

## Age suitability

Years 6 – 11

## Dates

27 June – 12 October 2008

## Times

10am – 5pm daily

## Venue

slq Gallery, level 2  
State Library of Queensland  
Cultural Centre, Stanley Place, South Bank

## Duration

30 – 60 minutes in the exhibition. Teachers conduct a self-guided tour of the exhibition with students using these teacher notes.

## Maximum group size

30 students

## Aim of attending the exhibition

To provide the opportunity for students to explore the concept of the 'book as art' and to investigate the wide variety of processes, content, structures and materials used by artists to create unique books.

## Key Learning Area addressed

The Arts (visual arts; media)

## Brief description of the exhibition

This exhibition features artists' books selected from the State Library of Queensland's Australian Library of Art. These books encompass an amazing diversity of form and content. The artworks come in all shapes and sizes, and are made from a variety of materials (card, wood, metal, handmade paper). Techniques used by the artists include printmaking, painting, photography, papercutting, collage and sculpture. Some feature artistic collaborations, while others document conceptual art or contain political messages. The narrative component of the books is often expressed in unusual and interesting ways. The books in this exhibition will provide tremendous stimulation and inspiration for students to incorporate in their future art-making.

## At the exhibition students can:

(only a few of the books in the exhibition are included here as examples – full lists of specific artworks in each category, and suggested discussion topics for in-depth study are included in Appendix 1 – Part A)

- **Look at artists' books made using a variety of forms**
  - > Altered books (artists have modified the content and/or the structure of existing books)
    - Tom Blue – *Children's Britannica*
  - > Livres d'artistes (artists have created a book based on a previously-written text)
    - Katharine Nix & Garth Nix – *The garden*
  - > Book objects (artists have created sculptures or works resembling books)
    - Anne-Maree Hunter – *Tower of Babel*
  - > Books using another book form (artists have reconstructed and subverted recognised book-types, such as school exercise books, passports and stamp albums)
    - Tracey Bush – *British butterflies*
- **Study the different ways artists convey information and ideas in their books**
  - > Collaborations (artists work with others to combine their ideas and skills)
    - Michael Schlitz & Hiroki Satake – *Support point*
  - > Conceptual art (artists document ideas and record installations and performances)
    - Jihad Muhammad John Armstrong – *Ten menhirs at Plouharnel, Carnac, Morbihan, Bretagne, France*
  - > Political art (artists deliver a political message, reflecting the opinions of society)
    - Lesley Pople & Sue Anderson – *Australia unfair*
  - > Narratives (artists use the sequence of the book to tell stories in unexpected ways)
    - Pierre Cavalan – *Untitled*
- **Inspect the diversity of techniques used by book artists**
  - > drawing, painting, etching, woodblock printing, screen printing, lino cutting, lithography, other printmaking techniques, collage, hand-lettering, printed text, photography, digital technology, paper cutting, paper folding, hand papermaking, sewing, weaving, traditional bookbinding techniques, metal-working techniques, sculpting techniques
- **Investigate the range of materials used by book artists**
  - > paper, card, fabric, yarn, wood, found objects, audio and electronic media
- **See the wide array of book structures on display**
  - > codex (traditional book format), concertina, scroll, tablet, unbound in a box, books with shaped pages, sculptural forms
- **Consider the ways artists have incorporated visual art and design elements in their work**
  - > **colour** – Warja Honegger-Lavater – *William Tell* in Narratives
  - > **line** – Scott L. McCarney – *Memory loss* in Book objects
  - > **shape** – Marianne Little – *Living -- space* in Book objects
  - > **texture** – Kay Faulkner – *Indulge* in Collaborations
- **Observe the ways artists have integrated art concepts in their books**
  - > balance, contrast, space, pattern, abstraction, composition, depth, proportion, symbolism, representation, non-representation
- **Examine the books which have incorporated languages other than English, and compare them**
  - Angela Cavalieri – *La mia prima lezione* in Books using another book form
  - Jánis Nedéla – *Codex #3* in Altered books
- **View the books which illustrate cultural and social issues, and compare them**
  - Marshall Weber – *Eleven* in Political art
  - Jonathan Tse – *Portrait of an Australian* in Books using another book form

- **Compare the books which feature particular places, and discuss the diverse approaches taken by the artists**
  - Helen Sanderson – *Around Brisbane* in Book objects
  - Victoria Cooper & Doug Spowart – *A carcamera side trip: images from a carcamera obscura transcontinental crossing of Australia* in Books using another book form
- **Find the books about animals, and compare them**
  - Alexis Beckett – *Decoy code book* in Narratives
  - Ron McBurnie – *God dog* in Narratives
- **Explore the relationships between the text and image components of artists' books**
  - > predominantly (or solely) text
  - > predominantly (or solely) images
  - > integral combinations of text and images
- **Listen to four digital stories**
- **Listen to the integrated audio components of some of the books**
- **Flip through the pages of one of the books (Ron McBurnie – *Tonguey*)**
- **Watch projections of four books (as the pages are turned)**
- **Decide which artist's book is your personal favourite, and discuss why**
- **Write a critical review of this exhibition**

### **Before coming to the State Library teachers and students can:**

(specific website links, detailed information and suggested activities are included in Appendix 1 – part B)

- **Explore the concept of the Artist's Book**
  - Work through the Artists' Books sourcebook module
  - Work through one of the teaching resources developed by the State Library of Queensland
  - Arrange for a practising book artist to visit the school
  - Arrange to visit the studio of a practising book artist
  - Study the variety of artist books displayed online
  - Study the way books have been made in past times, and in other cultures
- **Familiarise themselves with some of the terms used in bookmaking and in the exhibition**
  - Book
  - Codex (including spine, leaf, page, signature)
  - Title page
  - Colophon
  - Artist's book
  - Artist statement
  - Altered book
  - E-book

### **Following the visit teachers and students can:**

(specific website links, detailed information and suggested activities are included in Appendix 2 – part C)

- **If not done prior to viewing the exhibition complete the suggested activities in the previous section, i.e.**
  - Explore the concept of artists' books
  - Familiarise themselves with some of the terms used in bookmaking
- **Discuss the concept of artists' books**
  - What are the similarities and differences in the various types of book structures in the list above?
  - What are some of the reasons why artists are motivated to make books?
  - What processes do artists use when making books?
  - How have books and bookmaking techniques changed throughout history?

- **Create an artist's book**
  - as part of the Artists' Books sourcebook module  
[http://www.qsa.qld.edu.au/downloads/syllabus/kla\\_arts\\_sbm\\_va\\_401.pdf](http://www.qsa.qld.edu.au/downloads/syllabus/kla_arts_sbm_va_401.pdf)
  - in conjunction with a visit from a practising book artist
  - by following instructions in a reference book
- **Analyse their reactions to the artists' books in the exhibition**
  - After viewing this exhibition, have you changed your opinion about "what is a book"?
  - Did any of the books make you question your beliefs about a particular concept or approach?
  - After listening to the artists' stories, have you changed or modified your concept of successful artistic practise in any way?
  - Which artist's book is your personal favourite, and why?

## Support materials

- **Syllabus documents** *(see full details in Appendix 2 – Part A)*
  - > **Queensland Studies Authority** – The Arts: Artists' Books sourcebook module  
[http://www.qsa.qld.edu.au/downloads/syllabus/kla\\_arts\\_sbm\\_va\\_401.pdf](http://www.qsa.qld.edu.au/downloads/syllabus/kla_arts_sbm_va_401.pdf)
  - > **State Library of Queensland** – Teaching resources  
[http://artistsbooks.slq.qld.gov.au/home/for\\_teachers](http://artistsbooks.slq.qld.gov.au/home/for_teachers)
- **Artist's book websites – galleries and reference collections** *(see details in Appendix 2 – Part B)*
- **Individual book artist's websites** *(see details in Appendix 2 – Part C)*
- **Reference texts – techniques & ideas** *(see details in Appendix 2 – Part D)*

## Key Learning Area addressed

The Arts

## Strands within Key Learning Area that are addressed

Visual Art

Media

*(see full details in Appendix 3 – Part A)*

## Cross curricular priorities that are addressed

- Literacy
- Numeracy
- Lifeskills
- Futures perspective

*(see details in Appendix 3 – Part B)*

## Essential Learnings: ways of working

## Essential Learnings: knowledge and understanding

*(see details in Appendix 3 – Part C)*