



Copies of the World

Te Tuhi Workshop, Years 4 – 10

TeTuhi



Prepare your students for their visit by using the pre-visit activities and the gallery's pre-visit pack on the gallery's website

What we will learn:

During the Te Tuhi programme '2D Copies of the World' we will learn how artists from all over the world have used positive and negative space to create their artwork.

In the art studio we will capture our own understanding of positive and negative space. Using wet materials, we will create a painting that reflects and tells a story about ourselves.

Suggested Pre-visit Discussion and

Exercises: Before your gallery visit prepare your students by using these pre-visit activities...

1. Copy vs Original

What is a copy and what is an original?

How can you tell which one is the original and which is the copy?

Download PowerPoint presentation "Copies of the world: lesson 1" from our webpage: <https://tetuhi.art/children-youth/schools/>

2. Positive and Negative Space

What is positive and negative space?

Are there different types of positive and negative space?

Download PowerPoint presentation "Copies of the world: lesson 2" from our webpage: <https://tetuhi.art/children-youth/schools/>

3. 3D and 2D examples of positive and negative space

How have artists used positive and negative space in different ways?

What materials can you use?

Download PowerPoint presentation "Copies of the world: lesson 3" from our webpage: <https://tetuhi.art/children-youth/schools/>

Links to artist information for teachers:

- Rachel Whiteread:
<https://gagosian.com/artists/rachel-whiteread/>
- Michael Parekōwhai:
<https://www.art-newzealand.com/Issue103/parekowhai.htm>
- Tiffany Singh:
<https://tiffanysingh.com/>
- Peter Wegner
<http://bagofbrains.com/2011/01/18/buildings-sky-peter-wegner>
- Reuben Paterson
<https://tetuhi.art/exhibition/a-very-different-world/>

Suggested Post-visit Discussion and

Exercises: After your visit extend students' learning by exploring...

Our Te Tuhi visit

- *What did we learn on our visit?*
- *What did we enjoy the most?*
- *What did we find difficult?*
- *Was there something new we tried?*
- *What did we think about the artwork?*
- *Could the artist have made their work differently but still tell their story?*

We will talk about what we have learnt during our visit. This may include sharing our thoughts on the kind of art we observed, and sharing the ideas we talked about in the gallery and the kind of art we created. We can then share this experience with others by:

- Writing a letter to someone special (Mum or Dad)
- Writing a post for our classroom blog page
- Record a video to post on our classroom blog page
- Record sound bites for school radio
- Scripting a short presentation for assembly
- Designing an advertisement for the school newsletter showing people why they should go to the art gallery.

Learning Outcomes / Levels 3-4 Visual Arts levels

Understanding the Arts in Context

During our visit we will see the artwork of Tim Chapman. We will learn about his art, the ideas he is interested in and the materials he uses to create his art.

Developing Ideas

During our pre visit exercises we will learn about the different ways art can be made through casting and by thinking about positive and negative space. During the workshop we will use this knowledge to help understand the art we see and the ideas that are shared by artist Tim Chapman.

Developing Practical Knowledge

During our visit we will use a variety of art materials such as plaster and alginate to create our own plaster cast artworks.

Communicating and Interpreting

During our visit we will share our ideas and thoughts about the art we see and make. We will listen to how others have created their art.

Technology

Nature of Technology – Characteristics of Technology

During our pre visit exercise “Copy vs original” we will explore how the development of technology has influenced people’s daily lives, including the way artists make art.

Key Competencies

At Te Tuhi all our workshops are designed with these key competencies in mind.

Thinking

Success Criteria: I know I will be successful if I...

- Share my opinions about the ideas we are discussing about the artworks
- Share my questions and confusions I have about the artworks and how they are represented
- Add to other people’s ideas in group discussion

Using language, symbols and texts

Success Criteria: I know I will be successful if I...

- Make connections and think deeply about the artworks I see
- Listen carefully to the specialised art language that the Te Tuhi facilitator shares with us
- Respond in oral, visual or writing when sharing my ideas

Relating to others

Success Criteria: I know I will be successful if I...

- Listen actively when people are sharing their opinions
- Take my turn to share my ideas and opinions
- Work quietly in the art studio so that others can think and concentrate on their artwork to produce their best work

Participating and contributing

Success Criteria: I know I will be successful if I...

- Use my time productively by engaging in sharing my ideas
- Listen actively to the ideas of others
- Take a risk and share my questions or confusions to help my understanding.

Managing self

Success Criteria: I know I will be successful if I...

- Use a quiet voice when I am in a gallery space so other visitors can reflect on the artworks without disturbance
- Walk quietly and sensibly and show respect in the public gallery and art studio
- Use the gallery time to think deeply about what I am seeing and link my experiences to the artwork (important “think time”)



Image: Artist Rachel Whiteread cast the inside of an entire house using concrete.

TeTuhi

Learning Experiences Outside the Classroom

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