

# >>> Transcript of “Art ~ STEAM Education from Queensland”

This is a transcript of the video “Art ~ STEAM Education from Queensland”  
While you are watching the video, you can use this transcript for your better understanding of the contents.

## Introduction by Jack (the host)

00:09

Hello, everyone.

My name is Jack.

And I am the navigator today.

I usually work at TGG.

Today we will be joining a video of a lesson taught at Varsity College, a high school in Queensland, Australia. In the video, you are going to experience a Queensland classroom virtually. You might find various differences from your daily classroom in Japan.

Today’s session is about art. There are many fields in art, but here we will look at Cubist paintings. Cubism was founded in the early 20th century and one of its famous artists is Picasso. The students think about art from various aspects in this session. They actively express where they focus on the pictures and how they feel to share their ideas with other students. Students also learn in collaboration while they are drawing pictures on their own.

Before the session, I’ll introduce some words and phrases as a warm-up.

Visualize, you try.

Visualize.

Try to draw what you visualize on a sheet of paper.

Cubism, you try.

Cubism.

Cubism is an art movement that began in the early 20th century.

Portrait, you try.

Portrait.

The artist is well-known for painting portraits.

OK. I’m sure we are ready for the class. Now let’s join a real Queensland classroom together! Tell your classmates in English how you feel while watching the video!

## Join the Art classroom in Queensland

03:23

Hi, my name is Maria Breden.

I'm an art teacher at Varsity College on the Gold Coast.

Um, today's lesson is with a lovely group of year eights, where we're going to be focusing on visualizing and using their imagination.

They'll be creating artwork that is inspired by Cubism and working collaboratively and also individually.

Okay, welcome to class, year eights.

Today we're going to be looking at using our imagination, which you always do.

Um, I've shown you here, I've put here a few of my own portraits.

Fairly realistic portraits, I would say.

Um, these are three of my self-portraits.

Okay, can you see me?

All right, not so realistic these ones, are they?

I want you to talk together just in your table pairs.

And can you explain how my three self-portraits differ?

How they might show a different side to me?

All right, eyes this way.

Let's have a little bit of feedback to the whole class.

Hannah, I heard you saying some interesting things.

Would you like to share one of your ideas?

Oh, so the middle one, it's, um, so you put birds on the top of your head, and there's also a window at the very back, and it's shedding light.

So, you could be representing you're like stuck in a cage.

Like birds in a cage, like pets.

Okay, all right.

Anyone have another idea?

Any other? Yes, Jupiter.

There's paper and it's like scattered around and it's been ripped and like the face is like altered.

It could feel like a scattered brain, like frazzled and stuff.

Yeah.

Awesome.

Anyone else think something similar to that about that one?

Okay, what about this image here?

This is scary, Mrs. Breden.

Dakota.

It's kind of like your super dark side.

Yeah.

Because some people have like they're really light side, and other people have their extremely dark side that no one wants to get on.

Yeah.

Because they're super scary.

Yeah, okay.

Awesome, all right.

So obviously, these three are different media and also representing three different versions of myself.

Okay, all right, let's move on.

Have a look at this artwork here.

Who's heard of Salvador Dali?

You've heard of Salvador Dali, okay.

This is a tribute to Salvador Dali done by an artist.

What do you see?

How does it make you feel, and what would it be like to be there?

Have a chat with your partner.

## Appreciation of a Cubist self-portrait (1)

06:07

The teacher has asked us an important question. The question is; Look at this artwork. What do you see? How does this make you feel? What would it be like to be there?

Let's consider this question together.

What's your opinion? Here we go back to the class and listen to the opinions of other students.

All right, Hannah, I overheard you.

You saw something that I hadn't noticed.

Come on up and show the class what you can see in this artwork.

What do you see?

The thing I see, there's the obvious one, there's a woman here.

And you can see that it's attached to the lip, so the woman is facing upwards but the actual lip is facing downwards, so this could represent that he's trying to smile for a woman, or impress her.

But on the inside he's feeling like he can't do it or he thinks he's not impressing her enough.

Nice one.

I think you answered what do you see and how does this make you feel.

Okay, well done.

All right, moving on.

All right, we've got another artwork here by the very famous Pablo Picasso.

You've all heard of him, haven't you?

All right, same questions.

What do you see?

How does it make you feel?

And what would it be like to be there?

## Appreciation of a Cubist self-portrait (2)

07:57

The teacher has asked us an important question. The question is; Look at this artwork. What do you see? How does this make you feel? What would it be like to be there?

Let's consider this question together.

What's your opinion? Here we go back to the class and listen to the opinions of other students.

Have a chat.

Okay, guys.

Hayden, tell me your thoughts about this artwork.

Um, the picture shows a face that's been constructed by different objects and instruments.

This shows like the relationship between different thoughts and emotions, that the person actually has.

And the shadow that's being casted behind the person shows what his inner thoughts are, necessarily, and how it shows the audience what his intentions are.

Okay, awesome.

Okay, anyone have anything to add?

Joey, any other thoughts?

I see like his face is very messed up.

Lots of emotion, but then the building that he's in, the structure, I think it's his house but like it still has lots of exotic patterns.

It does.

But the structure is still the same.

What do you think is out here?

The balcony.

Balcony to what?

What do you think is beyond the balcony?

The rest of the world.

The rest of the world.

So, we're all seeing something quite different, aren't we?

I'm sure what you guys have seen in this is something different again.

All right.

How are these images the same, and how are they different?

I want someone to come up when you've got an idea, and I want you to point out what's the similarities and what are some differences.

Who haven't we heard from?

We haven't heard from Hardia.

Do you want to come in?

I'll give you a few minutes.

Everyone have a chat, have a few minutes to talk about it, and then I want to think what is the same? What is different?

Okay, Hardia, come on up and tell us what is the same and what is different.

The colors, like the color scheme that's used are different.

How would you describe this color scheme?

These are more like bright and bold.

Yep.

Those are more like, they're more similar and like dull.

Dull. Yeah, good.

Okay, so colors. Colors is one.

What else?

The shapes, and like that kind of looks more realistic.

Yeah.

Compared to this one.

Yep. How would we describe these kind of shapes if these are more realistic?

Abstract.

More abstract.

Good, good art terminology.

Anything else?

They're similar because, to me, they look, they both look confused, like their faces.

Yeah.

Um, they also have clouds in the back, with the blue.

Yep, blue sky in the background.

Awesome.

Take a seat.

Well done.

All right, so, really quickly guys, I want you to talk together in your pairs.

And can you identify the components of the artwork that are portraiture, the components that is landscape, and then the objects?

Have a little chat and see if you can identify those three different things that are happening.

We normally have a portrait, or we have a landscape, or we have a still life.

In this case, they've been all combined.

Okay.

Jupiter, where can you see objects in this one?

What sort of objects do you see?



I think the objects in that one are more like the veranda, and like the furniture in the room, opposed to the things on the table, because that one makes up the portrait.

Yep, yep, the objects.

Okay, Eva, what objects do you see?

Kind of like instruments.

Instruments?

Yeah, everyone else see some instruments there?

Yeah, great, I can see instruments.

All right.

What we're going to do now is a visualization activity, so I want you all to grab a piece of paper from your tray and a pencil.

Don't look on the screen.

I'll read this out to you.

I want you to look at your paper.

And grab a pencil.

One, no, you can do this individually.

Okay, so one piece of paper each.

Okay, so looking down at your paper, I'm going to read out, and I want you to draw what you visualize as I read.

## Visualization activity

13:22

Here, the teacher is going to describe a scene to the students. Let's listen and draw what you visualize.

There is a round table in the kitchen.

The kitchen has an open window.

Outside the window is a tree and mountains.

On the table there is a bowl.

In the bowl there are three pears, an orange and two apples.

On the right side of the bowl is a bottle and glass.

On the left side of the bowl is a candle and a knife.

Now you've listened, draw what you visualized.

Have you finished your work? Here, we go back to the class and look at the others' work.

Lovely drawing, Bella.

Good work, guys.

Hmm.

Did you keep up, Joey?

That's okay.

Alrighty, so.

There's a round table in the kitchen.

The kitchen has an open window.

Outside the window is a tree and mountains.

On the table there is a bowl.

In the bowl there are three pears, an orange and two apples.

On the right side of the bowl is a bottle and glass.

On the left side of the bowl is a candle and knife.

Why do we have different drawings?

## Why different drawings?

16:33

The teacher has asked us an important question. The question is; Why do we have different drawings based on the same sentence?

Let's consider this question together.

What's your opinion? Here we go back to the class and listen to the opinions of other students.

I want you to have a look at the person next to you and then just turn around and have a look at the people behind you.

Just share your drawings with one another.

Don't worry if they're not finished.

Turn around guys and have a look at the drawings behind you beside you.

You can't turn around.

You two turn around and show these guys.

You two turn around and show the boys behind you.

Share your drawings.

Right, what we're going to do now is a quick five-minute contour drawing.

So, what I need for you to do is you'll need a new piece of paper, just wait.

You'll need to come and grab an object.

Uh, just one pair.

One person per table grab an object, and then we're going to do a quick contour drawing of that object.

It's going to be a quick one, okay?

All right, can I have one person from each table come and grab an object?

So, which one you want?

Okay, all right, I'm going to set my watch for five minutes now.

When we do a contour drawing, we are focusing on the lines that are around the shape.

Okay, sometimes some shadows, lines or reflection lines can be part of it.

You can see my example here of the teapot.

So it doesn't matter, guys, if it's not perfectly proportioned.

You're focusing on the contour drawings, okay, so you'll need to keep looking at your object.

So, looking at your object then looking at what you're drawing.

Okay, you've got five minutes starting now.

I'm ready to go.

(Five minutes contour drawing of an object.)

Okay, that's time.

That's five minutes.

Well done, all right.

What I want you to think about in the process of drawing your object, do you feel you lost your imagination?

Nodding, nodding? Okay.

I want you to turn and talk to the person behind you.

You guys at the front turn to show your drawings.

Talk through the process that was involved in drawing your objects and how that differed from the last activity where I was describing and you were drawing.

Talk about the difference in that process.

Turn around and have a chat.

Another way we can look at our objects is to look at them from different angles.

Okay, so you can see in my example over here where I have actually drawn the object from one angle then I've turned the object and sometimes I've actually turned my paper as well and drawn it from another angle.

And I've also thought about drawing some of them at a larger scale, smaller scale to change scale.

So, this is the example.

You're going to work.

What I'm going to get you guys to do now is I'm going to get we're going to actually rearrange the furniture.

I want us to move our tables together and we are going to do a collaborative drawing activity where you are going to draw your objects overlapping, each coming at it from different angles.

And obviously you'll be seeing the object from a different angle because you're sitting at a different place.

So I need you to, front row, in a second, front row, get up.

Move your chairs around.

Push the tables in and then each group is going to have a large piece of paper.

And we'll just keep the objects that you've chosen.

And you can work with the two objects in this.

All right, guys, how was that?

It's pretty nice.

Yeah, really got a bit expressive there with the line work.

How did you feel at first, drawing over the other person's drawing?

Kind of like it was really annoying.

I felt like a bully, like going over what they were doing.

Well, I feel annoying, like actually, no, this is my artwork.

I felt really free like because normally people wouldn't let you draw their stuff like that

in this.

Like, yeah, you know there's no personal space right here.

Yeah, awesome and were you looking at your object?

Yeah, yeah, and then.

I think we did the phone a lot more than the shoe.

Yeah, okay, the phone got overridden.

Yeah, because there's like much more elements to it, like the chord, the numbers.

Like, yeah, more components.

Yeah, and then the shoe is just a shoe.

Awesome, well done, okay.

Thank you, good work

## Closing by Jack (the host)

22:56

Well, how was the session in Queensland? Through today's session, we've learned a lot of things about Cubist paintings. You'll also see that visualization and imagination are very important factors.

In addition, even if you all look at the same picture, you may have focused on different points and recognized different things from other people. There is no "correct answer" for the way to look at artwork. I think you have found that speaking out and sharing a variety of perspectives leads to new ideas. It will be very useful for your future to have your own opinions and to share them with others, facing issues which have no "correct answers." It may have been difficult to keep up with the session of native English speakers, but I'm sure it will help you a lot. Well done!