

**Presenter: Susan Hollindaile**

<p><b>1. Introduction:</b></p>	<ul style="list-style-type: none"> <li>• Where does display fit in the curriculum, assessment and reporting</li> <li>• Display starts at foundation and is part of the visual arts process               <ul style="list-style-type: none"> <li>- P-2 describing artworks; where and why artworks are made</li> <li>- 3-4 asking the same but describe differences and similarities</li> <li>- 5-6 introduced into role of the artist</li> <li>- 9-10 students evaluate - as curriculum moves up the processes don't change, but they do become more complex</li> <li>- 11-12 is about the communication of meaning – display is part of the communication</li> </ul> </li> </ul>
<p><b>2. In the making process, when is it relevant to think about display of the artwork?</b></p>	<ul style="list-style-type: none"> <li>• Display is part of the process</li> <li>• Doesn't matter whether it's at the start, middle or end, it is part of the process</li> <li>• Displaying is not always the end of the process, e.g. wearable art – displaying is about wearing</li> </ul>
<p><b>3. How does display contribute to making meaning in artworks?</b></p>	<ul style="list-style-type: none"> <li>• Different students approach display differently; those who are focused on recreating a feeling, those who experiment and those who are regimented and not flexible</li> <li>• Display considers location, purpose, scale, etc.</li> </ul>
<p><b>4. How intrinsic is media to the work and display?</b></p>	<ul style="list-style-type: none"> <li>• Places importance on an artwork – poses the question, is it important because it's in a gallery?</li> <li>• There are other things to consider in the early stages.</li> <li>• Why do galleries paint their walls a certain colour?</li> <li>• What if the artwork was hung in the bedroom instead of the living room?</li> </ul>
<p><b>5. What other options are available if there is no formal hanging space in a school?</b></p>	<ul style="list-style-type: none"> <li>• Find alternative spaces, consider unexpected spaces around the school that might be accessed by more of the school community</li> </ul>
<p><b>6. Final note</b></p>	<ul style="list-style-type: none"> <li>• There are varying factors which influence how the display of artworks is considered; it's about problem solving and having these discussions with students.</li> </ul>