, storage, transportation

Who decides this?
Curator vs. Artist

Research week 1
Comparisons each week

This unit plan focuses on:
NGV International
Anna Schwartz Gallery
DeGraves Street Subway Gallery

2 > OUTCOME Overview (Teachers & Students)

Breakdown of unit aimed at teachers & students

VCE Unit 4

Area of Study 3

Art Industry Contexts

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 <i>VCE Studio Arts</i>	Key knowledge	Key skills	Class activities	Resources & equipment required
<p>Week 1</p> <p>Methods and intentions of various art galleries</p> <p>+</p> <p>Overview</p> <p>Galleries:</p> <ul style="list-style-type: none"> - public - commercial - alternative - online 	<p>To discuss the methods and intentions of art galleries.</p> <p>Touch on the processes associated with production, presentation & promotion of art</p> <p>Use appropriate terminology.</p>	<p>Identify & describe the characteristics of different gallery spaces</p>	<p>Group activity - 4 groups in total is best</p> <p>Each group is assigned a <i>gallery type</i> and must research & collate their information.</p> <ul style="list-style-type: none"> - public – NGV International - commercial – Anna Schwartz - alternative – Degraes Subway space - online - any <p><i>Considerations include 4 areas:</i></p> <p>1) focus of exhibitions in that space - Media presented, theme and approach</p> <p>2) Exhibition development & organisation Purpose of exhibition, who is involved in the organising of the exhibition eg. Transport?</p> <p>3) Funding & promotion Who sponsors/grants? Who is the promotion material directed at?</p> <p>4) Conservation & Preservation Measures taken to preserve work eg. Lighting, security, work placement</p> <p>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.</p> <p>** Worksheet 'EXHIBITION ANALYSIS SHEET' for week 2 has cues for questions.</p> <p>Videos provided to support conversations around this weeks topic.</p>	<p>Student lead research - computers/similar</p> <p>+</p> <p>'EXHIBITION ANALYSIS SHEET' available if prompting required</p> <p>Video: Why is public art important?</p> <p>https://www.youtube.com/watch?v=tcVh-54gfVo</p> <p>TED Talk Video: Why do we need public art? Nancy Ann Coyne https://www.youtube.com/watch?v=yBPm7DWrTbI</p>
<p>Types of learning involved:</p> <p>Social cognitive, Inquiry-based</p>				

Week 1 – 4 Additional: Podcasting	Podcasts embed the content of each week at different stages by various students	Individual activity – runs for total of 4 weeks Each 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>* I recommend they listen to podcasts while eating breakfast or getting ready</i> <i>* Teacher should carefully consider which students present during which week</i> <i>* Podcasts not to be recorded in class time</i>	http://visualartspace.weebly.com/ict-tools.html + Students to find additional resources + content on podcasts can be drawn from the resource sheets each week.
	<p align="center">Types of learning involved:</p> <p align="center">Inquiry-based, links to Blooms Taxonomy</p>		

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 <i>VCE Studio Arts</i>	Key knowledge	Key skills	Class activities	Resources & equipment required																																																		
<p>Week 2</p> <p>Excursion to gallery spaces</p> <p>1) NGV Int/Australia (public)</p> <p>2) Anna Schwartz gallery (Commercial)</p> <p>3) Degraves street subway gallery (alternative)</p>	<p>To discuss the curatorial considerations, exhibition design.</p> <p>Discuss promotional methods involved in preparing and displaying artworks</p> <p>Use appropriate terminology.</p>	<p>To describe & compare the methods of exhibiting artworks.</p> <p>To describe & compare the intentions in exhibiting artworks in all gallery spaces discussed</p>	<p>Class activity – Each student chooses a pair to work with during the day</p> <p>Students visit 3 galleries : A sample Itinery provided below and in resources folder.</p> <p>Itinery:</p> <p>To ensure you arrive on time:</p> <p>Box Hill Train Station to Flinders Street Station</p> <ul style="list-style-type: none"> • 8.42am arrives 9.13am • 8.47am arrives 9.18am • 8.54am arrives 9.23am <table border="1" data-bbox="952 770 1803 1225"> <thead> <tr> <th></th> <th>LOCATION</th> <th>ADDRESS</th> <th>START</th> <th>FINISH</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Flinders street station</td> <td>Platforms 2 & 3</td> <td>9.15am</td> <td>9.30am</td> </tr> <tr> <td>2</td> <td>Degraves streef subway</td> <td>Undemeath flinders street</td> <td>9.30am</td> <td>9.45am</td> </tr> <tr> <td>3</td> <td>Anna Schwartz Gallery</td> <td>185 Flinders Lane</td> <td>10.00am</td> <td>10.30am</td> </tr> <tr> <td>4</td> <td>Flinders Lane Gallery</td> <td>137 Flinders Lane</td> <td>10.30am</td> <td>11.00am</td> </tr> <tr> <td>5</td> <td>Hosier Lane – Snack</td> <td>Walking to fed square</td> <td>11.00am</td> <td>11.30am</td> </tr> <tr> <td>6</td> <td>Fed Square various spaces</td> <td></td> <td>11.30am</td> <td>11.45am</td> </tr> <tr> <td>7</td> <td>NGV Ian Potter</td> <td>200 Years of Australian Fashion</td> <td>12.00pm</td> <td>1.15pm</td> </tr> <tr> <td>8</td> <td>Lunch</td> <td>Southbank</td> <td>1.30pm</td> <td>2.10pm</td> </tr> <tr> <td>9</td> <td>NGV International</td> <td>French parlour space</td> <td>2.15pm</td> <td>3.00pm</td> </tr> </tbody> </table> <p>Students visit galleries filling out sheets provided (online or printed on paper)</p> <p>The worksheets require the students to question things about the gallery and observe and record the space.</p> <p><i>* Students to go into smaller gallery spaces in little groups</i></p>		LOCATION	ADDRESS	START	FINISH	1	Flinders street station	Platforms 2 & 3	9.15am	9.30am	2	Degraves streef subway	Undemeath flinders street	9.30am	9.45am	3	Anna Schwartz Gallery	185 Flinders Lane	10.00am	10.30am	4	Flinders Lane Gallery	137 Flinders Lane	10.30am	11.00am	5	Hosier Lane – Snack	Walking to fed square	11.00am	11.30am	6	Fed Square various spaces		11.30am	11.45am	7	NGV Ian Potter	200 Years of Australian Fashion	12.00pm	1.15pm	8	Lunch	Southbank	1.30pm	2.10pm	9	NGV International	French parlour space	2.15pm	3.00pm	<p>All students to bring packed lunch or buy lunch</p> <p>Pencil x 2 Paper for notes Handouts to be printed</p> <p>*optional Students to draw using a program called 'Doceri' with the ipad</p> <p>Resource with details and examples online... http://visualartspacewebly.com/galleries.html</p> <p>Anna Schwartz gallery http://www.annaschwartzgallery.com/gallery?c=m</p> <p>DeGraves Street subway http://www.cv.vic.gov.au/blog/archive/degraves-street-subway-and-campbell-arcade-the-underground-artspace/</p> <p>Flinders Lane Gallery http://www.annaschwartzgallery.com/gallery?c=m</p> <p>NGV Ian Potter NGV International http://www.ngv.vic.gov.au/</p>
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<p>Gallery Resource Unit 4 : AOS 3 <i>VCE Studio Arts</i></p>	<p>Key knowledge</p>	<p>Key skills</p>	<p>Class activities</p>	<p>Resources & equipment required</p>
<p>Week 3</p> <p>Curator & designer roles</p> <p>+</p> <p>promotion and marketing</p>	<p>Study the processes associated with the production, presentation and promotion of specific artworks in current exhibitions</p> <p>Use appropriate terminology.</p>	<p>To analyse how specific artworks are presented in different exhibitions.</p> <p>To demonstrate an understanding of the artists' and gallery curators' intentions</p> <p>To analyse & evaluate curatorial considerations, exhibition design and promotional methods involved in preparing+ presenting specific artworks for display</p>	<p>Group activity – Students split into groups of 3</p> <p>Teacher to hand out 'STAFFING ROLES IN GALLERIES' and to discuss with class.</p> <p>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.</p> <p>Some of the learning this week needs to be rote learning to ensure students memorise terms and specific concepts.</p> <p>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)</p> <p>Videos all supplied to aid content. REVIEW QUESTIONS are provided to help with this week.</p> <p>Review Questions</p> <p>What is the role of a curator in a public, commercial and alternative art space?</p> <p>_____</p> <p>_____</p> <p>List two things an exhibition designer might do in a public, commercial and alternative art space?</p> <p>_____</p> <p>_____</p> <p>What is the Director's main role?</p> <p>_____</p> <p>_____</p> <p>How does marketing & publicity differ between art spaces? 3 line answer. (give at least 3 examples of marketing and publicity)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How does sponsorship differ between art spaces? What is the overall impact of this?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The role of an education officer is not suited to commercial and alternative art spaces. Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>- sheet provided can be printed off separately</p>	<p>Computers required</p> <p>'STAFFING ROLES IN GALLERIES' handout</p> <p>Also 'REVIEW QUESTIONS' are provided at the bottom of the 'STAFFING ROLES IN GALLERIES' handout</p> <p>*Handout there to check student understanding.</p> <p>Video's provided by the NGV, students should watch for homework.</p> <p>http://www.ngv.vic.gov.au/multimedia/curating-art-art-start/</p> <p>http://www.ngv.vic.gov.au/multimedia/exhibition-design-art-start/</p> <p>Prezi found online</p> <p>https://prezi.com/rnruqkfuepc6/roles-and-processes-in-galleries-and-exhibition-spaces/</p>
<p>Types of learning involved:</p> <p>Vygotsky, Scaffolding, Flipped classroom</p>				

Gallery Resource Unit 4 : AOS 3 <i>VCE Studio Arts</i>	Key knowledge	Key skills	Class activities	Resources & equipment required
<p>Week 4</p> <p>Preservation & conservation focus</p>	<p>Study the methods used by and considerations of artists + curators working in galleries in conservation of artworks</p> <p>This includes: lighting, temperature, storage, transportation + presentation of artworks</p> <p>Use appropriate terminology.</p>	<p>To analyse and evaluate methods and considerations involved in the conservation of specific artworks related to exhibitions visited</p>	<p>Teacher to go through a couple of key points using resource provided...</p> <p>Preservation and conservation includes these areas: Maintaining stable temperature Maintaining relative humidity levels Managing light exposure Controlling pests Disaster preparedness Protecting works of art from other physical or chemical damage</p> <p>Resource provides specific details for: PHOTOGRAPHS WORKS ON PAPER PAINTINGS</p> <p>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.</p> <p>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.</p> <p>Conservation and Preservation KEY TERMS should be emphasised (Summary at very bottom of 'CONSERVATION AND PRESERVATION' doc.)</p> <p>Students need to watch 4 small videos provided by the NGV for homework.</p>	<p>Computers required</p> <p>Resource word doc. 'CONSERVATION AND PRESERVATION'.</p> <p>National Gallery of Australia http://nga.gov.au/Conservation/prevention/index.cfm http://nga.gov.au/Conservation/prevention/photos.cfm</p> <p>Video links to watch for homework:</p> <p>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</p>
<p>Types of learning involved:</p> <p>Research skills, social cognitive, flipped classroom</p>				

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<p>Week 5</p> <p>Recap + review of all content covered to date</p>	<p>All knowledge up to date.</p> <p>Focus on comparing data.</p>	<p>All skills up to date.</p> <p>Focus on comparing data.</p>	<p>Pair activity – Students work in 2/3’s</p> <p>Students are provided with a table, comparing information from all areas studied, they need to sort the information into 3 categories: Public Commercial Alternative</p> <p><i>**Teachers might want to fill in some areas or leave the table entirely blank depending on students cognition.</i></p> <p>Class to discuss answers once pairs have completed the table.</p> <p>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.</p> <p>Use the art terminology handout to test students on metalanguage eg. <i>Mixed media</i> – get students to describe what that actually means and give an example.</p> <p>eg. <i>Relative humidity</i> – what is this and what % does it need to be in a gallery?</p>	<p>Computers required</p> <p>Resource word doc. ‘GALLERY COMPARE ACTIVITY TABLE’.</p> <p>Also</p> <p>‘ART TERMINOLOGY’ handout provided</p> <p>Pens/pencils</p> <p>Table can be filled in online or by hand if printed.</p>																															
<p>Types of learning involved:</p> <p>Social cognitive, Links to Blooms Taxonomy with categorising content</p>			<table border="1" data-bbox="943 1050 1601 1474"> <thead> <tr> <th>Gallery</th> <th>Aims</th> <th>About Audience</th> <th>Funding</th> <th>Marketing & Promotions</th> <th>Staffing Roles</th> <th>Education</th> <th>Conservation & Preservation</th> </tr> </thead> <tbody> <tr> <td>Public Eg:</td> <td>Educate and/or inform Collect & conserve artworks</td> <td>General public Students Teachers</td> <td>Government grants Sponsors Donations Doesn't rely on sale of artworks</td> <td>Funding from sponsorship Raise funds from fundraising and social events Large 'blockbuster' exhibitions may have entry fee</td> <td>Director's Curators Exhibition Designers Marketing Manager Education Officer/s</td> <td>Offer programs mostly to schools, universities but also general public/ members</td> <td>High priority Have a lot of specialised equipment to achieve the preservation and extend the span of artworks</td> </tr> <tr> <td>Commercial Eg:</td> <td>Make money Represent high profile artists to elevate own position</td> <td>Art collectors Organisations and businesses Directors are very selective about artists they show as this generates their own income</td> <td>Money gained through commission of selling artworks, usually between 15-30% of final sale Might generate funds from hiring space for special events</td> <td>Have a database of collectors Use print and online media Realise specialists (eg. 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Alternative Eg:	Raise profile of artists Increase publicity of venue (eg thru front) Make the space more inviting (eg cafe)	General public Art critics (eg, artist-run gallery space)	Usually none, sometimes get a local council grant Business might offer funds to offer for creating artwork (commission)	Artist is generally responsible, but exceptions exist Often social media as funds are limited Space might have a database (eg, artist-run gallery)	Roles of curator, designer, marketing etc generally undertaken by artist	Generally not offered, however, this category is diverse so exceptions apply (eg. Branders Studios)	Generally up to the artist during assembly of the artwork/s Not a high priority Artwork is often temporary																												

Gallery Resource Unit 4 : AOS 3 <i>VCE Studio Arts</i>	Key knowledge	Key skills	Class activities	Resources & equipment required
<p>Week 6</p> <p>Writing techniques</p> <p>+</p> <p>dissecting terminology</p> <p>and</p> <p>linking words</p>	<p>Identify describe compare analyse evaluate</p> <p>Content covering weeks 1-5</p>	<p>Identify describe compare analyse evaluate</p> <p>Content covering weeks 1-5</p>	<p>Teacher to go through checklist of knowledge and skills learnt.</p> <p>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.</p> <p>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.</p> <p><i>*TIP: Students should place vocab list next to bed and read a few times before they head to bed leading up to the exam.</i></p> <p>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.</p> <p>Find the reports online here: http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/exams.aspx</p>	<p>All resources to be used as reference</p> <p>Thesaurus for linking words and google online</p> <p>Past exams and examination Reports http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/exams.aspx</p> <p>Also</p> <p>'ART TERMINOLOGY' handout provided</p>
<p>Types of learning involved:</p> <p>Social cognitive, Analysis of past exam papers crucial</p>				

Gallery Resource Unit 4 : AOS 3 <i>VCE Studio Arts</i>	Key knowledge	Key skills	Class activities	Resources & equipment required
<p>Weeks 7 – 8</p> <p>7 > Short answer practice questions</p> <p>+</p> <p>Exam prep</p> <p>8 > Review of areas not yet mastered</p> <p>+</p> <p>Final exam prep</p>	<p>Identify describe compare analyse evaluate</p> <p>Content covering weeks 1-5</p>	<p>Identify describe compare analyse evaluate</p> <p>Content covering weeks 1-5</p>	<p>Pop Quiz activity – Students complete questions on powerpoint upon entry into class... must be quiet</p> <p>Teacher to go through final powerpoint slides as revision. Teacher can use this last week however they feel best.</p> <p>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.</p> <p>Review of online galleries eg. Moma – get students to look these up.</p> <p>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.</p> <p>Powerpoint on ‘EXAM PRACTICE’ available in resources.</p> <p>Practice exam paper Students to complete in silence as practice exam conditions</p>	<p>Computers required</p> <p>resource ‘FINAL WEEKS QUIZ & REVISION’ provided.</p> <p>Powerpoint on ‘EXAM PRACTICE’ available</p>
<p>Types of learning involved:</p> <p>Scaffolding</p>				

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 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://theclipsegallery.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>>

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 completed 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.