

Goulburn Regional Art Gallery presents

9 oct.—14 nov. 2020

# Barbara Cleveland: Thinking Business



Education Kit



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## About the Education Kit

This Education Kit has been developed for 'Barbara Cleveland: Thinking Business' 9 oct.– 14 nov. 2020 and prepared by Sally O'Neill, Education Officer. O'Neill has a Bachelor of Fine Arts majoring in Painting and Drawing and Certificate III in Early Childhood, with several years experience in developing and delivering an Education Program for regional and public galleries. O'Neill is also a practising artist whose painting practice explores personal and shared narratives.

The kit includes practical and theory activities designed for preschool and up however may be used by audiences of all ages. The kit is suitable for use before and after visiting the Gallery. Use the table below to help you determine the level of learning.

STAGE	AGE/ YEAR
Preschool	3– 5 years old
Early Stage 1	Kindergarten
Stage 1	Year 1 and 2
Stage 2	Years 3 and 4
Stage 3	Years 5 and 6
Stage 4	Years 7 and 8
Stage 5	Years 9 and 10
Stage 6	Years 11 and 12

## Themes and Influences

The exhibition highlights the following themes:

- Innovative and experimental use of new media and processes.
- Exploration of the fragility and endurance of life long friendships and professional relationships.
- Investigation of the history of visual arts and the progression of performance art from feminist and queer perspectives.
- Use of contemporary art making devices including conceptualism, where concepts and process are given prominence to aesthetics, technical and material concerns.

## Objectives

As a part of viewing the exhibition and completing the activities in this Education kit, students will:

- Gain an understanding about how artists use art to express ideas and communicate with their audience.
- Develop the ability to interpret concepts and symbols in art and make conclusions about the artist's intentions.
- Identify that artists use a variety of materials and disciplines to convey a variety of messages.
- Discuss and respond to art in a variety of forms.
- Gain a greater knowledge of how art can be a powerful form of documentation and critique of the social, economic, environmental and political context in which it is made.
- Consider the relationship that exists between the artwork, artist, gallery and audience.
- Understand how contemporary artists are both inspired by and a product of, art history.

## About the exhibition

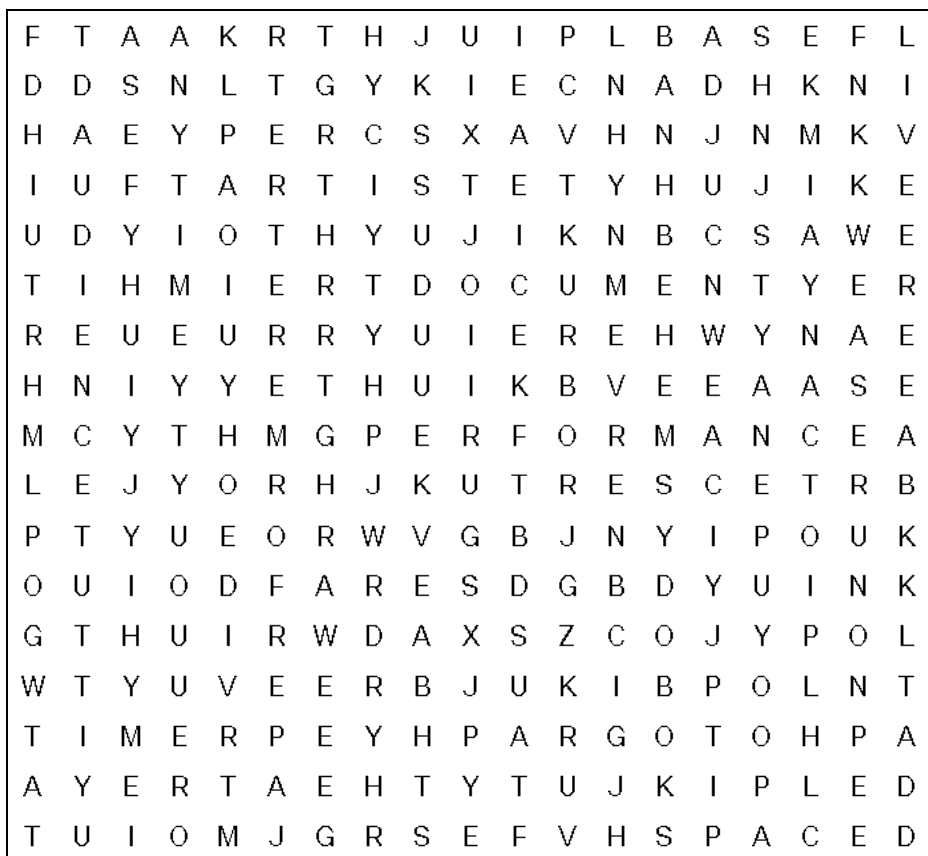
### Performance Art

A performance artist uses their body, or the body of other performers or participants to create artwork. Performance art combines ideas and techniques from both visual arts and the performing arts such as dance and theatre.

An artist may perform for an audience live or document the performance using photography, video or through some other means. Performance Art can take place anywhere, anytime!

Performance Art relies on three separate elements; the body, time and space.

Find some of these key concepts in our find-a-word below!



## Conceptual Art

Conceptual art emerged in the 1960's as an art movement. In conceptual art the concept or ideas embedded in the work are more important than the aesthetic, technical or material concerns. This means we need to look at conceptual art for what it means not for how it looks!

Conceptual artists use a whole range of art making practices but below we will be exploring drawing as medium.

Complete the set of instructions for a drawing below. Hand your paper to a friend to complete a drawing following your instructions:

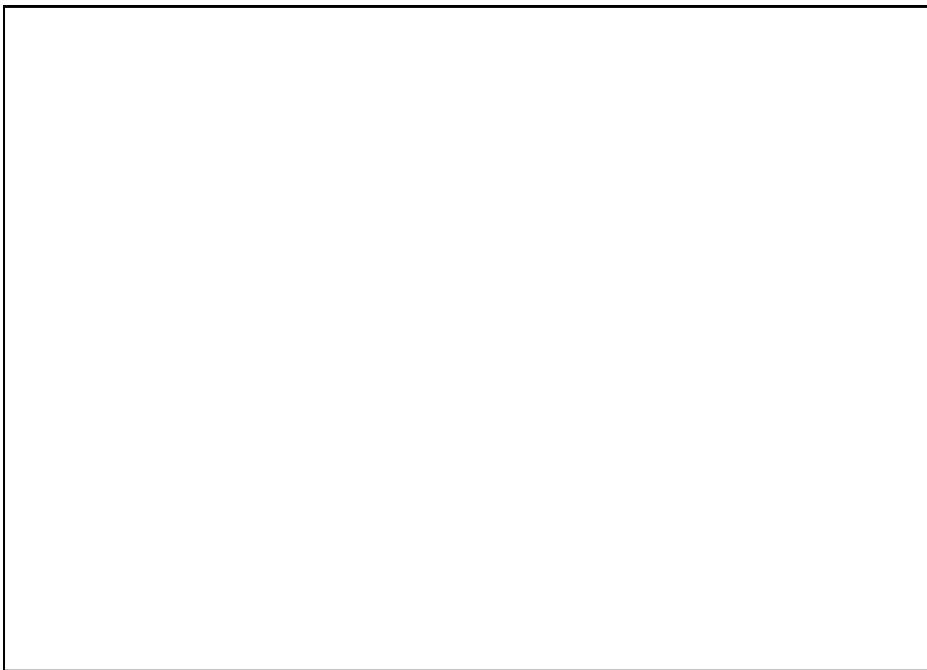
Use a colour that makes you feel .....

In the centre draw one object from .....

Surround the object with the smell of .....

Add some words about .....

Finish by .....



## About the Artist



Photo by Charlie Dennington. Image courtesy of the artist.

### Fill the gaps

Name	History	Barbara Cleveland
Diana	Sydney	Persistence
Collaborative	Visual Arts	Gadigal
Connections	Perspectives	Video

Complete the text below about Barbara Cleveland by selecting the most appropriate work or phrase from the options above.

\_\_\_\_\_ is an all female artist \_\_\_\_\_ which takes its \_\_\_\_\_ from a mythic feminist performance artist uncovered from the margins of Australian art \_\_\_\_\_. Barbara Cleveland consists of Frances, \_\_\_\_\_, Kelly and Kate, all of whom live and work on \_\_\_\_\_ land, \_\_\_\_\_.

Barbara Cleveland uses \_\_\_\_\_ to document their performance based works. Their work often centres on concepts of friendship, collaboration, \_\_\_\_\_ and process. Their work draws \_\_\_\_\_ with the history of \_\_\_\_\_ and the development of performance through feminist and queer \_\_\_\_\_.

## But who *is* Barbara Cleveland?

The collaborative claim to have dug Barbara Cleveland out from the depths of lost Australian art history. They say she was a pioneer for feminist performance art with a practice that was way ahead of her time. She left the country for India to grow both as an artist and person where she disappeared off the grid entirely. Most of what she left behind were notes and ideas that now inspire the practice of the collaborative that take her name.

Now to share a secret... Barbara Cleveland was invented by the group! But to say she was totally fictional is incorrect because so many incredibly prolific and talented female artists have been lost to history. For all we know, there may have been a Barbara Cleveland...!

How many of the famous female artists below are you familiar with?

Emily Kame Kngwarreye		Artemisia Gentileschi	
Hannah Hoch		Marina Abramovic	
Georgie O'Keefe		Grace Cossington Smith	
Helen Frankenthaler		Sonia Delaunay	
Yoko Ono		Adrienne Piper	

Now make a list below of male and female artists that you have heard of. How many of each are you able to list?

Female Artists

Male Artists

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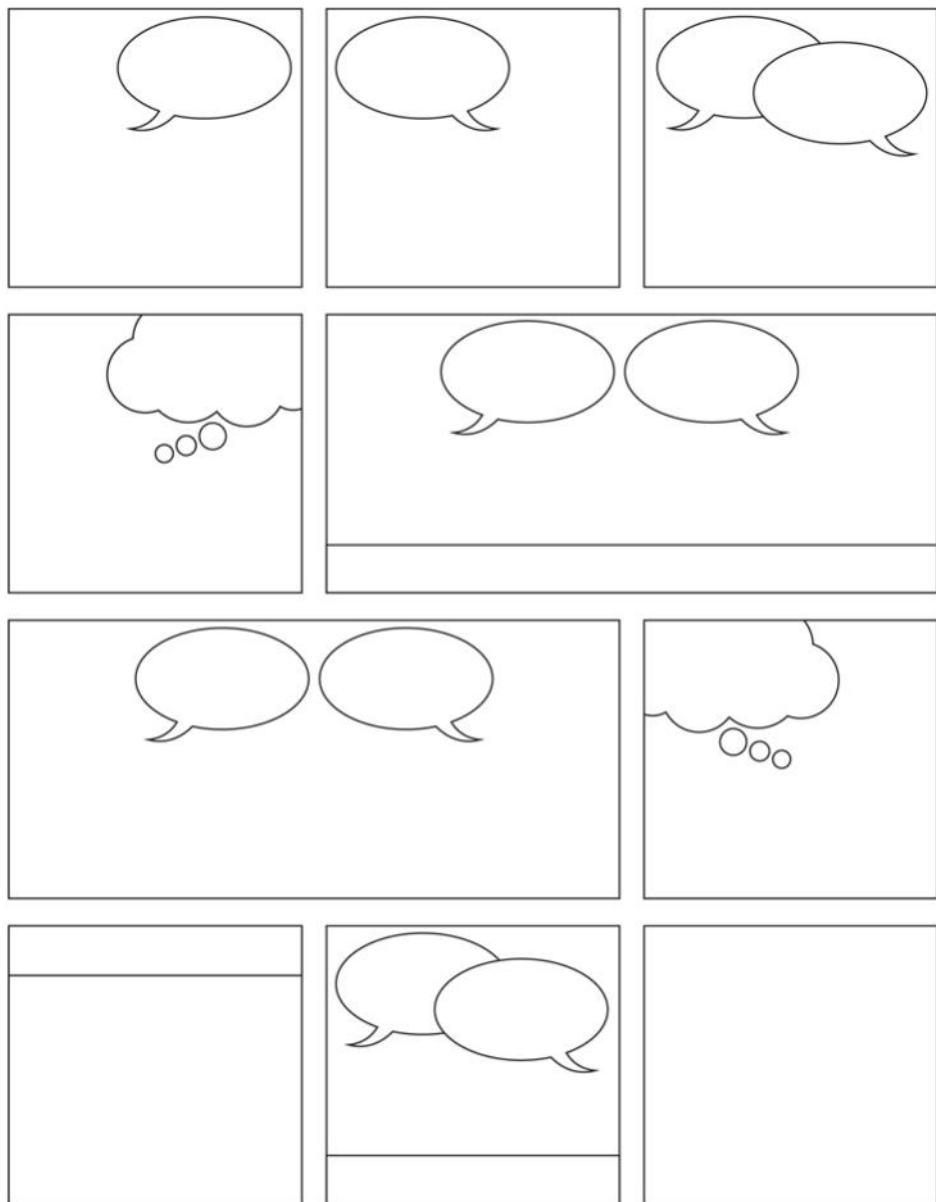
So why do you think Barbara Cleveland exists and make the work they do? \_\_\_\_\_

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## Comic strip

Capture the life and adventures of Barbara Cleveland using the comic strip template below:



# Performance Art (15 Actions for the Face)

## Preschool– Early stage 1

A performance based video of Barbara Cleveland in homemade costumes in which they perform a series of simple instructions on title cards.



Barbara Cleveland, 'Performance Art: (15 Actions for the Face)', 2014, two channel HD video, 15:34 min.

### ***Perform...***

Grab a mirror and try some of these commands yourself! You could even film yourself or play the game with a friend. Try making some up!

1. Say 'hello' without moving your face
2. Move your ears
3. Frown as hard as you can
4. Stare at someone for as long as you can

### **Create...**

Look at how fun Barbara Cleveland's costumes are! Create your own costume for a performance.

You will need:

Cardboard

Tape

Scissors

Markers

Ribbon

Stapler

Help of an adult or older child

Create your costume by cutting, taping, stapling and gluing different shapes together. Take a photo of yourself or perform in your new costume to share with your friends.

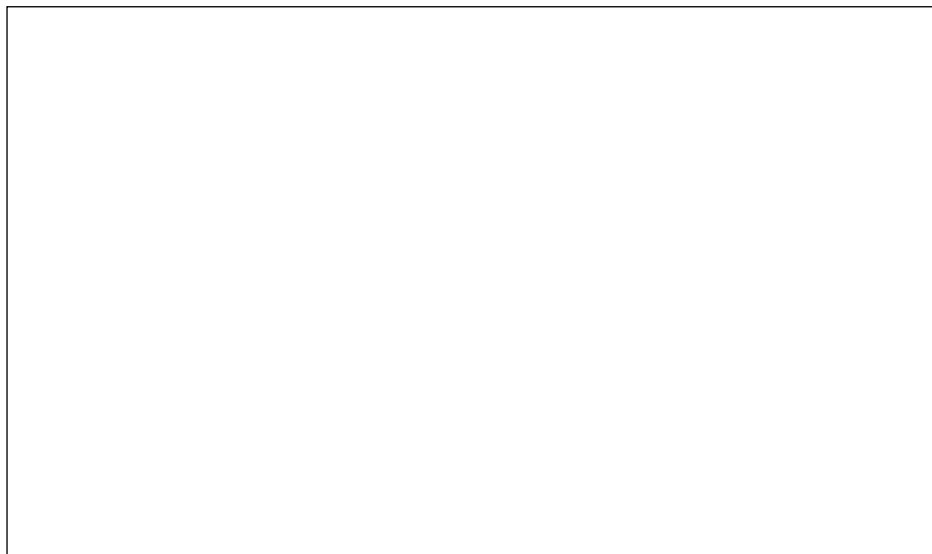
### **Dance...**

Play your music and move around! Dance, hop, skip, run.

When the music stops pose still like a statue. No moving! (have someone randomly stop and start the music)

Those that move are out of the game. Play until you have a winner!

Draw a picture of you posing like a statue in the box.



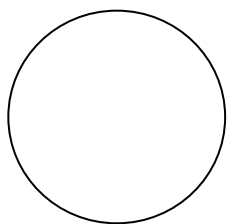
# One Hour Laugh

## Stage 1

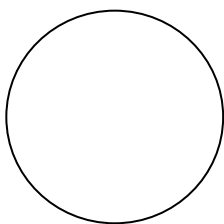
Exactly as it sounds... Barbara Cleveland enduring a one hour laugh in cardboard hats.

### *Do...*

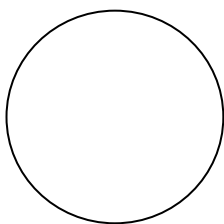
Barbara Cleveland use their faces in interesting ways throughout the performance. How do you use your face to show people what you are feeling? Draw each of the expressions below.



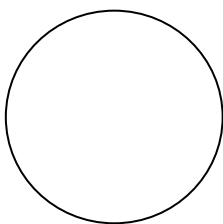
Happy



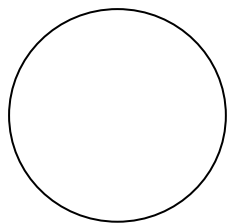
Sad



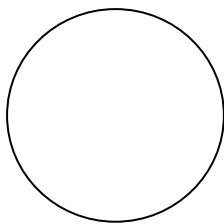
Angry



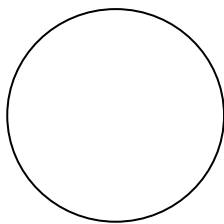
Jealous



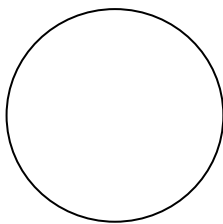
Excited



Tired



Surprise



Disgust

### *Perform...*

You can tell from the video that it is really hard to laugh for one hour! Try these different actions in front of a mirror or camera for one minute each:

1. Smile

2. Growl

3. Talk

4. Frown

5. Laugh

6. Cry

## **Laugh...**

Exercise those face and belly muscles and tell some jokes with your mates. You could even record them for a laugh again later. Try these:

What did the left eye say to the right eye? Between us, something smells!

What do you get when you cross a vampire and a snowman? Frost bite!

Why did the student eat his homework? Because the teacher told him it was a piece of cake!

What did the Dalmatian say after lunch? That hit the spot!

What do you call a droid that takes the long way around? R2 detour!

What falls in winter but never gets hurt? Snow!

Can you think of any others? Share them below:

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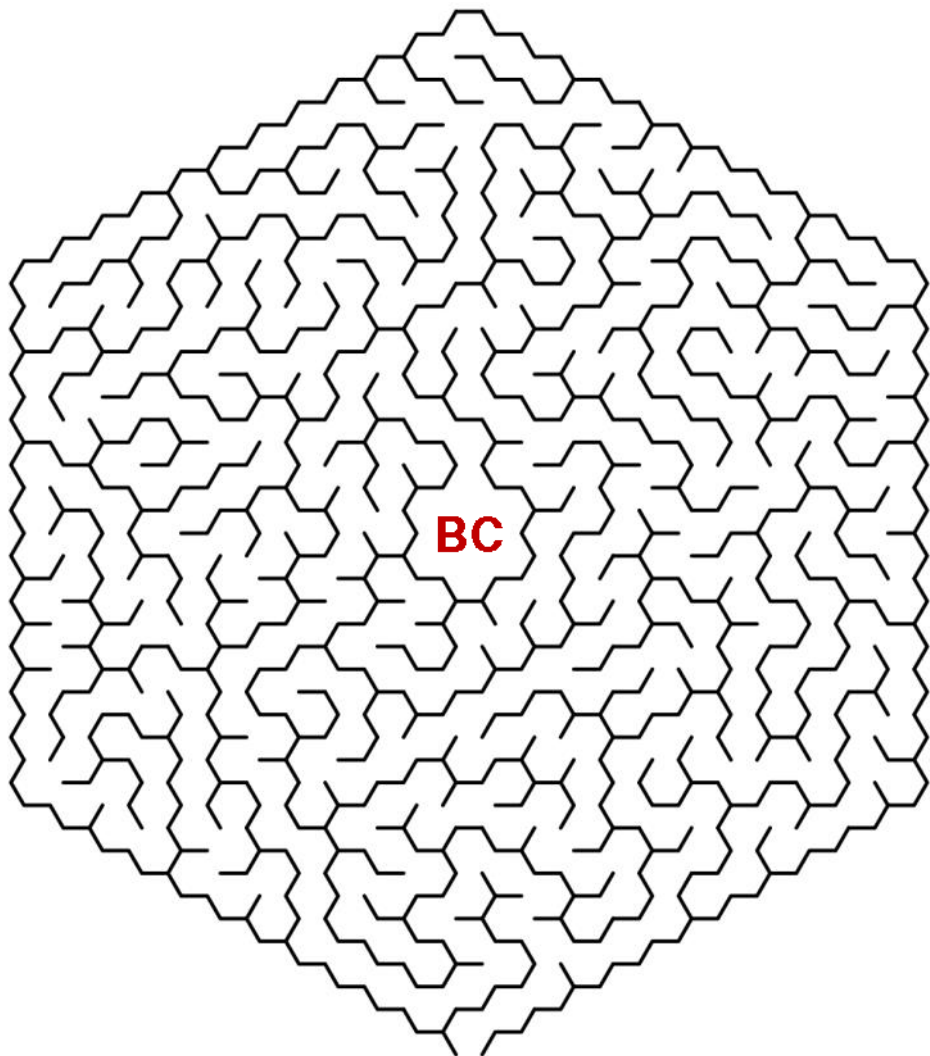


Barbara Cleveland, 'One Hour Laugh', 2009, single channel HD video , 60 mins.

**Persist...**

*One Hour Laugh* is a test in endurance especially when the job is difficult and uncomfortable!

Can you assist Barbara Cleveland in some persistence and grit in solving the maze below to survive the One Hour Laugh?



**Completion of One Hour Laugh!**

# Work in Progress: From Dawn till Dusk

## Stage 2– 3

Barbara Cleveland in a paddock from 6am until 10pm, taking turns to hit a wooden post into the ground with a rubber mallet.



Barbara Cleveland, 'Work in Progress: From Dawn till Dusk', 2010, single channel HD video, 8:51mins.

### ***Do...***

Play a game of charades with a few of your friends. Distance an issue? Connect with them using a video conferencing app like Zoom or Google Hangouts.

1. Make a list of actions and cut them into individual pieces of paper and add into a bucket.
2. Draw out a category and perform the action without making any sounds or talking.
3. The person who correctly guess the action has the next turn.
4. Have a special prize for the person who has the most correct guesses!

### Solve...

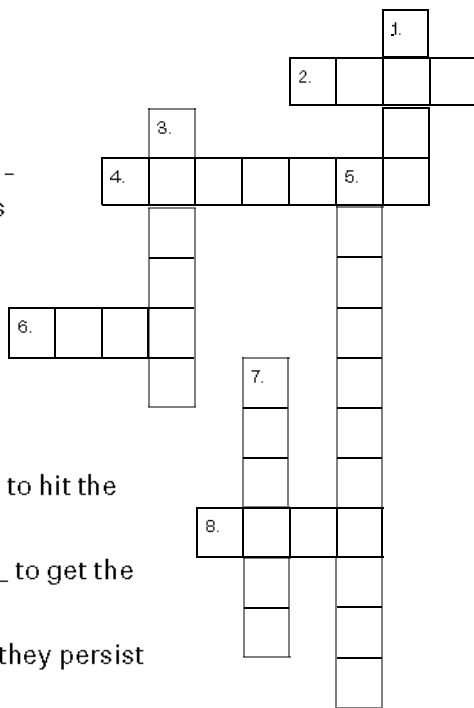
Answer the following questions about the work of art to complete the questions.

#### ACROSS

- Barbara Cleveland are dressed in matching \_\_\_\_\_ overalls
- The film takes place in a \_\_\_\_\_
- The video is almost \_\_\_\_\_ minutes in length
- There are \_\_\_\_\_ members in Barbara Cleveland

#### DOWN

- They work from dawn until \_\_\_\_\_
- Barbara Cleveland take it in turns to hit the post with a \_\_\_\_\_
- Barbara Cleveland \_\_\_\_\_ to get the job done
- The performance has \_\_\_\_\_ as they persist with their impossible job



### Think...

The work is about the persistence and hard work involved in traditional 'women's work'. Take a look at each of the jobs below and estimate how long each would take to complete in minutes:

Iron a basket of clothes		Vacuum the whole house	
Washing up after dinner		Cook dinner for family	

What do you think of these tasks being labelled as 'women's work'?

-----

What is a 'gender stereotype'? -----



# Bad Timing

## Stage 4-5

Sometimes its just off... exploring the lineage of humour in feminist performance art.



### ***Structural Frame***

The work is incredibly raw, as if it is a behind the scenes look rather than a finished product. How did you feel and what did you think when you first viewed the film? .....

.....

### ***Postmodern Frame***

What is your understanding of conceptual art? How does your knowledge help you to understand the work of Barbara Cleveland? .....

.....

Performance art as a discipline has been acknowledged since the 1960s yet it still shocks audiences today. Why do you think audiences might be challenged by the work of Barbara Cleveland?.....

.....

### **Subjective Frame**

Barbara Cleveland repeatedly ask 'Is this funny?' throughout the video.  
How does this make you feel? .....

As you continue to watch does your response change and how so?  
.....

Pick one word to describe this work to a friend .....



Barbara Cleveland, 'Bad Timing', 2017, single channel HD video, 7:28 mins.

### **Cultural Frame**

Can you think of a profession where timing is everything? .....

Female performance artists have employed humour as a device for decades, yet the effect is not always to create something funny! What other emotive responses can humour elicit? .....

In your opinion, why is Barbara Cleveland considered a 'feminist artist'?  
.....

### **Perform...**

The whole performance is poorly timed improvisation! Improv is a game that performers use to fine tune their skills in spontaneity and creativity through responding to evolving situations. Try the game with a few friends by following the rules below:

1. Say "yes' and!"
2. Add new information.
3. Don't block.
4. Avoid asking questions- unless you're also adding information.
5. Play in the present and use the moment.
6. Establish the location.
7. Be specific and provide colourful details.
8. Change, Change, Change!
9. For serious and emotional scenes, focus on characters and relationships.
10. For humorous scenes, take choices to the nth degree or focus on actions/objects.

Acting not your thing? Try adapting the game into a writing or drawing game using the box below



# This is a stained glass window

## Stage 6

Those things between us in a perfect metaphor– the fragile and precious, stained glass window

### **Structural Frame**

This work focuses specifically on female friendships, inspired by the documented friendship between the two female authors Hannah Arendt and Mary McCarthy. Can you recall any of the stories Barbara Cleveland reveal through the film? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Barbara Cleveland, 'This is a stained glass window', 2019, single channel HD video, 13:28 mins.

The work has been structured in a way totally unlike what we would usually expect from a video. How would you describe the performance to someone who hasn't watched it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Early Learning Years Framework

### Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another.

Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

### Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes.

Children engage with a range of texts and gain meaning from these texts.



Barbara Cleveland, 'One Hour Laugh', 2009, single channel HD video , 60 mins .

## Syllabus Links

The syllabus links below have been provided for school teachers and educators to aid in using this Education Kit within the classroom. The codes have been taken from the NSW syllabuses current for 2018 for History, English and the Creative Arts for each stage. Please refer to the relevant syllabus for expanded curriculum outcomes.

STAGES	HISTORY	ENGLISH	CREATIVE ARTS
Early Stage 1	HTe-2	ENe-2A    ENe-10C ENe-4A    ENe-11D	VAES1.1 VAES1.4 VAES1.3 DRAES1.1
Stage 1	HT1-2 HT1-3 HT1-4	EN1-1A    EN1-7B EN1-2A    EN1-8B EN1-4A    EN1-10C EN1-11D	VAS1.1 DRAS1.1 DRAS1.2
Stage 2	HT2-2 HT2-3 HT2-5	EN2-1A    EN2-7B EN2-2A    EN2-8B EN2-4A    EN2-10C EN2-11D	VAS2.1 DRAS2.1 DRAS2.2
Stage 3	HT3-5	EN3-1A    EN3-7C EN3-2A    EN3-8D EN3-3A	VAS3.1 DRAS3.1 DRAS3.2
Stage 4	HT4-2    HT4-7 HT4-5    HT4-9	EN4-1A    EN4-5C EN4-2A    EN4-7D	4.1    4.4 4.2    4.5 4.3    4.6
Stage 5	HT5-1    HT5-4 HT5-2    HT5-9 HT5-3	EN5-1A    EN5-5C EN5-2A    EN5-7D	5.1    5.4 5.2    5.5 5.3    5.6
Stage 6	MH11/12-1 MH11/12-3 MH11/12-4 MH11/12-5 MH11/12-7 MH11/12-9 MH11/12-10	Key objectives ~ collecting, analysing and organising infor- mation ~ communicating ide- as and information	P1, H1 P4, H4 P5 P6

Barbara Cleveland, 'This is a stained glass window', 2019, single channel HD video, 13:28 mins.

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Goulburn Regional Art Gallery is supported by the NSW government through Create NSW.