Exhibition Guide

“Deep in the heart of the city, Frankie dreams of a thousand trees...”

Award winning Western Australian artist Kyle Hughes-Odgers explores the art of nature and the nature of art in his picture book, One Thousand Trees; published by Fremantle Press, 2017.

This guide aims to help you navigate the exhibition and engage with the artwork from the story. Like every journey, you will bring your own life experiences to the texts. Your own responses, interpretations and forks in the road may vary from others’.

We wish you an enjoyable experience at the State Library of Western Australia and experiencing the exhibition One Thousand Trees.

Pre visit

- Discuss the role of trees in the environment. Why do we need trees? Are there many trees in the city?
- In groups, create a mind map about trees. List all the things trees can be used for. What can be made from trees? How can you play with trees? What are the different types of trees? What animals live in trees? What foods grow on trees?
- Create a Venn diagram comparing and contrasting the urban environment to the natural environment.
- What is positional language? Generate a list of positional vocabulary.
- Think about the type of art you see around your school and in your local area. What is public art and what is its purpose? Do you have a favourite piece of art in your community?

In the exhibition space

- Introduce the exhibition and explain to students what they are about to see and what you hope they will gain from the experience. Outline your expectations of the appropriate behavioural conduct and remind students that there may be more than one class or other members of the public there.
- Divide into small groups.
- Ask each parent helper to find a space for their group and read One Thousand Trees to them (these are provided). It is useful to begin with a discussion of what students think the story is about. Groups may vary in the time they take to share the story; this will avoid clustering around artworks.
- Ask students to look closely at each artwork and discuss their responses with their peers or parent helper. Examples of discussion points include: the effect of the medium used, feelings evoked and why, whether the images are reflections of reality or something else, and the use of symbols, colours and shape.
- Each group may wish to complete the engagement activity that forms part of the exhibition experience.
Reflecting on the exhibition

- Find a quiet spot to sit and reflect on the exhibition, in groups or as a whole class.

Suggested debriefing questions:

- What is your response to the exhibition?
- Which of the artworks was your favourite and why?
- How do the illustrations reflect the contrast between the natural and the urban environment? What colours and techniques did the illustrator use to differentiate between the two?
- Kyle Hughes-Odgers uses very soft tones in his illustrations for this book. Why do you think he chose to do this? What feeling does this create?
- How did the illustrator reflect the meaning of the positional language within the illustrations?
- Is the branch sprouting from the wall real or imagined? Explain your reasons.
- What did you learn about the process of illustrating a book?

Post visit

- Google the art work of Kyle Hughes-Odgers. Identify the features of his style. Create a piece of art that reflects the tones and styles of his subject matter.
- Read On A Small Island. What themes does this story explore? Compare and contrast the tone of the story and the illustrative style. Does this story have a message?
- Public art can be produced for beautification reasons but also can have a social or political message. Research a famous work of public art or an artist such as Banksy. What impact does that artist or artwork make on the way we see the world?
- Is there a place in your school or local area that would benefit from a mural? As a class, develop a design and write a submission to your principal or your local councillor, outlining your reasons a mural should be created there.
- Write your own story or poem that incorporates the use of positional language.
- Debate the topic “What is art vs graffiti?”

Recommended reading:


Recommended websites:

- www.fremantlepress.com.au
- www.kylehughesodgers.com
- Interactive Urban Art Map: www.streetsofperthwa.com/map/
- www.jeaniebaker.com

Curriculum links:

English:
Language- text structure and organisation; purpose, audience and structures of different types of text.
Literature – responding to literature.
Literacy – texts in context; interacting with others; interpreting, analysing, evaluating texts.

The Arts (Visual Arts):
Exploring ideas and improvising with ways to represent ideas.
Responding to and interpreting the arts.

HASS (Geography):
People live in places.
Places have distinctive features

Mathematics:
Using spatial reasoning.