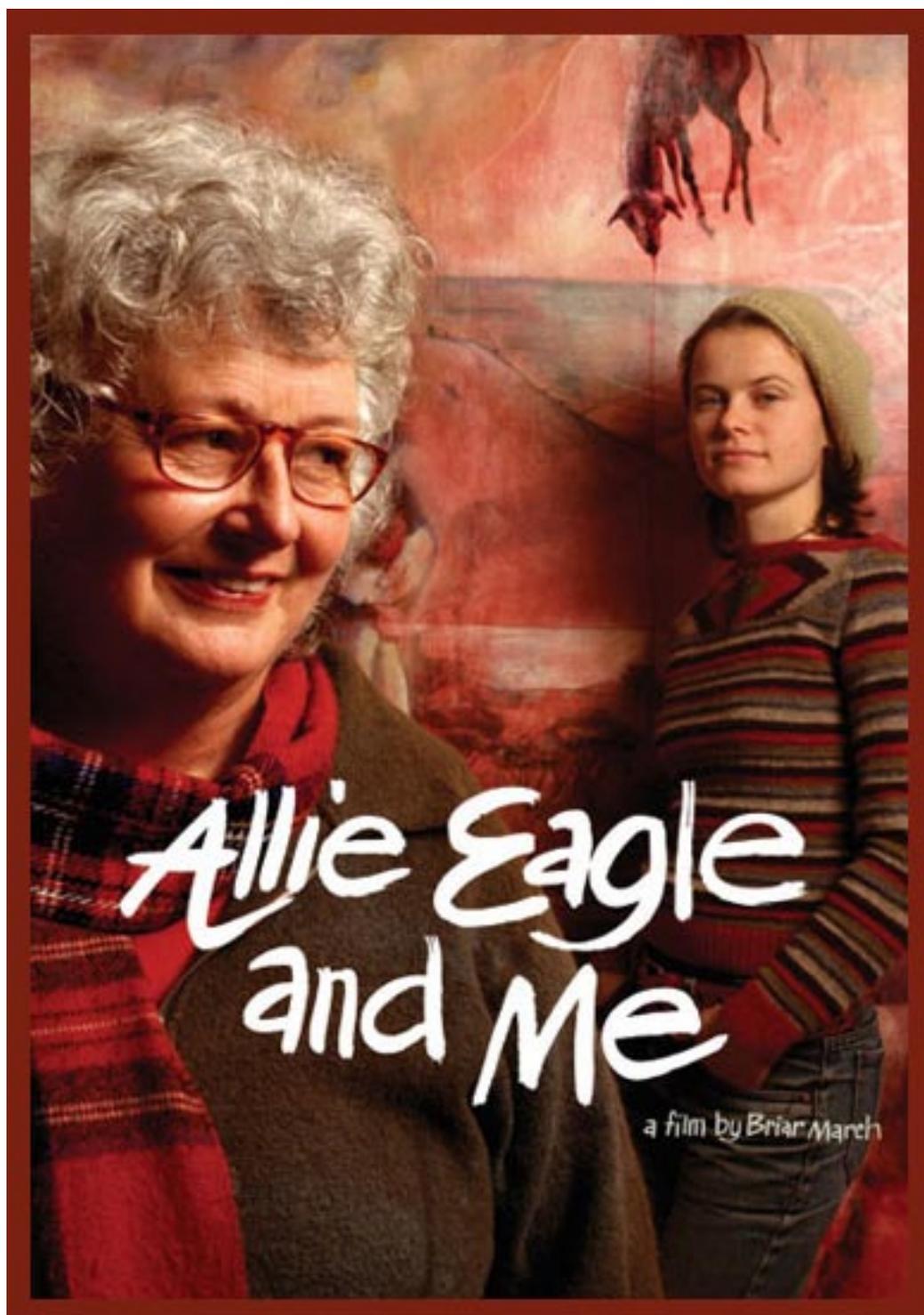


STUDY GUIDE

Allie Eagle & Me



ARTS CURRICULUM

Suggested Strands and Achievement Objectives

Communicating and Interpreting in the Visual Arts Level 7:

- Students will research and analyse how art works are organised and presented to communicate meaning
- Students will investigate and analyse how electronic media can modify ideas
- Students will use critical analysis to inform, interpret, and respond to art works

Understanding the Visual Arts in Context Level 7:

- Students will research how evolving technologies have influenced the development of art-making techniques in past and present contexts
 - Students will investigate how social and cultural contexts affect the nature and production of art works
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ART HISTORY

Area of Study: Modern New Zealand Art (Women's Art Movement)

Level 3 Achievement Standards

| | |
|---|-----------------------|
| 3.1 (AS90490) Analyse Style in Art | (Externally assessed) |
| 3.2 (AS90491) Describe the meaning of iconographic motifs | (Externally assessed) |
| 3.3 (AS90492) Examine media and processes in art | (Internally assessed) |
| 3.4 (AS90493) Examine a theory and its role in art | (Internally assessed) |
| 3.5 (AS90494) Investigate an art issue | (Internally assessed) |
| 3.6 (AS90495) Examine the context of an art movement | (Externally assessed) |

In an Art History class, *Allie Eagle and Me* could serve as an introduction to the Women's Art Movement and as a starting point for research on Allie Eagle and other significant New Zealand women artists. It may also be used as a resource for exploring how art and film texts can be actively used as a way of communicating points of view about issues.

Before viewing the film, students should read the information about the Women's Art Movement and the narrative and aesthetic approaches used in the film included in this website.

PREPARATORY DISCUSSION BEFORE VIEWING

Art and Cultural Movements

Generate class discussion, either in groups or as a whole class, about what constitutes an art movement and how it relates to wider cultural movements. Students can contrast and compare an art or cultural movement they already know of with the Women's Art Movement to illustrate their thinking - the Women's Movement is an obvious point of comparison.

Further Discussion questions:

Why was a Women's Art Movement seen as necessary?

What limitations did female artists face?

What subjects did women artists focus upon?

How much 'progress' in recognising women's issues and rights has been made?

The Abortion Debate

Why would feminists want abortion law reform?

What are some of the ethical issues tied up with government provision of abortion?

Why would a Christian be uncomfortable with legalising abortions?

Additional viewing for those interested in feminism and the abortion debate is the film *Sheilas: 28 Years On*, directed by Annie Goldson and Dawn Hutchesson.

ACHIEVEMENT STANDARD ACTIVITIES

3.1 Analyse Style in Art (AS90490)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|--|
| <ul style="list-style-type: none"> Identify a range of stylistic characteristics in selected art works. Distinguish between the styles of selected art works. | <ul style="list-style-type: none"> Explain the reasons for differences in stylistic characteristics in selected art works. | <ul style="list-style-type: none"> Comprehensively relate stylistic characteristics to their context. |

The following could be used as:

- a formative assessment for the externally assessed 3.1 standard, **or**
- a group activity where ideas from each group of students are gathered together using the chart below and reported to the rest of the class.

Formative NCEA Assessment

See plate 1: **Allie Eagle – This Woman Died I Care, 1978**

See plate 2: **Allie Eagle – Tough Call, 2003**

- With reference to the treatment of the subject and the techniques used, outline the key differences between the two art works.
- Explain the reasons for the differences between the two art works by referring to the changes Allie Eagle underwent in her practice between 1978 and 2003.

Group Activity

In groups of 3-4 people analyse the stylistic characteristics of Allie Eagle's *This Woman Died I Care*, 1978 and *Tough Call*, 2003 by completing the chart below. (Note: You will need to draw up the chart on A3 size paper)

| Stylistic Characteristics Discuss and record relevant ideas for the list of characteristics given below | <i>This Woman Died I Care</i> 1978 | <i>Tough Call</i> 2003 |
|---|---|-----------------------------------|
| Subjects: <ul style="list-style-type: none"> List the content, motifs and symbols in the work Use of text Identify the key message(s) of the work | | |
| Scale: <ul style="list-style-type: none"> Size Effects created by scale | | |

| | | |
|---|--|--|
| Materials and Techniques: <ul style="list-style-type: none"> • Media • Method(s) of making | | |
| Composition: <ul style="list-style-type: none"> • Arrangement of figures and objects • Focal point • Methods used to lead the eye around the work | | |
| Colour: <ul style="list-style-type: none"> • Ground colour • Main colours • Identify colours which are used to convey meaning • Effects created by colour • Tonal effects | | |
| Line: <ul style="list-style-type: none"> • Function of line | | |
| Space/Depth: <ul style="list-style-type: none"> • Methods used to create depth | | |
| Other: Identify other key characteristics 4 of the works | | |

3.2 Describe the meaning of iconographic motifs (AS90491)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|---|
| <ul style="list-style-type: none"> • Describe the meanings conveyed through a range of iconographic motifs in art works. | <ul style="list-style-type: none"> • Explain how iconographic motifs are used to convey meaning in art works. | <ul style="list-style-type: none"> • Evaluate the importance of iconography in conveying meaning in art. |

The following could be used as a formative assessment for the externally assessed 3.2 standard.

See Plate 1: Allie Eagle – This Woman Died I Care 1978

- i) What meanings are conveyed through the iconographical motifs and text in this work?
- ii) Explain how the iconographical motifs are used to convey feminist meaning in this artwork.
- iii) Evaluate the effectiveness of Allie Eagle's use of iconography in expressing Feminist concerns.

See Plate 2: Allie Eagle – Tough Call 2003

- i) Identify at least TWO iconographical motifs in this work and explain the meanings associated with them.
- ii) Explain how these iconographical motifs are used to reevaluate Feminist ideas.
- iii) Assess the effectiveness of the use of iconographical motifs as a means of conveying Eagle's new concerns.

3.3 Examine media and processes in art (AS90492)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none">• Describe a range of art media and processes.• Compare the effects of media and processes on art works. | <ul style="list-style-type: none">• Explain the importance of media and processes in producing different effects in art. | <ul style="list-style-type: none">• Evaluate the impact of media, processes, style and content in art. |

Preliminary Activity

The purpose of this activity is to describe the media and processes used by Allie Eagle and the effects these create in her art. This activity provides preparation for internally assessed achievement standard 3.3.

Using the interview script for the *Construction of Tough Call*, identify phrases which describe media or processes, and phrases which show the effects of those media and/or processes. Underline or highlight the description of media and/or processes in one colour and use a different colour to underline or highlight the effects that are produced.

For example:

The phrases highlighted in blue text below are a "description of the medium", while the phrases highlighted in orange text are the effects created by that medium.

"The actual painting of Jess's face and hands was finalised in oil paint – because it would give it more "body" and would make the face appear more natural – Jess's face is volatile and expressive and I wanted to use a malleable material – oil behaves itself very well – it can be changed around and has a rich look to it. It was important that the intensity of Jess's expression was sustained with that volatile/malleable look that she's got. It gives a focus to the painting."

ART HISTORY 3.3

Examine media and processes in art

Internal assessment for: Achievement Standard 90492 version 2

Credits: 3

ALLIE EAGLE: PAST AND PRESENT

STUDENT INSTRUCTIONS SHEET

Introduction

During the 1970's Allie Eagle (b. 1949) was a key artist in the Women's Art Movement in New Zealand. In 1980 she became a Christian and her art changed direction and focus. You are to analyse the changes in the media and processes employed in Allie Eagle's art through investigation of three of her art works from the 1970's to the present day.

There are **three** tasks to complete. The first task involves describing Eagle's range of media and processes over time. The second task involves comparing the four art works to show the effects of media and processes on her art. For the final task you will evaluate the impact of media and processes in relation to Eagle's style and content and present your findings in an article for Art New Zealand.

Conditions

You will have four hours of class time and three weeks overall to complete the assessment.

Due Date: This assessment is to be handed in on _____

Task One: Describing Media and Processes

The following four art works by Allie Eagle will be examined.

1. *This Woman Died I Care*, 1978 (Plate 1)
2. *Empathy for a Rape Trial Victim*, 1978 (Plate 3 and 4)
3. *Tough Call*, 2003 (Plate 2)
4. *We Still Are, We Still Are*, 1996 (Plate 5)

For each of the four art works listed above:

- Describe the media and materials used to make the art work
- Describe the processes used to make the art work

Present your description as notes and/or annotations on photocopies of each artwork.

Note:

Media: the materials and equipment used by an artist to produce their work, e.g. oil, brush, found objects

Processes: the series of actions or steps toward achieving the production of an art work, e.g. making a gesso panel, laying a watercolour wash.

Task Two: Comparing the Effects of Media and Processes

In two written statements, compare the three art works.

Statement A.

Comment on the effects created by the materials and processes used for each art work.

Statement B.

Explain how important media and processes are in producing different effects.

Task Three: Evaluation

Write an article for Art New Zealand in which you evaluate the impact of media and processes in relation to the change in style and content of Allie Eagle's art. Your article should be approximately 600 words.

Assessment schedule: Allie Eagle: Past and Present

| Task | Evidence towards achievement | Evidence towards achievement with merit | Evidence towards achievement with excellence |
|--|--|---|--|
| <p>ONE Notes and/or annotated art works</p> | <p>For each of the four art works by Allie Eagle, the media/materials and processes used to make each artwork are described. E.g. <i>This Woman Died I Care</i>, 1978</p> <ul style="list-style-type: none"> • Medium – watercolour on paper, drawing and sticking plaster • Processes – image of the woman drawn lightly onto paper; washes of watercolour applied with fairly large brush; drawing then strengthened with bold pencil etc. E.g. <i>Tough Call</i>, 2003 • Medium – watercolour and oil on wooden panel • Processes – panel sanded and reinforced; gesso applied to front surface of wooden panel; acrylic house paint applied to back of panel; drawing and photographing imagery etc. | <p>As for achievement</p> | <p>As for achievement</p> |

| Task | Evidence towards achievement | Evidence towards achievement with merit | Evidence towards achievement with excellence |
|--|--|---|---|
| <p>TWO Written statements</p> | <p>The effects of media and processes in at least two of the art works are compared (Statement A). E.g. The initial impact of <i>Tough Call</i> is greater because the scale and materials used are bolder. <i>This Woman Died / Care</i> is painted and drawn in small scale on paper while <i>Tough Call</i> uses a large-scale wooden panel. The reality of the three-dimensional found and altered objects in <i>Empathy for a Rape Trial Victim</i>, 1978 has an immediate impact on the viewer – a sense of revulsion.</p> | <p>The importance of media and processes in producing different effects is explained (Statement B). E.g. The use of watercolour is important in avoiding over-sensationalism of the abortion victim in <i>This Woman Died / Care</i> while in <i>Empathy for a Rape Trial Victim</i>, 1978 the use of an old mattress along with a tube oozing spaghetti, jelly and eggs onto the mattress is critical in creating the repugnant effects that bring the subject of rape to the forefront.</p> | <p>As for achievement with Merit</p> |

| | | | |
|--|--|--|--|
| <p>Task</p> <p>THREE Article for</p> | <p>Evidence towards achievement</p> <p>Evidence from this task may be used to supplement the evidence from Task Two when making an holistic judgment.</p> | <p>Evidence towards achievement with merit</p> <p>Evidence from this task may be used to supplement the evidence from Task Two when making a holistic judgment.</p> | <p>Evidence towards achievement with excellence</p> <p>The impact of media and processes in relation to the style and content of Allie Eagle's art is evaluated.</p> <p>E.g. While the painted works invite the spectator to visually view the work and consider their message, the physicality of the installation <i>Empathy for a Rape Trial Victim</i>, 1978 was intended to invite the male spectator to experience how a rape victim feels during a trial i.e. the full title includes the words "For clear viewing/lie on mattress..."</p> |
|--|--|--|--|

3.4 Examine a theory and its role in art (AS90493)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|--|
| <ul style="list-style-type: none">Outline a theory related to art.Demonstrate how the theory is evident in art works. | <ul style="list-style-type: none">Explain the relationship between a theory and art works. | <ul style="list-style-type: none">Evaluate the significance of a theory for the art of a particular artist(s), period or movement. |

To examine Feminist art theory, the following could be used as a formative assessment for the internally assessed 3.4 standard.

a. Outline Feminist art theory

What are the principles and ideas upon which the Feminist art movement was founded? Refer to ideas expressed by writers, artists and others in both America and New Zealand.

b. Evidence of the theory in art works

Select one art work by Allie Eagle and two art works by other Feminist artists in America or New Zealand and show how the ideas you outlined above are evident in the works. To do this you need to paste an image of each art work on a separate A4 sheet of paper and use arrows and comments to explain how each art work represents Feminist ideas.

3.5 Investigate an art issue (AS90494)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none">Define an issue in art. Describe points of view on the issue with reference to relevant evidence. | <ul style="list-style-type: none">Explain points of view on the issue with reference to relevant evidence. | <ul style="list-style-type: none">Evaluate points of view on the issue and draw justifiable conclusions. |

The following could be used as a formative assessment for the internally assessed 3.5 standard giving students practice in defining issues in art and describing points of view.

Activity 1: Brainstorm

After viewing the film *Allie Eagle and Me* brainstorm on the whiteboard, or on paper, the various issues that Allie Eagle has been concerned with during her lifetime and career, e.g. abortion rights.

Activity 2: Create a Poster

In groups, or pairs, choose one of the issues listed during the brainstorm in Activity 1.

Draw a poster which:

a. Defines the issue (i.e. briefly explains it)

b. Includes images or drawings of people or groups that had an involvement in, or were concerned about the issue at the time that the issue was being debated. For each person or group write a speech bubble that describes their viewpoint on the issue. e.g.

Activity 3: Report Back

In your groups, or pairs, re-look at your issue and prepare a report back to deliver to the class on your issue. **For your report back you need to:**

- a. Select one art work by Allie Eagle or another New Zealand artist that addresses your issue. Make an A3 copy of it so you can show it to the class and explain how it describes a view on the issue.

Note: Alternatively the teacher may wish to pre-prepare copies of particular art works dealing with issues and distribute them for use in this activity.

- b. Draw conclusions about the different viewpoints on the issue and explain these to the class in conjunction with the presentation of your poster.



3.6 Examine the context of an art movement (AS90495)

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|--|
| <ul style="list-style-type: none">• Describe the context of a specific art movement.• Describe how the context of the movement is evident in selected art works. | <ul style="list-style-type: none">• Explain relationships between the context of the movement and selected art works. | <ul style="list-style-type: none">• Evaluate the significance of context for the art movement. |

The following could be used as a formative assessment for the externally assessed 3.6 standard.

Activity 1

Create an illustrated timeline for the Women's art movement in New Zealand. Your timeline will be made up of twelve key dates. To prepare your timeline research to identify

- important exhibitions
- important events
- significant art works by women artists (include at least one art work by Allie Eagle)
- the publication dates of significant articles or texts on women's art.

Select the twelve most significant dates and place them on your timeline. For each date paste an art work or draw an illustration that is linked to that date.

Activity 2

- a. Describe the social and artistic contexts in which the Women's Art Movement in New Zealand arose **and** describe their influence on TWO art works by Allie Eagle.
- b. Explain the relationships between the social and artistic circumstances and the production of the selected works by Allie Eagle. Evaluate the extent to which Allie Eagle's art contributes to the Women's Art Movement in New Zealand.

Author: Barbara Ormond

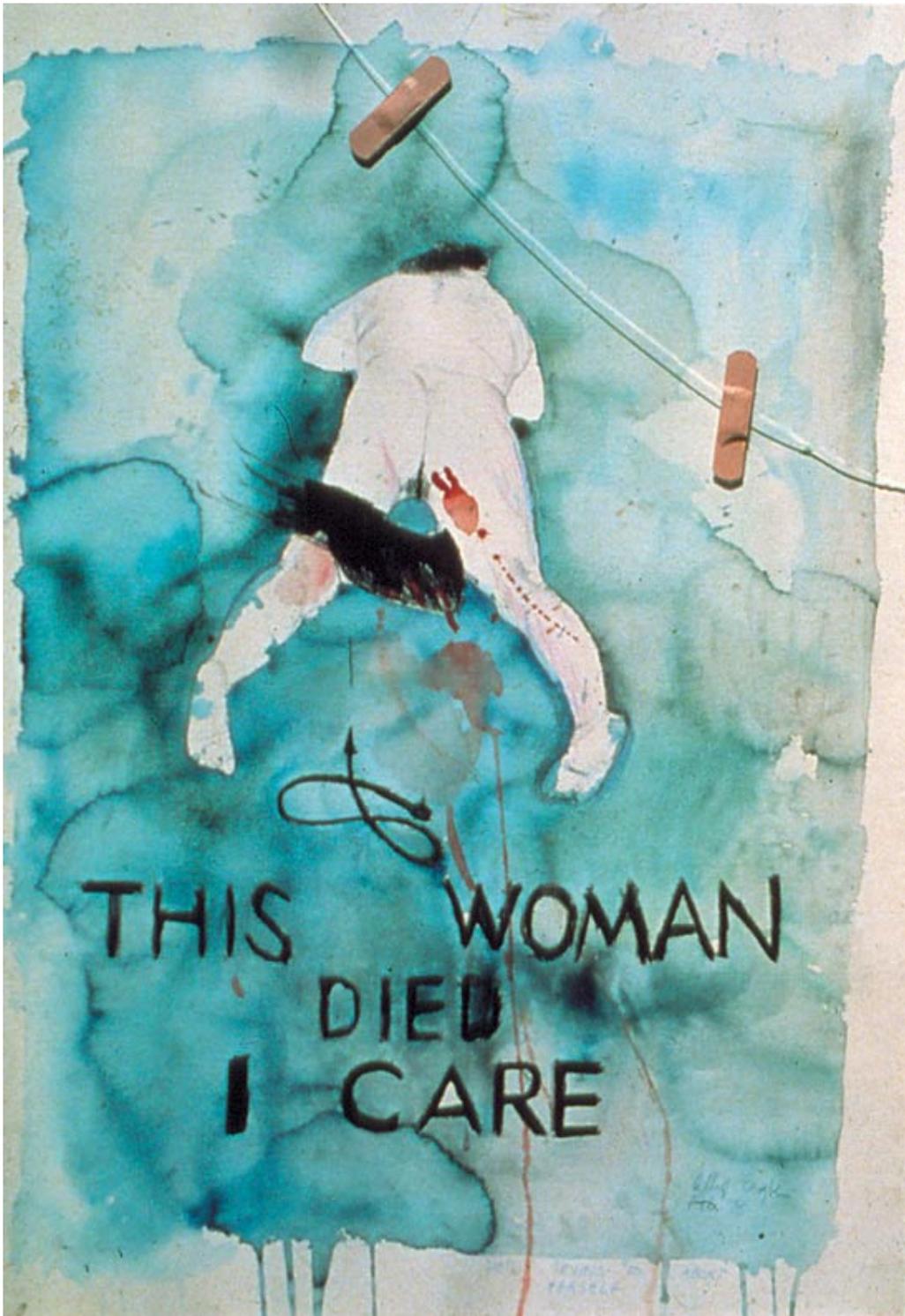


Plate 1 *This Woman Died I Care* 1978



Plate 2 *Tough Call* 2003



Plates 3 and 4 *Empathy for a Rape Trial Victim* 1978



Plate 5 **We Still Are, We Still Are** 1996