
Task 3B Reflection on Presentation

‘The work is a portrait of a life that never had to choose’ (Whiskey, 2025).

Presenting the Kaylene Whiskey Artist Research Card to my peers was a clarifying experience. The feedback was generous, specific and pushed my thinking further.

Jeanne noted that the language, while rich, might be too loaded for Year 7/8 students. After my observations at placement, I completely understand where she is coming from. It would need quite a bit of scaffolding, worked exemplars and repetition. I can imagine scaffolding the resource across multiple versions: the gallery analysis, art lover and student, and over multiple lessons. A shared vocabulary wall with key terms and student-generated examples would help. From there the vocabulary is referenced throughout the class: walking through the room, commenting on work, using the terms in feedback, modelling what a response sounds like. Meeting each learner where they are, building vocabulary incrementally through single sentences using one term at a time.

Charlette raised whether students would already know the glossary terms. In practice I would have them printed in visual art books before the lesson, displayed on the board throughout, and woven into my own spoken language as I point to each term as I use it.

Erin's suggestion to incorporate Visual Thinking Strategies resonated strongly. VTS is a more established framework I will integrate into future iterations of the card.

Chloe's suggestion to connect more explicitly to the Aboriginal 8 Ways pedagogical framework deepened my thinking. The juxtaposition looks playful from the outside. Dolly Parton alongside ancestral women, pop icons inside Tjukurpa. But for Whiskey, Dolly Parton and honey ants exist in the same living world. The work is a portrait of a life that never had to choose. The Aboriginal 8 Ways framework gives students the language to understand this from the inside. They begin to understand the cultural logic that holds them as one, the difference between seeing the image and understanding what it claims.

Viona's question about learning outcomes and success criteria reminded me that the resource needs to sit more visibly within the unit's assessment framework.

The next step is refinement. Simpler language, stronger scaffolding, more explicit curriculum framing.

Reference List:

Whiskey, K. (2025). The art of Kaylene Whiskey: Do you believe in love? (N. King, Ed.). Thames & Hudson Australia.