**Structural framework:**

How are art elements and principles represented in the work?

How do the above create meaning in the work?

What materials and practices have been used?

How does the work compare to the artists' other work?

Personal framework:

How does the artwork reflect the experiences of the artist?

Is a personal philosophy reflected in the artwork?

As a viewer, do the above factors influence your interpretation of the artwork?

Has the artist used symbolism or metaphor to create meaning?

**Cultural Framework:**

How do the social, political, cultural, artistic, and/or religious contexts of the artwork contribute to its meaning?

Do these influence the viewer's understanding of the artwork's meaning?

How does the cultural background of the viewer influence the interpretation of an artwork?

How does the placement or location of artworks affect their interpretation?

How was the artwork received in its original historical context?

**Contemporary Framework:**

How do contemporary art ideas and issues challenge traditional understandings of artworks and their significance?

How does the placement or location of the artwork in a setting other than the intended setting impact on its meaning and value?

How is the artwork of the past interpreted from a contemporary point of view?

What new media or technologies has the artist used to make or produce the artwork?

What is the impact on the viewer of new media applications or technologies and other emerging art forms?

How does the choice or the presentation of subject matter, or media, materials, and techniques or processes reflect or challenge artistic or social traditions?

Are political concerns such as globalisation, and environmental and social issues represented in the artwork?

Use the comparison table in the Assessment section to collect information and analysis about the two artists.

As a class, create a literature review to gather trustworthy sources about your artists. Seek authentic, reliable articles, journals, authors and websites. Write a brief overview of the relevance of the source to the life and work of the artists and include the link. Collate this for class use.

Make a Venn diagram of the artists to look at similarities and differences.

Play a game with a classmate where one argues why the artists are similar, and one argues why they are different.

Make cards with reproductions of works by both artists. Group them in different ways, using the Interpretive lenses. For example, group works with a similar palette, or works with a similar theme. What similarities and differences can be seen?

Imagine one of the artists is looking at the work of the other. How might they respond? What would influence their viewpoint?

Make a list of things that existed or happened at the time the historical artist was working, but no longer exist or happen now. How would these have influenced the way they work, and their meanings and messages? Then, make a list of things that no longer exist or happen in the life of the contemporary artist. How might this influence the way they work, and their meanings and messages?

John Glover and Joan Ross consider the Australian landscape from very different perspectives. Imagine that Glover could look at Ross’s work? What would surprise him? Why?

Latoya M. Hobbs and Robert Mapplethorpe both address beauty and identity through figurative imagery.

Judy Chicago and Jenny Saville deal with issues to do with the female body and feminism. Consider both artists’ work through a contemporary cultural lens.

Eadweard Muybridge and Shaun Gladwell deal with the theme of bodies in motion. Consider the importance of technology in the work of each artist and compare the meanings and messages in their work.

Keith Haring and Peter Drew use street art to communicate messages about social justice. Compare the meanings and messages of two of their artworks.

Claes Oldenburg and Ron Mueck make figurative sculptures that use scale to influence meanings and messages. Consider and compare the impact of their work on audiences.

William Kentridge and Aunty Marlene Gilson’s projections explore ideas around colonisation. Consider and compare the impact of their work on audiences.

Frank Poor and Fra Angelico (The Annunciation 1440–1445) both depict architecture. Consider and compare the impact of the work on audiences.

Sound is integral to both Sam Peterson and Pipilotti Rist installations that question the audience perceptions on identity and sexuality. Consider and compare the impact of the work on audiences.

Nam June Paik, Wolf Vostell’s and Ryan Trecartin use moving images and television screens to comment on the role of mass media in an increasingly connected consumerist world. Compare the work of these artists.

Tattoos have been an important ritual practice for many cultures. Investigate the place of ta moko in Maori culture, considering the rites and meanings of the markings, and the response to these traditions by early Europeans. Contemporary Australian artist eX de Medici includes tattooing as part of her body of work. Compare the purpose of ta moko with that of de Medici’s whole-body work on Geoff Ostling.

Compare street artist Mayonaize and photographer Shirin Neshat’s use of text. How does their lived experience transfer into their art practice?

Consider and compare the impact of the work on audiences by investigating artists from different periods of time who explore similar themes in their work. Investigate an significant event or issue in society and its impact on the audience.