

State Library Victoria Presents

# Melbourne OUT LOUD



Life through the lens of Rennie Ellis

**EDUCATION KIT**

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Hi teachers

This Education kit is best viewed online as it contains linked documents, these are included in purple text.

The kit can be printed out if you prefer.

# Reflections: A guide to using this resource



## Reflections: A guide to using this resource

*Melbourne Out Loud* is a collection of iconic, unseen and everyday photographs from one of our greatest chroniclers. A celebration of going out, being seen and being yourself.

This kit takes the concept of the exhibition beyond the walls of State Library Victoria, inviting young people from across the state to access and respond creatively to the Library's photography collection.

It is designed to support teachers to reflect the curatorial process in their classrooms and to guide students on how to:

- access digitised photographs in the collection
- think about these works and practise using evidence to support their opinions
- understand the work of curators
- create their own exhibitions.

More broadly, the lessons in this kit provide a meaningful context for teachers and students to connect with the Library's vast suite of free online resources, assisting them to explore themes, issues and collections relevant to them and their communities.

### Curriculum relevance

The activities in this kit have been designed to support the [Levels 7–10 Visual Arts curriculum](#) → and [VCE Art Making and Exhibiting curriculum](#) → More detailed curricula links are provided in the following pages. The research and critical thinking skills embedded in the lesson plans also serve as a great foundation for further study in any subject area.

### How to use these resources

This kit is made up of six lesson plans that can be used sequentially to support the development of a class or school exhibition or used individually as stand-alone learning experiences.

#### NOTE

If you are planning a *Melbourne Out Loud*-inspired class exhibition, the curators and teachers at State Library Victoria would LOVE to hear about it.

Please reach out and let us know at [education@slv.vic.gov.au](mailto:education@slv.vic.gov.au)

Lessons have been designed around learning outcomes and are not of equal duration.

Each lesson plan includes:

- curriculum links
- suggested pre-reading (if required)
- learning intentions
- activities
- resources.

To best support learning in areas with limited internet access, all resources have been designed to work offline wherever possible. Red text has been used to indicate in-text and online links.

Lesson plan topics comprise:

- 1 [Exhibition making: An introduction](#) →
- 2 [Research rules: How to access State Library Victoria photography collections online](#) →
- 3 [Looking closer: Viewing and responding to photographs](#) →
- 4 [Words and pictures: Writing for exhibitions](#) →
- 5 [Exhibition design: Thinking about spaces, themes, audiences and parameters](#) →
- 6 [Collection care: Conservation and preservation of photographs](#) →

### **Additional teaching resources included in this kit:**

#### [An introduction to exhibition making](#) →

Get a glimpse of the exhibition and hear from the curators about the process of making it.

#### [Tournament prioritiser](#) →

A handy activity for making decisions about exhibitions as a class or team.

#### [Researching the State Library Victoria photography collection PowerPoint](#) →

A short presentation about the Library and what it has to offer, followed by a step-by-step guide on how to use the catalogue to access the photography collection online. A short video on how to find diversity in the collection and presenter notes are included.

#### [Visual thinking skills](#) →

A teaching and learning activity for interrogating photographs, developing observational skills and supporting interpretations with evidence.

#### [Exhibition design mind map](#) →

A comprehensive list of exhibition design considerations and a brainstorming tool to help students develop ideas.

#### [Conserving photographs at State Library Victoria PowerPoint](#) →

An overview of how the photographs used in the *Melbourne Out Loud* exhibition are stored and insights into the conservator's considerations with regards to handling, light and acclimatisation.

If you would like to visit *Melbourne Out Loud: Life through the lens of Rennie Ellis* with your class, or request a curator talk, email [education@slv.vic.gov.au](mailto:education@slv.vic.gov.au) →

Access State Library Victoria's other teaching resources [here](#) →

## Refractions:

*Melbourne Out Loud* and  
curricula for Visual Arts, and Art  
Making and Exhibiting



# Refractions: *Melbourne Out Loud* and curricula for Visual Arts, and Art Making and Exhibiting

## Middle years

This kit aims to inspire and offer practical help to teachers of middle- year students who wish to build students’ analytical skills and to foster creative practice in the classroom.

The activities included have been designed to specifically support the aspirations of the Victorian curriculum in growing: confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with arts making, viewing, discussing, analysing, interpreting and evaluating. (Rationale and Aims, Visual Art, Victorian Curriculum Authority, 2023)

VISUAL ARTS	Explore and Express Ideas	Respond and Interpret	Visual Arts Practice, Present and Perform
Levels 7– 8	Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks <a href="#">VCAVAE033</a> →	Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences <a href="#">VCAVAR038</a> →	Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks <a href="#">VCAVAV035</a> →  Develop skills in planning and designing artworks and documenting artistic practice <a href="#">VCAVAV036</a> →  Create and display artworks, describing how ideas are expressed to an audience <a href="#">VCAVAP037</a> →
Levels 9–10		Analyse and interpret artworks to explore the different forms of expression, intention and viewpoint of artists and how they are viewed by audiences <a href="#">VCAVAR045</a> →	Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes <a href="#">VCAVAV042</a> →  Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions <a href="#">VCAVAV043</a> →  Create, present, analyse and evaluate displays of artwork, considering how ideas can be conveyed to an audience <a href="#">VCAVAP044</a> →

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**DIGITAL  
TECHNOLOGIES**

**Data and Information**

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Levels 7–8      Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness [VCDTDI037](#) →

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**INTERCULTURAL  
CAPABILITY**

**Cultural Practices**

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Levels 7–8      Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations [VCICCB014](#) →

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Levels 9–10      Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts [VCICCB018](#) →

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# VCE Art Making and Exhibiting Study Design, 2023–27

This resource supports teachers to meet the following aims as they are outlined in the study design:

- Understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces, and how artworks are curated and displayed for audiences.
- Understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

The lesson plans supplied here address key knowledge and skills required in the following units.

## Unit 1, Area of Study 3

### Investigate – research and present

Key knowledge

- Analyse how artists represent ideas and use subject matter to communicate meaning in their artworks
- Appropriate terminology used to discuss artworks and exhibitions

## Unit 1, Area of Study 3

### Investigate – research and present

Key knowledge

- Strategies used to create a cohesive presentation about artists and their artworks
- Ways to discuss artworks and art forms on display
- Strategies used to prepare information for the exhibition of artworks
- Appropriate terminology used to discuss artworks and exhibitions

## Unit 2, Area of Study 1

### Understand – artworks, ideas and exhibition

Key knowledge

- the influence of contexts on the representation of subject matter and communication of meaning in artworks
- strategies used to exhibit artworks from different contexts in a thematic exhibition, including ways to select and form relationships between the artworks in the exhibition
- background information about artists and artworks
- the ways artworks in an exhibition have been selected for display
- discuss the ways in which artworks from different contexts are exhibited in a thematic exhibition.
- use of appropriate art terminology in the presentation and evaluation of artworks

Key skills

- identify and analyse the influence of contexts on the representation of subject matter and ideas to communicate meaning in artworks
- explain the connections between artworks in a thematic exhibition

## Unit 2, Area of Study 2,

### Develop – theme, aesthetic qualities and style

Key knowledge:

- art elements, art principles and aesthetic qualities used in artworks

### **Unit 3, Area of Study 1**

#### **Collect – inspirations, influences and images**

Key skills

- Identify, analyse and evaluate the use of visual language in artworks
- Use art terminology in documentation, analysis and evaluation

### **Unit 3, Area of Study 3**

#### **Connect – curate, design and propose**

Key knowledge

- the characteristics of exhibitions
- the responsibilities involved in curating an exhibition
- methods used to identify and analyse curatorial considerations and the thematic connection between the artworks and artists in an exhibition
- methods used to develop didactic information about the artists and artworks in an exhibition
- art terminology used to discuss exhibitions, artists and artworks

Key skills

- explain and analyse the presentation of artworks in the exhibition and the relationships between them
- present and discuss didactic information, artists and artworks
- discuss characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology

### **Unit 4, Area of Study 3**

#### **Plan and critique**

Key skills:

- research and discuss the display of artworks in specific exhibition spaces

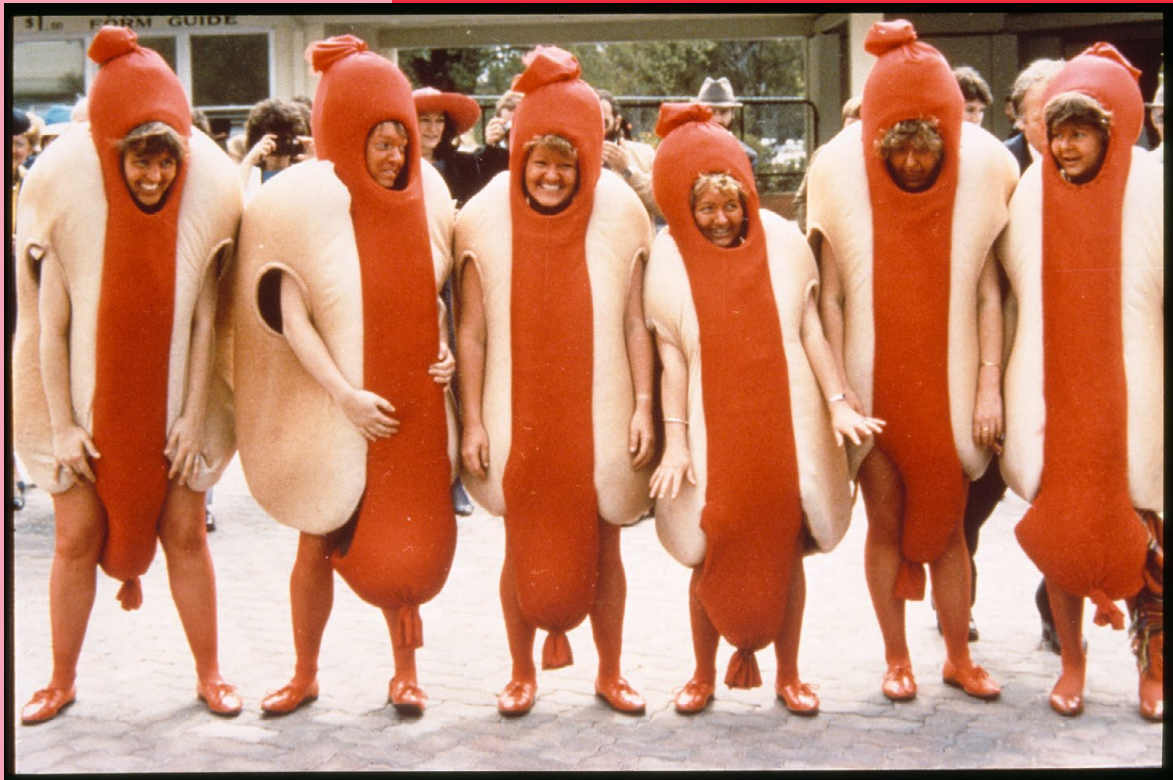
### **Unit 4, Area of Study**

#### **Conserve – present and care**

Key knowledge:

- methods used and consideration involved in the preservation, conservation and care of artworks while on display in an exhibition space
- considerations of conservation and care that relate to art works in handling, storage, and transportation of art works terminology used to discuss the conservation and care of art works

*Melbourne Out Loud:*  
An introduction to the exhibition



## Melbourne Out Loud: An introduction to the exhibition

A celebration of Melbourne by renowned photographer Rennie Ellis (1940–2003), this exhibition highlights his love of the city and its people. From footy fans' intense passion at the MCG to Melburnians' relationship with the beach, Ellis long captured the spirit of Melbourne at moments of social and community gathering. For nearly four decades, he passionately documented Melburnians at work and play – often at their flamboyant and riotous best – from Moomba and the Melbourne Cup to campaigning for social justice and liberation.

A photographic essayist and self-described obsessive collector of images, Ellis sought out the extraordinary within the ordinary. In this exhibition, his high-energy colour photographs are shown in large scale projections, with video sequencing and a soundtrack mix of music. Two cinema rooms balance out this visual display with an intimate look into his early black-and-white photography and the establishment of Brummels Photography Gallery, which played a pivotal role in showcasing emerging talent in the Australian photography scene during the 1970s.

State Library Victoria holds the largest public collection of Rennie Ellis photographs. It comprehensively records his diverse practice from the late 1960s to the early 2000s and his role as a committed social chronicler of his times. The images shown here feature his iconic photographs alongside a selection of those rarely seen.

## About Rennie Ellis

Rennie Ellis (1940-2003) was an award-winning photographer and writer who saw his photographic excursions as a series of encounters with other people's lives.

He was as much at home photographing Carnival in Rio de Janeiro with all its extroverted sexuality as recording the backstage preparations of the Kirov Ballet. In pursuit of the elusive photo, he had been lost in the souks of Marrakech, rowed up the Ganges at dawn, embraced the dust and flies of cattle stations on the edge of the Simpson Desert and given his minders the slip in Shanghai. He had been welcomed to the White House and thrown out of the Moulin Rouge.

Rennie describes how his photographic practice informs his life in this artist statement from 1989:

*There is a kind of magic to being a photographer that opens closed doors and gives me access to people and situations that would normally be outside my experience or not available to me. And herein lies my fascination. Without my photography, life would be boring. Photography adds an extra dimension to my life. Somehow it confirms my place in the world. I am also intrigued by the lifestyles of people who operate outside the norms of society – the fringe dwellers. Sometimes my need to record the antics and idiosyncrasies of my subjects can be quite obsessive. My photography is a kind of addiction.*

*I find great delight in capturing on film those elusive moments that give expression to a genre, where the informative and aesthetic elements of a photograph combine to create a revealing and hopefully memorable image. I like to seek out the extraordinary within the ordinary. I like adventure and I collect images. I respond to things erotic and bizarre. I feel a compulsion to reveal the private and closed sides of life to a broader audience so they can be astounded and astonished.*

# Lesson plan 1

## Exhibition making: An introduction



## Lesson plan 1

### Exhibition making: An introduction

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Learning intention	Students will be introduced to the concept of curation and exhibition making, using <i>Melbourne Out Loud</i> as an example, and develop their own ideas for an exhibition in their classroom, school or community.
Success criteria	Students will <ul style="list-style-type: none"><li>• understand the role and responsibilities of the curator.</li><li>• understand the process of exhibition making.</li><li>• be inspired to create their own exhibition.</li><li>• create, discuss and evaluate exhibition themes relevant to their local community.</li></ul>
Recommended pre-reading for teachers	<a href="#">Melbourne Out Loud: An introduction to the exhibition</a> →
Curriculum links	<p><a href="#">Middle years</a> Levels 7–8 Visual Arts: <a href="#">VCAVAR038</a> → Levels 9–10 Visual Arts: <a href="#">VCAVAP044</a> →</p> <p><a href="#">VCE Art Making and Exhibiting</a> <a href="#">Unit 2, Area of Study 1</a> <a href="#">Understand – ideas, artworks and exhibition</a></p> <p>Key knowledge:</p> <ul style="list-style-type: none"><li>• the ways artworks for an exhibition have been selected for display</li><li>• the influence of contexts on the representation of subject matter and communication of meaning in artworks</li><li>• strategies used to exhibit artworks from different contexts in a thematic exhibition, including ways to select and form relationships between the artworks in the exhibition</li></ul> <p><a href="#">Unit 3, Area of Study 3</a> <a href="#">Connect – curate, design and propose</a></p> <p>Key knowledge:</p> <ul style="list-style-type: none"><li>• the characteristics of exhibitions</li><li>• the responsibilities involved in curating an exhibition</li><li>• methods used to identify and analyse curatorial considerations and the thematic connection between the artworks and artists in an exhibition</li></ul> <p>Key skills:</p> <ul style="list-style-type: none"><li>• discuss characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li></ul>

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## Activities

### [An introduction to exhibition making →](#)

Students will learn about the *Melbourne Out Loud* exhibition at State Library Victoria, hear from the curators about and gain insight into the process of exhibition making, and learn tips and tricks for creating their own exhibitions.

### Discuss

Prompt discussion with direct questions:

- What do you think of the theme '*Melbourne Out Loud*'? What would you expect to see in this exhibition?
- Why might the curators at the Library have chosen this theme?
- Why is your audience important to think about when planning exhibitions?

### Brainstorming activity

Prompt students to think about themes for their own exhibition. Give them one minute to free write ideas under the following headings and ask them to jot down random words, places, feelings and names associated with their locale:

- History
- Environment
- Community
- School

(You might like to include topics linked to relevant areas of study)

Ask each student to share their favourite words with the class and explain why. Collate responses on the board.

To decide on a theme, students can complete a [tournament prioritiser →](#) in pairs or as a class.

### Review

Ask students to think about their theme and respond to the prompts the curators speak about in the video:

- Why choose this theme?
- Why is it relevant or significant?
- Why now?
- How might it be meaningful to our audiences?

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## Resources and additional reading

### [An introduction to exhibition making →](#)

[Melbourne Out Loud website →](#)

[Tournament prioritiser →](#)

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# Lesson plan 2

## Research rules: How to access State Library Victoria photography collections online





## Lesson plan 2

### Research rules: How to access State Library Victoria photography collections online

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Learning intention                      Students will be introduced to the Library and its suite of free online resources, and they will use their research skills to access the online photography collection.

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Success criteria                      Students will

- understand State Library Victoria’s role in preserving the state’s social history.
- learn how to access State Library Victoria’s digital photography archive.
- understand how copyright restrictions apply.
- learn how to navigate the collection to find images of Victoria’s diverse cultural communities.
- be curious and inspired by the collection.
- select images for their own exhibition.

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Recommended pre-reading for teachers                      [Using the Library’s collections](#) →

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Curriculum links                      [Middle years](#)

Levels 7–8 Digital Technologies: [VCDTDI037](#) →

Levels 7–8 Intercultural Capability: [VCICCB014](#) →

Levels 7–8 Visual Arts: [VCAVAR038](#) →

Levels 9–10 Visual Arts: [VCAVAR045](#) →

[VCE Art Making and Exhibiting](#)  
[Unit 2, Area of Study 1](#)  
[Understand – ideas, artworks and exhibition](#)

Key knowledge:

- background information about artists and artworks
- the ways artworks in an exhibition have been selected for display

[Unit 3, Area of Study 3](#)  
[Connect – curate, design and propose](#)

Key knowledge:

- methods used to develop didactic information about a theme, artists and artworks in an exhibition
- methods used for identifying and analysing the curatorial considerations and thematic connections between artworks and artists in the exhibition

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### Tuning in

State Library Victoria has over 500,000 Rennie Ellis photographs, negatives and slides in its collection. View a sample of these images included in the [Melbourne Out Loud exhibition](#) →

### Discuss

- What do you think of these photographs? What makes you say that?
- Why might the Library collect these kinds of photographs?
- Why are they important?
- What type of photographs do you think would make a good exhibition?

### Presentation

Use the teachers notes included in this [PowerPoint](#) → to:

- facilitate an introduction to State Library Victoria
- learn how to become a Library member
- provide information on accessing the photography collection

If you have a good internet connection, you could also step your class through this directly online.

For more senior students, you might like to direct them to the [Picture research guide](#) → written by librarians who work with our photography collection.

### Explore

Allow students time to explore the catalogue and digital image pool. Ask them to create a folder of images they really like.

If your class is completing this task as part of creating their own photography exhibition, you might like to provide some parameters for the images they collect, such as photographer, theme, time or place.

There are over 25,000 digitised Rennie Ellis images online, so if you are limiting selection by photographer, you may also like to provide some extra limitations to narrow the focus of your exhibition.

### Share

For homework, ask students to:

- 1 Explore the collection further at home
  - 2 Nominate a single photograph that they would like to include in a class display or exhibition
  - 3 Present their image in class and give a one-minute summary explaining why the image speaks to them:
    - What is their connection to the image?
    - What makes it visually pleasing to them?
    - What does it make them wonder?
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Resources and  
additional reading

[State Library Victoria website](#) →  
[Picture research guide](#) →  
[Rennie Ellis gallery](#) →  
[Researching the State Library Photography PowerPoint](#) →

[Further research assistance](#)

For more research tips and tricks, check out the Library's series of online tutorials designed specifically for [secondary school students](#) →

[Zooming in on State Library Victoria's image collection](#)

[From the Vault](#) →

This video series delves into the surprising, poignant and sometimes funny stories behind the unique archived images in the State Library Victoria collection.

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## Lesson plan 3

### Looking closer: Viewing and responding to photographs



## Lesson plan 3

### Looking closer: Viewing and responding to photographs

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Learning intention	Students will practise analysing photographs from the state collection using visual-thinking strategies.
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Success criteria	Students will <ul style="list-style-type: none"><li>• develop their observational skills.</li><li>• practise supporting interpretation with evidence.</li><li>• understand the importance of recognising personal biases and backgrounds, and how this can influence the way images are read.</li></ul>
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Recommended pre-reading for teachers	<a href="#">Background information about visual-thinking strategies</a> →
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Curriculum links	<p><a href="#">Middle years</a></p> <p>Levels 7–8 Visual Arts: <a href="#">VCAVAR038</a> → <a href="#">VCAVAP037</a> →</p> <p>Levels 9–10 Visual Arts: <a href="#">VCAVAR045</a> →</p> <p>Levels 7–8 Intercultural Capability: <a href="#">VICCCB014</a> →</p> <p>Levels 9–10 Intercultural Capability: <a href="#">VICCCB018</a> →</p> <p><a href="#">Unit 1, Area of Study 3</a> <a href="#">Investigate – research and present</a></p> <ul style="list-style-type: none"><li>• Analyse how artists represent ideas and use subject matter to communicate meaning in their artworks</li><li>• appropriate terminology used to discuss artworks and exhibitions</li></ul> <p><a href="#">Unit 3, Area of Study 1</a> <a href="#">Collect – inspirations, influences and images</a></p> <ul style="list-style-type: none"><li>• identify, analyse and evaluate the use of visual language in artworks</li><li>• use art terminology in documentation, analysis and evaluation</li></ul> <p><a href="#">VCE Art Making and Exhibiting</a> <a href="#">Unit 2, Area of Study 1</a> <a href="#">Understand – ideas, artworks and exhibition</a></p> <p>Key knowledge:</p> <ul style="list-style-type: none"><li>• use of appropriate art terminology in the presentation and evaluation of artworks</li></ul> <p>Key skills:</p> <ul style="list-style-type: none"><li>• identify and analyse the influence of contexts on the representation of subject matter and ideas to communicate meaning in artworks</li><li>• explain the connections between artworks in a thematic exhibition</li></ul> <p><a href="#">Unit 2, Area of Study 2</a> <a href="#">Develop – theme, aesthetic qualities and style</a></p> <p>Key knowledge:</p> <ul style="list-style-type: none"><li>• art elements, art principles and aesthetic qualities used in artworks</li></ul>
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## Activities

### Set-up

You can run this lesson using:

- 1 this ready-made [resource](#) →
- 2 Rennie Ellis photographs of your choice downloaded and printed from the State Library catalogue or
- 3 photographs your students have selected from the State Library Victoria collection for their own exhibition (see [Lesson 2](#) →).

Print the selected photographs as large as possible and stick them up around the room. Print the [question sheets](#) → and place one next to each photograph. Use the text only if you are using your own images.

### Group work

Divide the class into five small groups and allocate a photograph to each group. Give them four minutes to individually complete the activity (considering the photograph according to the printed questions), then two minutes to share and discuss their answers with the other members of their group.

- Did they have different interpretations?
- Why might this be?
- How might own personal experiences, biases and beliefs shape the way we see and interpret images?.

Rotate to the next photograph and set of questions and repeat the exercise until each group has looked closely at all photographs.

### Discussion

Come together at the end of the rotations and ask each student to share a reflection on a photograph or discussion that surprised them.

If you are using the photographs provided, share the background information about each with the class. Discuss with students if this changes the way they see each image.

If you are using photographs the students have chosen, ask the student who nominated the image to briefly provide context for their choice.

### Exit pass

Ask students to think about the background information and reflect on their assumptions about the images they saw today. Then ask them to write, in seven words, one thing that surprised them and to pass it to you on the way out of class.

### Extension task / homework activity

Ask students to use their notes from the activity to create an extended label (approximately 80 words) for one of the photographs. What information do they think is most important to include?

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## Resources and additional reading

### [Visual thinking skills](#) →

Visual-thinking strategies are based on Project Zero thinking routines.

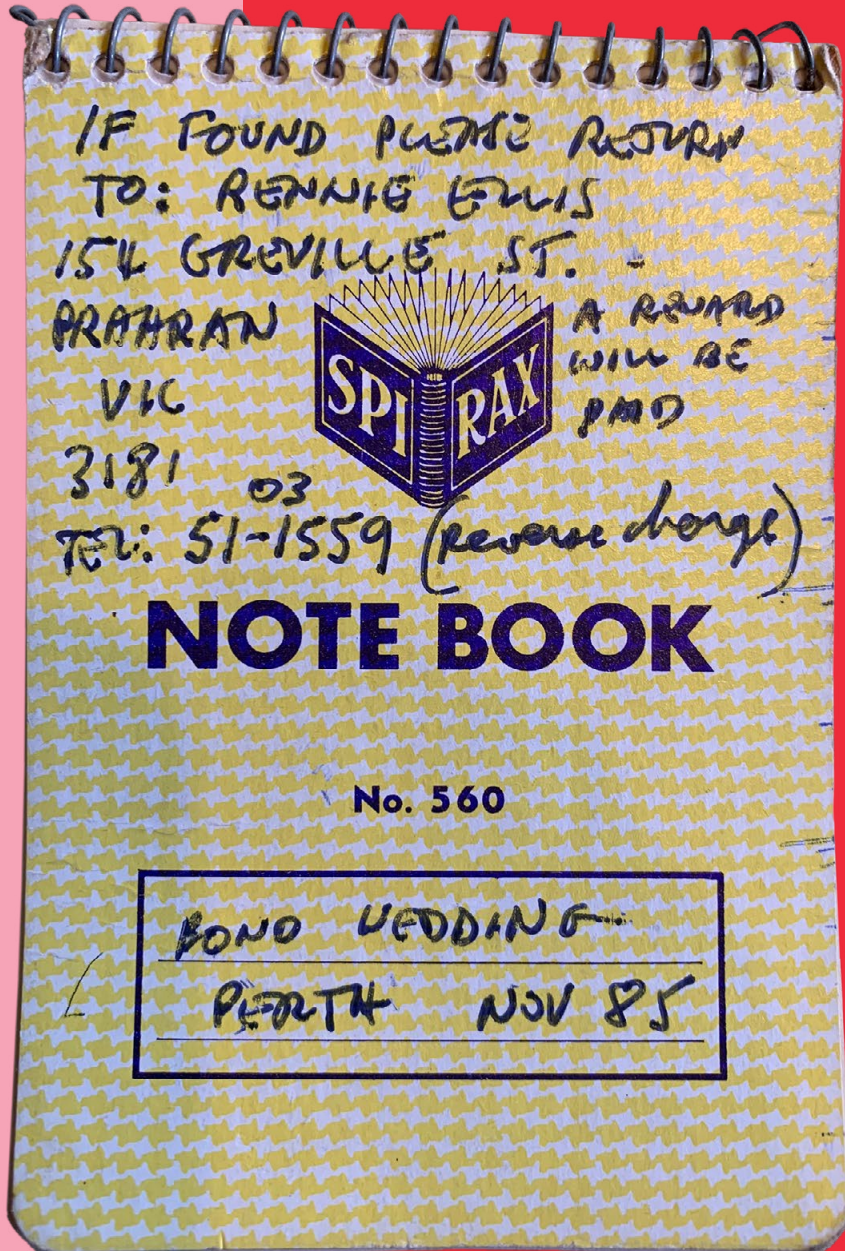
For more visual-thinking strategies, Harvard University's Project Zero has lots of excellent free [routines](#) →

[Rennie Ellis gallery](#) →

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## Lesson plan 4

### Words and pictures: Writing for exhibitions



## Lesson plan 4

### Words and pictures: Writing for exhibitions

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Learning intention	Students will learn about exhibition text conventions and practice writing exhibition labels
Success criteria	Students will <ul style="list-style-type: none"><li>• practise justifying opinions with examples.</li><li>• consider exhibition writing conventions.</li><li>• practice supporting ideas with evidence.</li><li>• practice writing informative text.</li></ul>
Recommended pre-reading for teachers	<a href="#">Melbourne Out Loud: An introduction to the exhibition →</a> <a href="#">Gallery text guide from the V&amp;A →</a> <a href="#">Writing Text and Labels →</a>
Curriculum links	<a href="#">Unit 1, Area of Study 3</a> <a href="#">Investigate – research and present</a> Key knowledge <ul style="list-style-type: none"><li>• strategies used to create a cohesive presentation about artists and their artworks</li><li>• ways to discuss artworks and art forms on display</li><li>• strategies used to prepare information for the exhibition of artworks</li><li>• appropriate terminology used to discuss artworks and exhibitions</li></ul> <a href="#">Unit 2, Area of Study 1</a> <a href="#">Understand – artworks, ideas and exhibition</a> Key knowledge <ul style="list-style-type: none"><li>• discuss the ways in which artworks from different contexts are exhibited in a thematic exhibition.</li></ul> <a href="#">Unit 3, Area of Study 3</a> <a href="#">Connect- curate, design and propose</a> Key knowledge <ul style="list-style-type: none"><li>• methods used to develop didactic information about the artists and artworks in an exhibition</li><li>• art terminology used to discuss exhibitions, artists and artworks</li></ul> Key skills <ul style="list-style-type: none"><li>• a explain and analyse the presentation of artworks in the exhibition and the relationships between them</li><li>• present and discuss didactic information, artists and artworks</li></ul>

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### Writing for your own exhibition

This activity can be completed using: 1 your choice of photographs from the [Melbourne Out Loud exhibition](#) → or 2 photographs your students have selected from State Library Victoria's Pictures Collection (see Lesson 2 →).

### Selection

Print your selection and place the images in piles at the front of the class. Allow students to select the photograph they would like to respond to and ask them to place it face down in front of them on their desk.

### Warm up writing activity

Ask students to flip over their photograph and list ten words or phrases about any aspect of it. These should be random words. Ask them to look again and try to add ten more words or phrases. Then ask them to circle the words or phrases they like most.

### Discuss

Share the [V&A's ten-point plan](#) → for gallery writing.

### Ask

- What is number six about?
- What can we do if we don't know a lot about the artwork we are describing?
- Do you read labels? Why is that?
- What information do you want to get from a label?
- What tone is appropriate for a label?
- Can labels be creative?

### Write

Ask students to consider their image and create some notes under each of the ten headings, before using these to create their own labels.

### Play

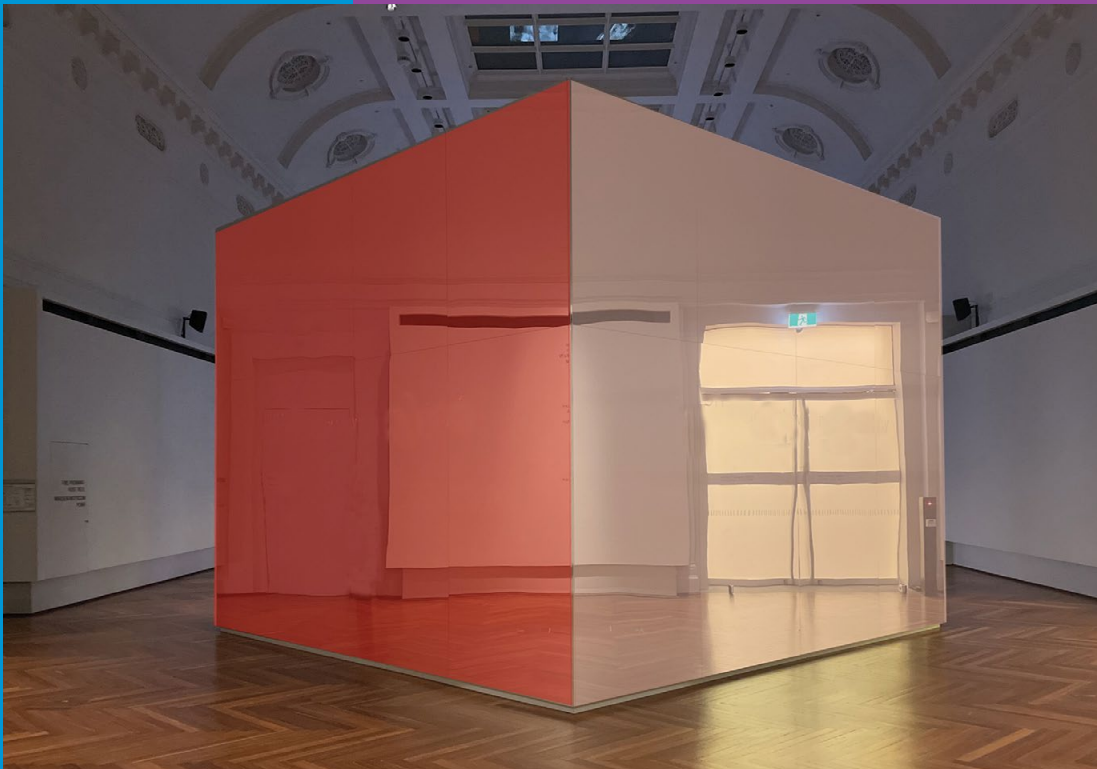
Collect images and randomly display at the front of the room. Shuffle and hand out labels, give students three minutes to consider the works on display and see if they can correctly identify which image their given label corresponds too. Students then individually come to the front of the room to pin their label under the guessed image. Images may accrue multiple labels. Once all students have had their turn, reveal the correct combinations.

### Reflect

- What labels were easy to pair to their image? Why was this?
  - Where any mistakenly applied? Why do you think this was?
  - Which was your favourite label? What makes you say that?
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## Lesson plan 5

Exhibition design: Thinking about spaces, themes, audiences and parameters



## Lesson plan 5

### Exhibition design: Thinking about spaces, themes, audiences and parameters

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Learning intention	Students will understand exhibition design practice and use these principles to inspire their own exhibition design.
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Success criteria	Students will <ul style="list-style-type: none"><li>• understand how the exhibition design for State Library Victoria's <i>Melbourne Out Loud: Life through the lens of Rennie Ellis</i> was developed.</li><li>• understand the practical factors that inform exhibition design, including conservation and environmental issues, structural and spatial limitations, and budget and maintenance costs.</li><li>• be empowered and inspired to design their own class or school exhibition.</li></ul>
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Recommended pre-reading for teachers	<a href="#">Melbourne Out Loud: An introduction to the exhibition</a> →
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Curriculum links	<p><a href="#">Middle years</a></p> <p>Levels 7–8 Visual Arts: <a href="#">VCAVAP037</a> →</p> <p>Levels 9–10 Visual Arts: <a href="#">VCAVAP044</a> →</p> <p><a href="#">Unit 1, Area of Study 3</a> <a href="#">Investigate – research and present</a></p> <p>Key knowledge</p> <ul style="list-style-type: none"><li>• strategies used to create a cohesive presentation about artists and their artworks</li><li>• ways to discuss artworks and art forms on display</li></ul> <p><a href="#">Unit 2, Area of Study 1</a> <a href="#">Understand – ideas, artworks and exhibition</a></p> <p>Key knowledge</p> <ul style="list-style-type: none"><li>• strategies used to exhibit artworks from different contexts in a thematic exhibition, including ways to select and form relationships between artworks in the exhibition.</li><li>• connections between artworks in a thematic exhibition</li></ul> <p>Key skills</p> <ul style="list-style-type: none"><li>• explore a thematic exhibition and then design a thematic exhibition for an audience</li></ul> <p><a href="#">VCE Art Making and Exhibiting</a> <a href="#">Unit 3, Area of Study 3</a> <a href="#">Connect – curate, design and propose</a></p> <p>Key knowledge:</p> <ul style="list-style-type: none"><li>• characteristics of exhibition spaces</li><li>• the responsibilities involved in curating an exhibition</li><li>• strategies used to plan and develop an exhibition in a specific space</li><li>• art terminology used to discuss exhibitions, artists and artworks</li><li>• characteristics of exhibitions</li><li>• discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li></ul> <p>Key skills</p> <ul style="list-style-type: none"><li>• discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li></ul> <p><a href="#">Unit 4, Area of Study 3</a> <a href="#">Plan and critique</a></p> <p>Key skills:</p> <ul style="list-style-type: none"><li>• research and discuss the display of artworks in specific exhibition spaces</li></ul>
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### Tuning in

[An introduction to exhibition making video](#) →

Watch the video, paying special attention to the physical environment of the exhibition.

For further insight into the curatorial choices in the exhibition, read, as a class, [Melbourne Out Loud: An introduction to the exhibition](#) → at the start of this kit.

### Examine

Look at the [design package](#) → prepared for the Rennie Ellis exhibition. These were created by architects Baracco & Wright, who completed the 3D design for the space.

### Discuss

- How would you describe the exhibition space?
- Why do you think it might have been designed like this? What makes you say that?
- How is the collection material divided up and grouped?

### Watch

Listen to the designers, and see if your predictions were correct.

The following activities can be done as a group for a class exhibition, or individually if students are presenting their own work or designing their own exhibition.

### Object selection

Select items for the exhibition, such as:

- 1 photographs from the [Melbourne Out Loud](#) exhibition →
- 2 images that students select from the [Library's Pictures Collection](#) → or
- 3 the students' own work or choice of artworks, objects or images.

Create a mood board on the classroom wall or on a poster

You might want to include:

- images of exhibition objects
- a large image of the exhibition space or gallery
- themes, relevant words or ideas
- inspiring or guiding imagery, motifs, objects or pictures

### Discussion

Discuss as a class the following questions underpinning the student exhibition, or ask students to respond in their workbooks:

- What is the theme of the exhibition?
- Why is it relevant or significant?
- How might it be meaningful to our audiences?
- How can we arrange the objects to they make narrative sense? Consider chronology, thematic and aesthetics.

Considering the exhibition content and design, ask them:

- What is the difference between content and design?
  - How can exhibition design influence the perception of the content?
  - How do you want visitors to feel and how can design help achieve this
  - What about lighting, seating, display options, music/sound, colour and props?
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Activities continued

**Brainstorming exhibitions**

To develop whole-of-class exhibitions:

**1 Think**

In pairs, students complete the [mind map worksheet](#) → Ask students to include as many different ideas and perspectives as they can think of when responding to the prompts.

**2 Refine**

Ask students to review their ideas and use a coloured marker to circle their favourite ideas.

**3 Share**

As a class, create a giant brainstorm chart on the board. Ask students to share their favourite ideas. Discuss the different responses, recording the most popular ones on the board. Use the board notes as the basis of the class exhibition design.

**4 Extension task**

Ask students to complete annotated drawings – by hand or using technology – or to create a small diorama of what they imagine the exhibition space will look like, based on the brainstorm on the board.

To develop individual exhibitions:

1 Ask students, working in pairs, to respond to the prompts on the [mind map worksheet](#) → offering as many different ideas and perspectives as they can.

2 Ask students to individually review their ideas and use a coloured marker to circle their favourite ideas.

3 For homework, ask students to use their notes to create a more formal exhibition design proposal, using the subthemes on the mind-mapping sheet as headings. This could be shared as:

- an oral presentation, with supporting images and/or video or
- a formal written document, with supporting images and/or video.

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Resources and additional reading

[Melbourne Out Loud images](#) →  
[Design package](#) →

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**NOTE**

State Library Victoria would LOVE to hear about any *Melbourne Out Loud*-inspired exhibitions your class, school or community does bring to life. Please get in touch via [education@slv.vic.gov.au](mailto:education@slv.vic.gov.au).

Make sure you celebrate your exhibition with an opening party!

# Lesson plan 6

## Collection care: Conservation and preservation of photographs



## Lesson plan 6

### Collection care: Conservation and preservation of photographs

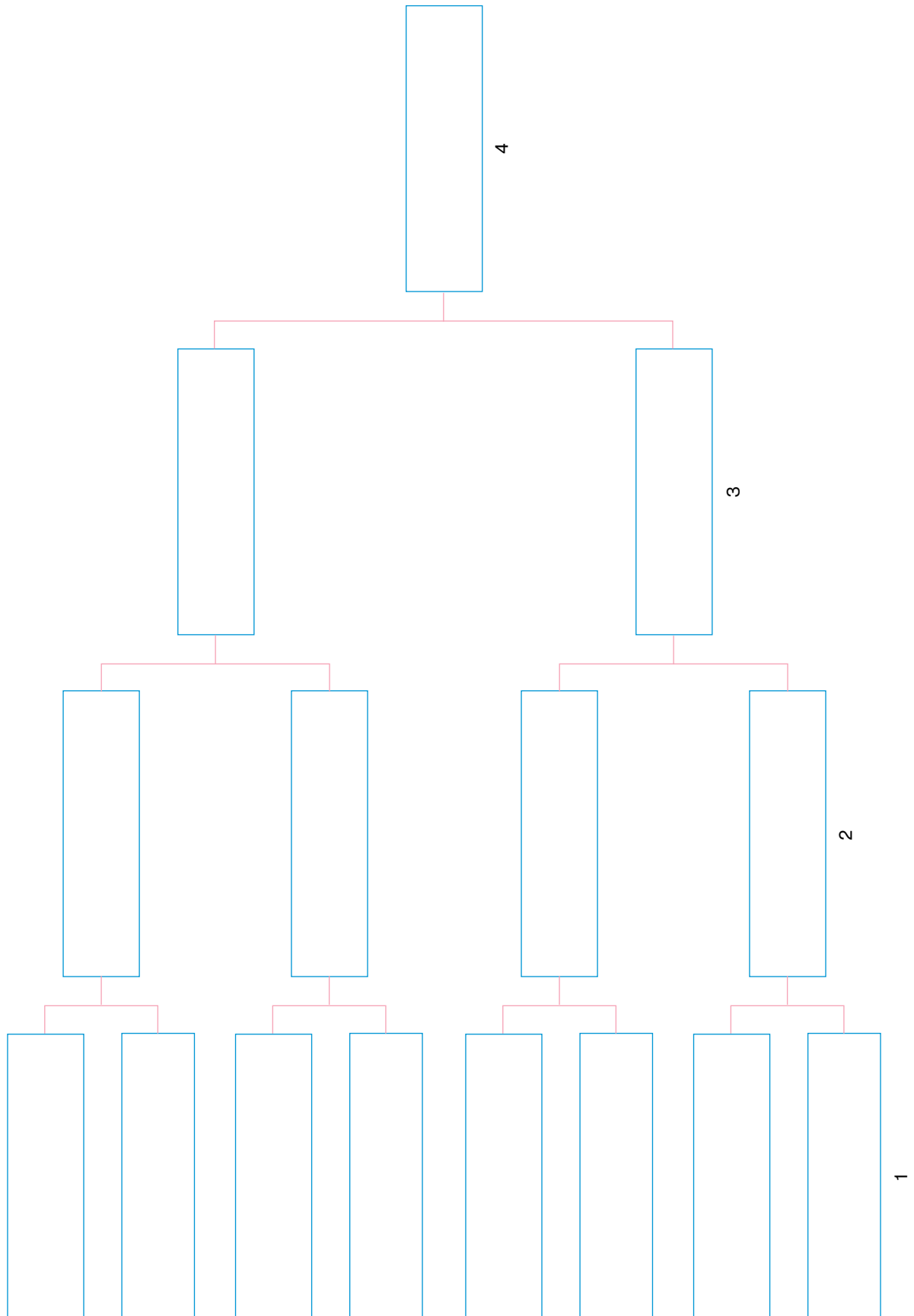
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Learning intention	Students will develop an overview of conservation and preservation practices at State Library Victoria and be able to think about how they can apply these protocols to the preservation of their own work.
Success criteria	Students will <ul style="list-style-type: none"><li>• be introduced to terminology used to discuss collection care.</li><li>• understand the methods used to preserve and store photographic collections at State Library Victoria.</li><li>• understand handling protocols at State Library Victoria.</li><li>• develop their knowledge of how conservation concerns inform curatorial decisions and exhibition design.</li><li>• reflect on how these considerations can inform conservation of their own works of art.</li></ul>
Curriculum links	<a href="#">VCE Art Making and Exhibiting Unit 4, Area of Study 3 Conserve – present and care</a> Key knowledge: <ul style="list-style-type: none"><li>• methods used and consideration involved in the preservation, conservation and care of artworks while on display in an exhibition space</li><li>• considerations of conservation and care that relate to artworks in handling, storage and transportation of artworks</li><li>• terminology used to discuss the conservation and care of artworks</li></ul>
Activities	<a href="#">Tuning in: videos</a> Watch these videos for insights into the general work of conservators and preservation technicians at State Library Victoria <ul style="list-style-type: none"><li>• <a href="#">Inside the Conservation lab</a> →</li><li>• <a href="#">Inside the Preservation studio</a> →</li><li>• <a href="#">Inside the Digitisation lab</a> →</li></ul> <a href="#">Zoom in: storage, handling and display of photographic works</a> → Teachers notes in this PowerPoint explain how the photographs used in the <i>Melbourne Out Loud</i> exhibition are stored and preserved.  <a href="#">Reflection</a> Give students two minutes to write down a response to the following prompt: What can you do to help preserve your photographs?
Resources and additional reading	<a href="#">Conserving photographs at State Library Victoria PowerPoint</a> → You can access further videos about conservation of the State Library Victoria collection through the following links: <ul style="list-style-type: none"><li>• <a href="#">The Library Files: making a book cradle</a> →</li><li>• <a href="#">The Library Files: Conserving a 19th century charcoal portrait</a> →</li><li>• <a href="#">The Library Files: Conserving a historic theatrical poster</a> →</li><li>• <a href="#">Textiles back in time: behind the scenes of Handmade Universe</a> →</li><li>• <a href="#">The Library Files: preserving mid-century Chinese textiles</a> →</li></ul> Our conservation experts have produced a series of information guides to help the public care for and conserve books, newspapers, artworks, paper documents and photographs. These downloadable PDFs cover topics from pests and mould to storage and framing. They are available on the <a href="#">Library website</a> →  The national body, the <a href="#">Australian Institute for the Conservation of Cultural Material</a> → has lots of additional resources, including this detailed <a href="#">guide to preserving photographs</a> →.

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# Tournament prioritiser

- 1 Add in all the options
- 2 Choose your preferred option
- 3 Choose again
- 4 You have a winner!





## Visual thinking skills 1



### See, think, share

- 1 What is happening in this photograph?
- 2 What makes you say that?
- 3 What does the person next to you think is going on in this photo?
- 4 How would you caption/title this photo if not provided by the artist?

## Visual thinking skills 2



### Here now, then there

- 1 What do you notice about this photograph?
- 2 Make some notes about how you feel about this photo:
  - here and now, in the present, and
  - travel back in time and think about how people might have viewed this photograph at the time it was made, then and there.
- 3 Was your perspective the same as that of the person next to you?
- 4 How would you caption/title this photo if not provided by the artist?

## Visual thinking skills 1



### What makes you say that?

- 1 What visual effects have been used in this image? Think about the way the people have been photographed and the photographer's use of colour, and composition.
- 2 How would you describe the mood of this photograph?
- 3 What makes you say that?
- 4 How would you caption/title this photo if not provided by the artist?

## Visual thinking skills 4



### Values, identities, actions

- 1 What values does this photograph invite us to think about? What makes you say that?
- 2 Who is this work speaking about? Who is it speaking to? Is anyone left out of this story? Why?
- 3 What actions might this photograph encourage? Whose actions? What makes you say that?
- 4 How would you caption/title this photo if not provided by the artist?

## Visual thinking skills 5



### See, think, me, we

- 1 See: Look closely at the image. What do you see? Make lots of observations.
- 2 Think: What thoughts do you have about the image?
- 3 Me: What connections can you make between yourself and the photograph?
- 4 We: How might the image be connected to bigger stories – about the world and our place in it?
- 4 How would you caption/title this photo if not provided by the artist?

## Background information from the Library catalogue



Rennie Ellis  
[Gay liberation picnic and march]  
Photograph, (silver gelatin)  
1973  
State Library Victoria Pictures Collection

In September 1973 150 members of the LGBTIQ+ community attended a picnic in the Melbourne Botanical Gardens as part of the Gay Pride week celebrations.



Rennie Ellis  
[Moratorium protest]  
Photograph (silver gelatin)  
1970  
State Library Victoria Pictures Collection

The moratorium protests were public demonstrations against Australia's involvement in the Vietnam War. When they took place, they were the largest public demonstrations to have occurred in Australia.



Rennie Ellis  
[Crowd, with a single North Melbourne supporter]  
Digitised colour slide (35 mm transparency)  
1970s  
State Library Victoria Pictures Collection, H2010.108/609

From a collection inscribed 'Football 70s'. In a crowd of mostly men, a single Kangaroos supporter is standing, gesturing with her arms spread wide.

[Available online →](#)



Rennie Ellis  
Mates, Prahran  
Photograph (silver gelatin)  
1975  
Courtesy of the Rennie Ellis Photographic Archive



Rennie Ellis  
Sharpies  
Photograph, (silver gelatin)  
Melbourne, 1973  
Courtesy of the Rennie Ellis Photographic Archive

This photograph was taken after a concert at the Myer Music Bowl.

## Design drawings

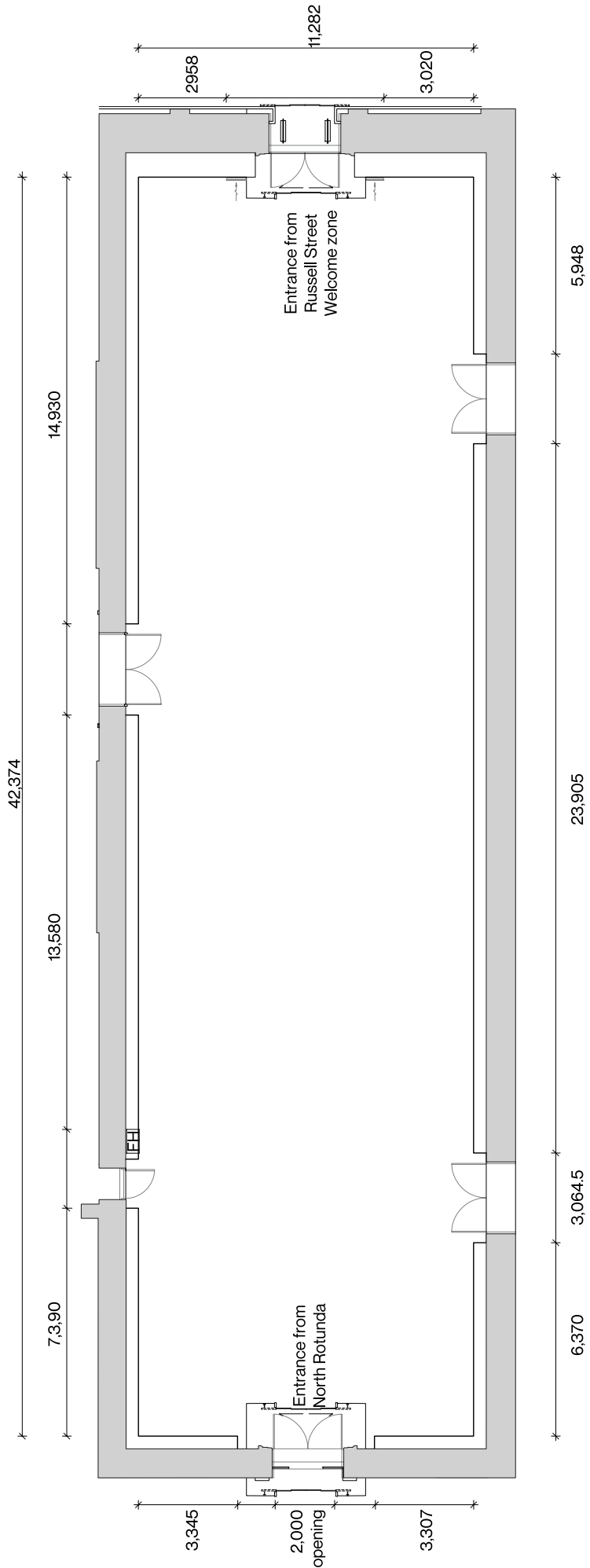
- 1 Victoria Gallery plan
- 2 Victoria Gallery elevations
- 3 *Melbourne Out Loud* plan by Baracco & Wright Architects



# Victoria Gallery plan

SCALE 1:200 @A4

Measurements shown in millimetres



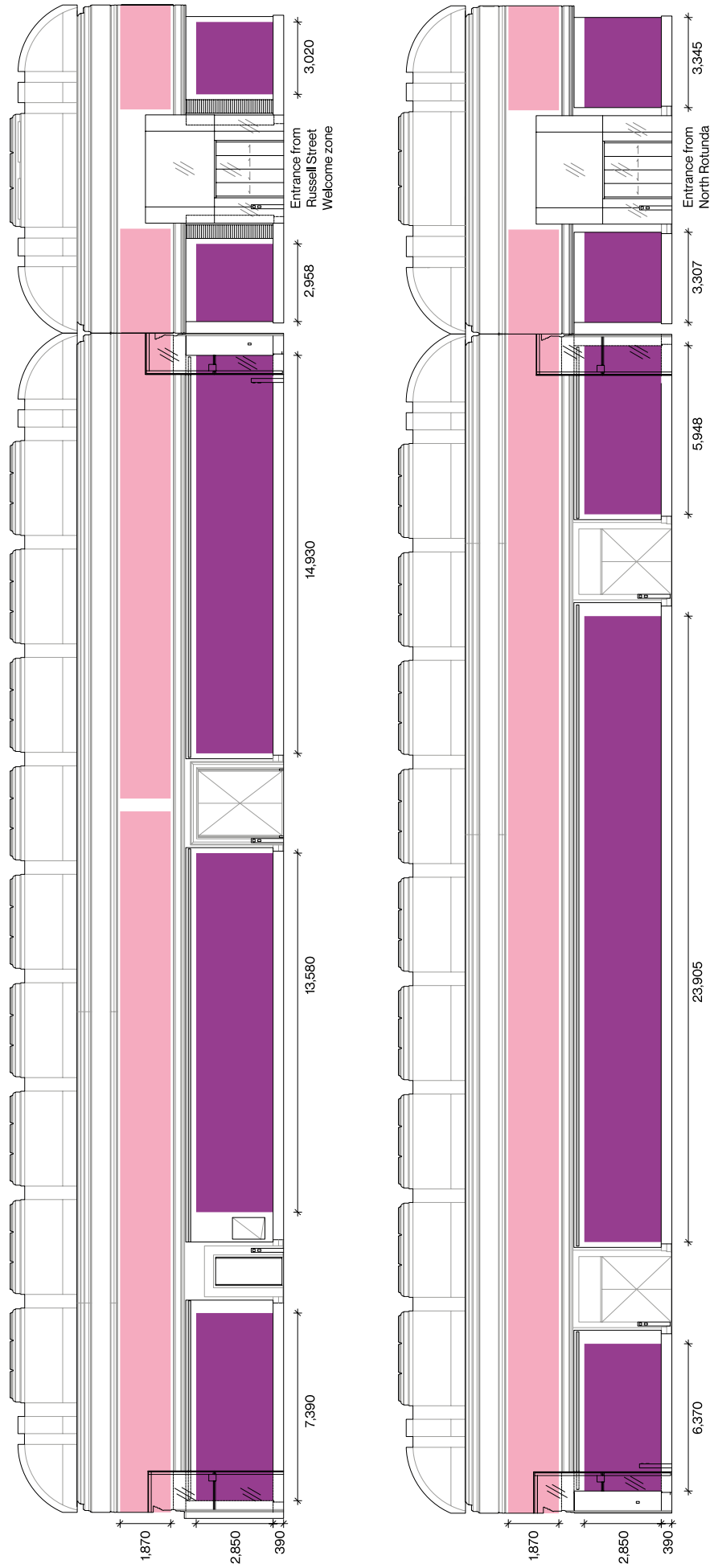


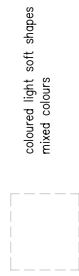
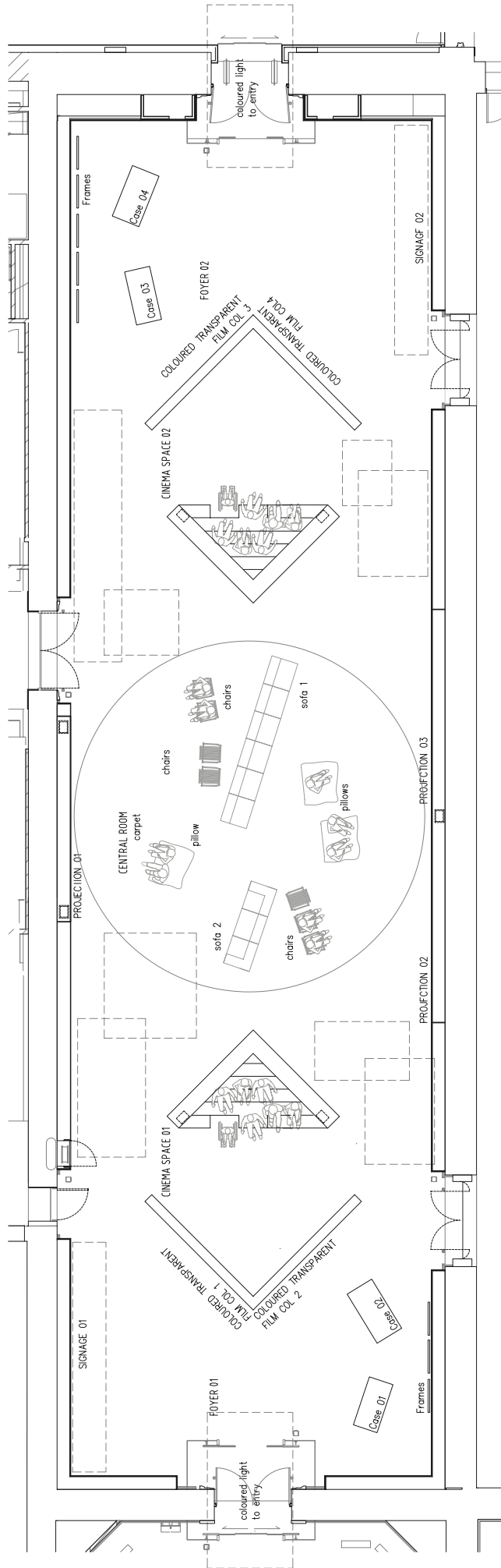
# Victoria Gallery elevations

SCALE 1:225 @A4

Measurements shown in millimetres

- Artwork hanging zone - all wall fixings must be in this zone
- Non climate controlled hanging zone



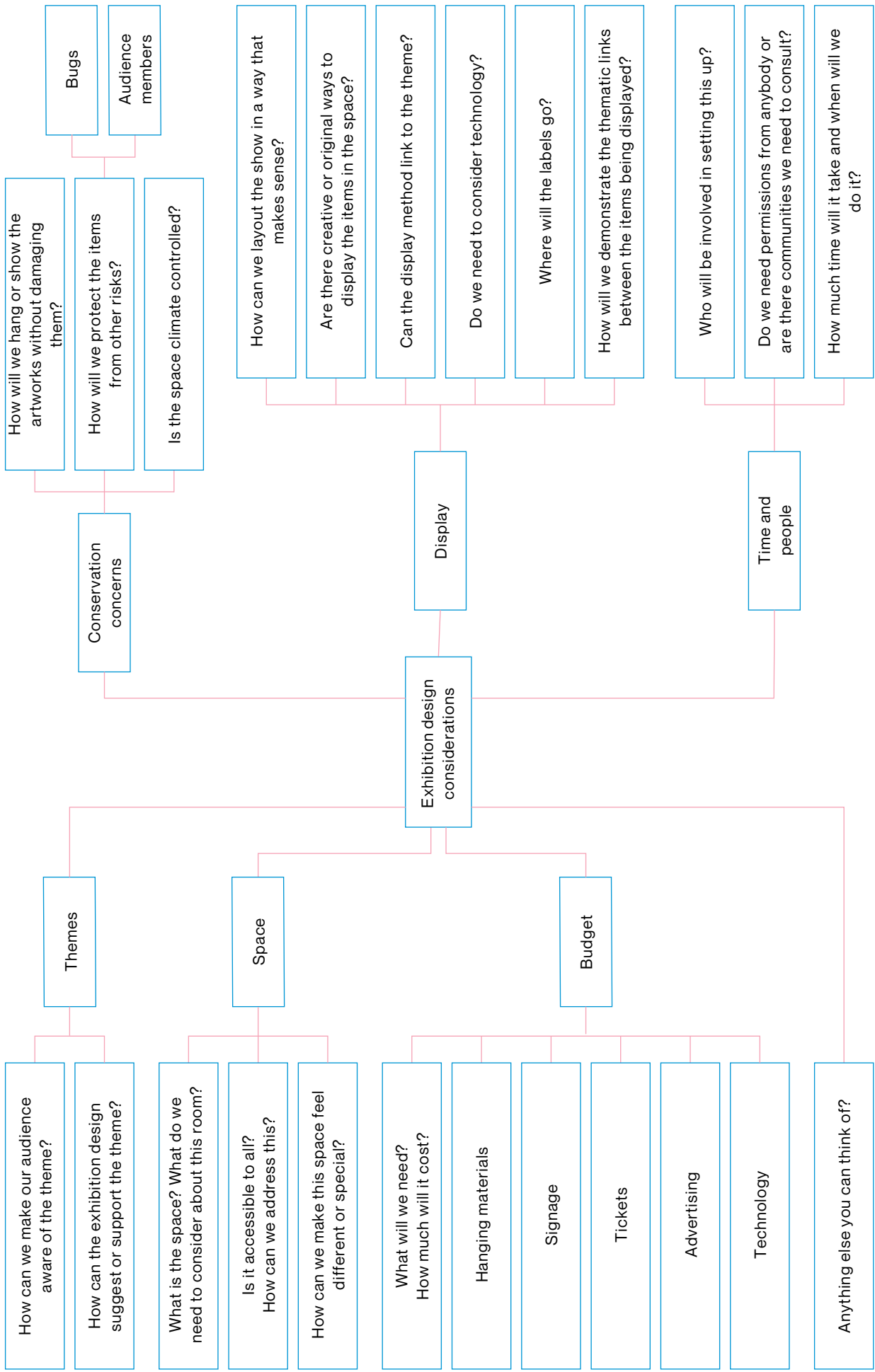


PLAN VICTORIA GALLERY

Retain layout  
 Coloured lighting concept from overhead tracklights  
 Framed works and cases either end  
 SLV furniture with new covers

**B+W**

## Exhibition design mind map



## Image captions

### Cover

Rennie Ellis  
Kids on dragsters, 1980s  
Colour negative  
State Library Victoria Pictures Collection

### Page 3

Rennie Ellis  
[Young man with pink mohawk hairstyle],  
1983  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2012.140/1500

Rennie Ellis  
[Lillian Frank dressed in yellow], 1980s  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2011.2/319

### Page 6

Rennie Ellis  
Backstage FIA awards, 1990s  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2010.126/625

Rennie Ellis  
Models on the Catwalk, 1978  
Rennie Ellis Archive

### Page 11

Rennie Ellis  
Grace Jones, 1982  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2011.2/4763

Rennie Ellis  
[Six women dressed as hot dogs at the  
Melbourne Cup], 1990s  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2010.104/754

### Page 13

Rennie Ellis  
Lois Williams at the Melbourne Cup, 1980s  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection

Rennie Ellis  
[Umbrella and esky], Melbourne Cup,  
1980s  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection

### Page 16

Rennie Ellis  
Digitised proof sheet, 1960s  
Papers of Rennie Ellis, YMS 15790  
State Library Victoria Collection

### Page 20

Rennie Ellis  
Gelati van, Melbourne, 1989  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2011.150/2016

Rennie Ellis  
[Young man lying on the sand, drinking  
from a paper cup, at Lorne Beach],  
between 1975 and 1976  
Digitised colour slide (35 mm transparency)  
State Library Victoria Pictures Collection,  
H2011.130/68

### Page 23

Rennie Ellis  
Spiral bound notebook, 1985  
Papers of Rennie Ellis, MS 15790  
State Library Victoria Collection

### Page 30

Rennie Ellis  
1970s-19890s/2024  
Assorted digitised colour slides (35 mm  
transparency)  
State Library Victoria Pictures Collection

## *Melbourn Out Loud: Life through the lens of Rennie Ellis*

### An exhibition at State Library Victoria

1 March 2024 – 29 January 2025

Curated by Angela Bailey with Jade Hadfield, Nickk Hertzog and Jim Arneman

Education kit by Georgia Goud and Sam McKinnon

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