



STAGE 5 APPLIED ENGLISH

ART IN THE MACHINE

*Recommmended for Year 10 Students.
Art - Criticism - Forms - Conventions*



STAGE 5 APPLIED ENGLISH

THE ART IN THE MACHINE

The Digital age has allowed creation from all corners of the world and as technology - especially the internet - evolves, so do our experiences with the arts. Art is no exception. Art in this learning map refers to all mediums of artistic expression, including (but not limited to) painting, sculpture, installation art, film, video, animation and drawing.

In this unit, you will unpack the way in which artists of all mediums create art and how artists and audiences experience this art and how this experience has changed with the invention and innovation of Digital Technology.

You will examine how artwork and expression over time has reflected the context in which it was made.

A NOTE ON THIS LEARNING MAP

Throughout this learning map you will see activities that require you to delve into your 'chosen artform' or 'chosen medium'. Choose from one of the following below as your field of focus:

- Sculpture
- Performance Art
- Painting
- Installation Art
- Cinema / Video
- Animation
- Other (Please name here)

Please note that you may change depending on where this learning map takes you!

KEY ENGLISH TEXTUAL CONCEPTS

CONNOTATION, IMAGERY & SYMBOL

Students understand that attention to imagery can give rise to subtle and complex meanings.

Students learn that

- The emphasis on imagery in a text varies according to its audience and purpose
- Understanding the effect of imagery and symbol varies according to personal experience, social and cultural context
- Attention to patterns of imagery invite readings that are more cohesive.

CODES AND CONVENTIONS

Students recognise that codes and conventions reflect and shape power relationships and culture.

Students learn that:

- Some codes and conventions are valued more than others and that this can depend on context
- Understanding and using these conventions is potentially a source of power

STYLE

Students understand that styles vary and are valued differently.

They learn that style

- can be a marker of a particular author, period or genre
- changes over different historical periods
- varies according to social and cultural contexts, mode and medium
- may be distinguished through the details and nuances of expression.

LITERARY VALUE

Students understand that texts are valued within personal and cultural value systems and that these may change in different historical and cultural contexts.

They learn that

- texts have been valued for expressing views about the human condition
- textual patterning is aesthetically pleasing
- understanding of literary value may vary across time and culture
- texts that open up new ways of thinking about ideas and values are culturally significant.

GENRE

Students understand that particular values attach to certain genres.

Students learn that

- Genres shape representation and perception
- Adaptations of genres across time and culture reflect changing values
- Subverting the genre can challenge the value system associated with the genre.

LEVEL ONE

Create a **glossary** of concepts that are used with digital creation. Some terms (please research more) include: Sampling, file-sharing, analogue, digital, bootleg,

The Digital Paintbrush

Make a list of tools, apps and programs artists have at their disposal. Make a note next to any that have an 'analogue' counterpart.

Postmodernism

You must understand the movement of postmodernism to fully understand the way in which contemporary artists express themselves.

Research the term 'Postmodernism' and take notes.

Reflection:

- How do we 'experience' art
- How do we 'read' art? Is a piece of art a 'text'?
- Why / Why not?
- What has changed in the last 10 years about the way we experience art?

Timeline of Art movements / forms in the 20th century.

Focus on your specific artform. Include any notable events in music history.

Timeline

Add digital inventions and innovations to your timeline, i.e the invention of the internet, etc.

What **noticings** do you have about your timeline? Did the introduction of any technology impact anything in the art world?

Watch and take notes on the following videos:

How Artists Are Using Technology

Technology Pushing The Boundaries Of Art

How AI is transforming the creative industries

Can robots be creative? - Gil Weinberg

NFTs Are Fueling a Boom in Digital Art.

How This Guy Uses A.I. to Create Art

The dawn of the age of holograms

Art in the age of machine intelligence

What piece of art in your chosen artform has had the biggest impact on you? How did you access this art? Why did it have such a profound impact on you? What role did technology have in you accessing this art? Did it have any role in creating it?

Familiarise yourself with the **Conceptual Framework** used in Art. Make a copy of it in your book and write at the top of the page why it is a useful tool to write about art.

MILESTONE MOMENT: WEEK 2 INTERVIEW

At the Week 2 Interview you will be asked to show your work, and discuss your understanding of the this unit and answer the question **How has technology impacted the creation and experience of your chosen artform?**

Curated Articles

Curate 3 articles about technology usage within your chosen artform.



Write a 600 word outline on the key ideas within the articles you found above, dedicating a paragraph to each article.

Choose one of the technologies spoken about in the videos in Level One.

Explain How it is challenging, disrupting or empowering your chosen field at the moment?

What implications could this technology have for the future of your chosen artform?



Youtube Playlist

Curate a YouTube Playlist of videos about technology's impact within your chosen artform.

LEVEL TWO

The Future is Now Exhibition

*Imagine you have been tasked with creating an Exhibition for the fictional 'Creative Industries Museum'. The exhibition celebrates how technology has impacted a certain artform. You must curate at least **4** pieces of art and accompany each with a 100 word rationale as to why it was chosen for this exhibition.*



Extension! Create a pamphlet that would be distributed at this exhibit.

Interview with an industry professional.

Make contact with an artist working in the artform you are interested in and ask them about their speculations or predictions about the direction of the field in response to technology.

You will need to rehearse your questions and think about how you are going to record / capture this interview.

What are some of the biggest issues facing Australian Creative Artists?

Can technology fix any of this?



LEVEL 11

Timed Response.

Write a timed (45 Minute)

You will write an essay based on one of the prompts on the following page (either choose one or roll a dice to determine the question)

Multimodal Text

If you want an extra challenge, consider turning your text into a multi-modal text. You could turn your imaginative into a short film for example. Or you could turn your discursive into a podcast episode or live talk. There are no limitations to what this could be!

FINAL THING!

Have a final conversation with the teacher about the unit - give feedback on the unit and discuss your successes, learnings and challenges.

INFORMATIVE

You are to create an Informative piece exploring the way that artists are challenging conventions through their use of technology.

SUCCESS CRITERIA

Create a success criteria for an informative text. .

TEXTUAL TRIANGLE

Create a textual triangle for your Informative Text. This will be your planning. **You will need to decide on your form.**

CONVERSATION WITH TEACHER

Have a conversation with your teacher 'pitching' your idea to them. They will give you feedback before you draft it.

DRAFT INFORMATIVE

Draft your informative piece exploring the way that artists challenge conventions and create new sounds.

PEER FEEDBACK (Use Success Criteria)

Get Peer Feedback on your informative piece.
Make changes.

TEACHER FEEDBACK (use Success Criteria)

Get Teacher Feedback on your informative text.

PUBLISH

Publish your Informative Text!

REFLECTION

Write a reflection for your informative text. Remember to include a paragraph on

- Feed-up
- Feed-back
- Feed-forward

IMAGINATIVE

You will create an artwork utilising the practices, processes and ideas you studied this learning map.

SUCCESS CRITERIA

Create a success criteria for an imaginative text. .

TEXTUAL TRIANGLE

Create a textual triangle for your Imaginative text. This will be your planning. **You will need to decide on your form.**

CONVERSATION WITH TEACHER

Have a conversation with your teacher 'pitching' your idea to them. They will give you feedback before you draft it.

DRAFT IMAGINATIVE

Draft your imaginative short story based around one of the quotes you found in Level One.

PEER FEEDBACK (Use Success Criteria)

Get Peer Feedback on your Imaginative piece of writing.

TEACHER FEEDBACK (use Success Criteria)

Get Teacher Feedback on your Imaginative text.

PUBLISH

Publish your Imaginative Text!

REFLECTION

Write a reflection for your piece of imaginative writing. Remember to include a paragraph on

- Feed-up
- Feed-back
- Feed-forward

MILESTONE MOMENT: WEEK 10

Final Conversation & Signing of Achievement

ESSAY QUESTIONS

- 1) "If anything, the digital age has introduced new generations to old musical genres". Discuss this statement with reference to the texts you have studied.
- 2) Digital technology, particularly the internet, has allowed musicians to challenge, subvert and create new forms, styles and musical languages.
- 3) It is not just the music that has changed due to innovations in technology - it is the experiences of that music. Discuss.
- 4) "As studios got smaller, more portable, more diverse voices were allowed to flourish." Discuss this statement with reference to your understanding of the development of technology.
- 5) "Even though the productions have changed - the live experience hasn't." Discuss this statement with your understanding and experiences.
- 6) Outline some of the ways in which the digital age and technology in general has changed the music industry.

