

2015 DOUG MORAN NATIONAL PORTRAIT PRIZE  
2015 MORAN CONTEMPORARY PHOTOGRAPHIC PRIZE  
Hazelhurst Regional Gallery & Arts Centre  
9 April – 5 June

**Education Kit, K – 6**

**Pre-visit activities:**

1. Discuss some gallery rules – emphasise the positive behaviour you want at the gallery and the reasons for these rules.
2. Pre-visit familiarisation with the artworks to be viewed. Reproduce images from exhibition and display in the classroom or school corridor. This will aid the child's connection to the work once they enter the exhibition. Images can be found at <http://www.moranprizes.com.au/competition/2015-doug-moran-national-portrait-prize/finalists>
3. Discuss some of the art terms found under the Glossary of Terms.
4. Programming ideas are linked to outcomes from the Visual Arts Syllabus K-6.

**Post-visit activities:**

1. Post-visit activities at school should involve the step of display and respond. Children should be encouraged to use positive responses to each other's work and 'art talk' to describe it. (See Glossary of Terms for ideas).
2. Suggested activities are listed under artworks.

**BACKGROUND INFORMATION FOR TEACHERS**

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**About the exhibition:**

The Doug Moran National Portrait Prize is the richest award for excellence in portrait painting in Australia. Also on view is the Moran Contemporary Photographic Prize, now in its ninth year, promoting contemporary photography in Australia. Following the exhibition of the 2015 Prize Finalists at Juniper Hall in Paddington in October 2015, the Moran Art Foundation plans to tour the exhibitions to regional galleries in 2016, with the tour commencing at Hazelhurst.

**THE DOUG MORAN NATIONAL PORTRAIT PRIZE**

The Moran Arts Foundation was established by Doug and Greta Moran in 1988 to support Australian art and artists. In addition, the foundation aims to foster portraiture skills, excellence in photography and enhance arts in education. The Doug Moran National Portrait Prize is an annual art award that was established by the Moran Arts Foundation in 1988. The prize was initiated to encourage excellence and creativity in contemporary Australian portraiture.

With an annual first prize of \$150,000, the Doug Moran National Portrait Prize is the richest art award in Australia, and the richest prize for portraiture in the world. Each year, several hundred artists from across the country enter the award, with 30 finalists selected by the nominated judges. The Prize is acquisitive and the winning work becomes part of the Moran Arts Foundation collection. Previous winners include Louise Hearman, Nigel Milsom, Leslie Rice, Vincent Fantauzzo, Michael Zavros, Ben Quilty and Fiona Lowry.

The judges for the 2015 Doug Moran National Portrait Prize were artist Rick Amor and Angus Trumble, Director of the National Portrait Gallery, Canberra. The judges awarded the 2015 prize to Warren Crossett for his work *Self Portrait after St Jerome Flanders*.

### **The Artists**

There are 30 artists exhibiting in The Doug Moran National Portrait Prize 2015. Some artists are well known, award winning and exhibit widely, such as Nicholas Harding, Del Kathryn Barton and Wendy Sharpe, while a few are relative new comers or recent graduates. To find a list of exhibiting artists visit: <http://www.moranprizes.com.au/competition/2015-doug-moran-national-portrait-prize/finalists>

### **THE MORAN CONTEMPORARY PHOTOGRAPHIC PRIZE**

The Moran Contemporary Photographic Prize asks photographers to interpret contemporary life in Australia. The annual event is now in its ninth year and was established to promote contemporary photography and the excellence of Australian photographers. The photographs emphasise the diversity and uniqueness of the Australian socio-cultural, political and natural landscape. The exhibition features the works of 30 photographers including this year's winner, Trent Mitchell for his photo *Boy in Boat, Hervey Bay Qld 2015*. To find a list of exhibiting artists visit: <http://www.moranprizes.com.au/competition/2015-moran-contemporary-photographic-prize/finalists>

### **Links to the Curriculum:**

This Moran Prizes Education Kit contains background information on the exhibition and for selected artists, images and questions relating to the K-6 Visual Arts Syllabus and suggested activities for Appreciating and Making.

This Education Kit makes links to the Visual Arts Syllabus K-6 by: developing students' knowledge and understanding of artists' artworks and the work; by developing values and attitudes towards subject matter of works, the techniques the artists used and the meanings the works may generate; by investigating the range of the expressive form of painting; and by considering an artist's relationship to an audience and reflecting on their own relationship as audience members.

**DEL KATHRYN BARTON**



Del Kathryn Barton *Arella*, 2014, acrylic, 82x61cm

**Influences and background:** decorative and highly detailed paintings, design and illustration, figurative imagery, 2 x winner of Archibald Prize: 2008 – self portrait and 2013 – portrait of Australian actor Hugo Weaving.

**Language:** portrait, line, dots, layers, colour, detail

**Subject Matter:** People

**Forms:** Drawing, Painting

**Outcomes:** VAES 1.2, VAS 1.2 VAS 2.2, VAS 3.2, VAES 1.4, VAS 1.4, VAS 2.4, VAS 3.4

**KLA integration:** HSIE (H), Mathematics (M), English (E), Science and Technology (S)

Appreciating Activities	Making Activities
<p><b>Look</b> at this artwork by Del Kathryn Barton.</p> <p><b>Describe</b> the work you see including subject matter, colours, lines, layers and shapes. Name the colours. Find thick lines, thin lines and dots. (E)</p> <p><b>Discuss</b> how old she is and how you can tell. How do you think she is feeling? Discuss the tools and materials needed to make this artwork. (E)</p> <p><b>Write</b> a story about a day in the life of Arella. Where could she live, what might she do, what are her hobbies? (H)</p>	<p><b>Create</b> a multi-layered self portrait. Draw things you like using oil pastels. This could include family, musical instruments, bikes, nature, foods. (H). Paint a watercolour wash over the top. On a separate piece of paper, draw yourself with a black marker. Also write a sentence about each of the things you have drawn. (E). Cut each of these out and paste on top of your watercolour and oil pastel background. <b>Count</b> how many materials you have used. (M)</p>

**DOROTHY GABORI**



Dorothy Gabori *Mandy*, 2014, acrylic, 91x61cm

**Influences and background:** emerging Indigenous artist from Mornington Island, QLD, following vibrant painting traditions of the art centre on Morning Island begun by her mother, the acclaimed late artist, Sally Gabori (Mirdidingkingathi Juwarnda).

**Language:** portrait, colour, Indigenous, line, texture, direction, movement.

**Teaching notes:** Collect a variety of recycled materials, cut out face shapes, mouth and eye shapes (depending on students' age). Reverse Garbage in Marrickville is a good starting point.

**Subject Matter:** People

**Forms:** Painting, Sculpture and 3D Forms, Fibre

**Outcomes:** VAES 1.1, VAS 1.1 VAS 2.1, VAS 3.1, VAES 1.3, VAS 1.3, VAS 2.3, VAS 3.3

**KLA integration:** HSIE (H), Mathematics (M), English (E), Science and Technology (S)

Appreciating Activities	Making Activities
<p><b>Look</b> at this artwork by Dorothy Gabori.</p> <p><b>Describe</b> the work you see including colour, line, texture, and direction. Name the colours. Are they warm or cool? (E)</p> <p><b>Discuss</b> the size of the face. Is she happy or sad? How do you think she is feeling? Discuss the tools and materials needed to make this artwork. (E)</p> <p><b>Write</b> a list of words describing the artwork. (E)</p>	<p><b>Create</b> a multi-layered 3D self-portrait using a variety of recycled materials. Begin with basic face shape (pre-prepared depending on students' age). Add other shapes and materials to create eyes, mouth and nose. Use wool to create hair; add bottle tops, felt and more to decorate.</p> <p><b>Research</b> other Indigenous artists who do portraits. (H)</p> <p><b>Think</b> about whether your portrait looks imaginary or real. (E)</p> <p><b>Discuss</b> how recycled materials can be used in</p>

## WENDY SHARPE



Wendy Sharpe *Self Portrait with Ridiculous Hat*, 2014, oil, 167x152cm

**Influences and background:** figurative, women, bold colours, one of Australia's most awarded artists, winner of Sulman Prize, Portia Geach Memorial Prize, and Archibald Prize (1996, self portrait), Large mural at Cook +Phillip Aquatic Centre.

**Language:** oil paint, portrait, colour, bold, brushstrokes, people, studio, women

**Teaching notes:** prepare squares of coloured tissue paper prior to lesson.

**Subject Matter:** People

**Forms:** Drawing, Painting

**Outcomes:** VAES 1.2, VAS 1.2 VAS 2.2, VAS 3.2, VAES 1.3, VAS 1.3, VAS 2.3, VAS 3.3

**KLA integration:** HSIE (H), Mathematics (M), English (E), Science and Technology (S)

Appreciating Activities	Making Activities
<p><b>Look</b> at this artwork by Wendy Sharpe.</p> <p><b>Describe</b> the work you see including what you see in the foreground and background. Who is the painting of? Describe the colours. Find the baked beans, vegemite jar, bottle and hand. (E)</p> <p><b>Discuss</b> where she is and how you can tell. What would it be like to be an artist? How would she have made a self-portrait (E)</p> <p><b>Write</b> a description of what you would find in Wendy Sharpe's studio. (E)</p> <p><b>Count</b> how many different things you can see in the painting. (M).</p>	<p><b>Paste, cut and draw</b> to create a wonderfully colourful and multi-layered self-portrait. On one sheet of paper, cover with different coloured squares of tissue paper. On a separate piece of paper, create a self portrait and include something you enjoy. Cut around this self-portrait and paste onto the coloured background.</p> <p><b>Display</b> as a class exhibition and give it a title. (E).</p>



**TRENT MITCHELL**



Trent Mitchell *Boy in boat, Hervey Bay QLD, 2015, photograph*

**Influences and background:** photographed during after a series of shark attacks on northern NSW beaches, professional photographer for 15 years, specialising in water and coastal scenery

**Language:** photography, colour, film, water, sharks, Australia

**Teaching notes:** ask students to bring in their toys prior to lesson.

**Subject Matter:** People, Other Living Things, Places and Spaces

**Forms:** Photography, Digital Forms

**Outcomes:** VAES 1.2, VAS 1.2 VAS 2.2, VAS 3.2, VAES 1.4, VAS 1.4, VAS 2.4, VAS 3.4

**KLA integration:** HSIE (H), Mathematics (M), English (E), Science and Technology (S)

Appreciating Activities	Making Activities
<p><b>Look</b> at this photograph by Trent Mitchell.</p> <p><b>Describe</b> the photograph including landscape, objects and people. (H)</p> <p><b>What</b> is the main colour you see?</p> <p><b>How</b> many sharks are there? What is the pattern of the sharks' teeth? (M)</p> <p>Write a story about the boy's holiday. Imagine what he might do. Did he enjoy himself? What did he think of the shark and whale show? (E)</p>	<p><b>Create</b> a tessellating pattern using the shape of sharks' teeth (triangles)? (M)</p> <p><b>Create</b> a story with toys in the landscape. Working in groups, have students place their toys in the natural landscape to create a sense of narrative. Toys can be small or large, photographed up close, or far away to give a sense of perspective. Photograph these. (S).</p> <p>Using the photos as a starting point, students then write a story. (E)</p>

## **GLOSSARY OF TERMS**

**Design** – decorative pattern

**Illustration** – a picture illustrating a book

**Figurative Imagery** – representing forms that are recognisably derived from life

**Portrait** - a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders

**Texture** – the tactile quality of the surface of a work of art

**Direction** - a point to or from which a person or thing moves or faces

**Movement** – the sense of movement on the surface of a painting.

**Oil Paint** - a thick paint made with ground pigment and a drying oil such as linseed oil, used chiefly by artists

**Bold** – having a strong, vivid or clear appearance

**Brushstrokes** – marks made by a paintbrush drawn across a surface

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