

# **Exploration and Development of Theme or Ideas**

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# **Exploration and Development of Theme or Ideas**

- A. Theme setting
- B. Idea development
- C. Use materials from diverse sources
- D. Select, transform and integrate the materials in development of theme or ideas

## A. Theme setting

- Remind students to have theme setting by themselves at the beginning of school term

## Criteria:

1. A theme should be started about **BIG IDEAS**, which are broad / important human issues (e.g. community, nature, love, conflict, power, identity.....)

PERSONAL & SOCIAL VALUES

POWER

CONFLICT

JUSTICE &  
INJUSTICE

WINNERS &  
LOSERS

Big Ideas can engage  
students in deeper  
thinking.

## 2. Personalizing Big Ideas

- Link art making and Big Ideas to individual interests, background and experiences
- e.g. Love → marriage  
Nature → environmental protection  
Community → teenage problem
- Ask students: How does this idea relate to my life? What would I want to know about this idea?

### 3. Response to social issue

- foster students' interest in their immediate surroundings, understand the relation between themselves and the society and the world
- e.g. teenage problems in HK (drug abuse of young singers, compensated dating girls, hermits, smoking & alcoholic)

4. Broaden their horizon by:
  - Visit various kinds of exhibition (record & do the discussion/report/reflection)



## 5. Make reference to artists' work

- should find out the Big Idea of the artist behind
- copying an artist's style reflects a superficial rather than a deep understanding because it is based upon physical forms rather than conceptual ideas
- start from teacher first

- e.g. Van Gogh's paintings are about landscapes, portraits and sunflowers (subject matters) → Human emotion (big ideas).
- e.g. Pop artist Andy Warhol created silk screened images of Campbell's soup cans, Coca-Cola bottles, dollars bills, and Marilyn Monroe and other famous people (subject matters) → denouncement of the sacred values and ideals of high art (big ideas)

6. Ask students to build up collections

7. We start to do our portfolio in second term

## B. Idea development

1. Mind mapping
  - Skill 1: jot down flash idea first (THINK BIG: divergent thinking) according different directions/ categories → research (START SMALL: convergent thinking) → keep adding ideas → reflection (a cycle)

## Skill 2:

- Use single key words/ pictures
- Highlight with different colours for reading easily
- Underline or tick the useful information

# C. Use materials from diverse sources

## A. Textual

- Research from newspaper and internet
- Understand more the background

## B. Visual (First hand and second hand)

- First hand:
  1. photo taking
  2. sketching/ drawing
- Second hand:
  1. artwork that they like in terms of style, idea, colour, composition, media

# D. Select and integration

What information do I get from the newspaper research?

1) The trend of these teenage problems worsened

- the age of first dropping into the bad habits become younger

2) The reasons behind

- show sympathy to these teenager → they have dreams.

3) The actual feelings of the teenagers:

- Depress, unhappy, fear, shame, regret, lonely, confuse, frustrated, painful, lost.....



# D. Transform the materials in development of theme or ideas visually

Transform these information visually

- Facial expression → unhappy, pain, confuse, depress
- Poses → sitting in a hunched position which representing pain and depress
- Atmosphere → a sad atmosphere created by their pose, face expressions, the environment & colors, related objects and some symbol to match with their feelings and situation.