

# Voiceworks

Issue 115: Goth



New fiction, nonfiction, art & comics from young Australians

# Teacher's Resource

## ***Voiceworks 115 Goth***

Based at the Wheeler Centre for Books, Writing and Ideas, Express Media is a national organisation providing support and development opportunities for young Australian writers.

For the past 30 years, Express Media has been developing, supporting and promoting young writers through workshops that develop skills, through opportunities for constructive feedback and publication, and through awards and programs that recognise excellence.

Voiceworks is our flagship publication; a national literary journal featuring exciting new work by young writers. It is a unique opportunity for young writers and artists under the age of 25 to publish their poetry, short stories, comics, illustrations and drawings, as well to receive feedback on their submissions. Voiceworks is produced entirely by people aged 25 and younger. Issue number #115 is themed “Goth”.

This resource was prepared by Rafael Ward, current Schools Program Producer and can be linked to the Australian Curriculum and its Content Descriptors for Year 9 level English (identified by AC codes) and general capabilities.

You may wish to differentiate these activities to suit higher or lower year levels or to more closely match your state's curriculum. For more information on the Australian Curriculum, visit [www.acara.edu.au](http://www.acara.edu.au).

*Express Media acknowledges and pays respect to the custodians of the land on which our offices are located, the Wurundjeri people of the Kulin Nation. Express Media also acknowledges and pays respect to Elders of the lands on which our programs and content reaches. It was, is and always will be, Aboriginal land.*



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## **Voiceworks 115 Goth**

Published by Express Media, *Voiceworks* is a national literary journal featuring exciting new writing and art by young Australians. It is a unique opportunity for people under twenty-five to publish their fiction, nonfiction, poetry, art and comics. It's put together by the editor, a group of interns and a volunteer editorial committee (EdComm), all of whom are under twenty-five. You've been sent this resource because you are one of our Express Media Schools Members. A Teachers Resource comes out with each copy of *Voiceworks*, covering two genres each time.

### **Learning Outcomes from these exercises:**

By participating in the following activities and crafting original work through these exercises, students will be able to:

- Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

*'Morgana' is by Teodora, from  
Voiceworks #115 Goth p.97*



*'Touchin' is by Maz Dyer, from  
Voiceworks #115 Goth p.32*



# Writing Tasks

## Warm Up Exercise:

Describe a person through their hands. Go into minute detail. Students can even imagine that the lines on a hand are the same as the rings of a tree, and that every year they've lived has added something else that can be seen on their palm, in the cracks of their knuckles, in the callouses, wrinkles and scars.

## Longer Exercise:

'A bird in the hand' - Students are to write a short story that riffs off the saying 'a bird in the hand is worth two in the bush'. It can be a literal, creative, or bizarre interpretation as they wish, and can use the above images as inspiration if need be.

Maz Dyer in the artist interview mentions *"I love using hands in my work because they're so expressive and good at conveying an emotion. The emotions in this piece being: anxiety, frustration and impatience. Hands can both give and take life, create and destroy, they're versatile in their accomplishments and often considered a means to an end."*



# Graphic Art Tasks

Hands are notoriously hard to draw, due to the multiple components of bones and muscles, as well as the accuracy with proportion required. Such is the struggle that some artists neglect the attempts at realism (and so it's no surprise that many comics and animations have four fingered figures!)

In the above illustrations you can see two very different approaches to hands. One that's extremely minimalist, with scarce lines and negative space, and another with rich complex lines, shadows, and details

## Warm Up Exercise:

Draw your own study of hand(s). As this is just practice, don't worry about it being perfect, instead simply notice your own approach, and how your own style compares to the examples.

## Longer Exercise:

Choose a simple form that is at hand (it could be books, pencil case, shoes, backpack etc). This task will get students to create two different images, one that is detailed and the other than is minimalistic.

The challenge however, is that the students will be given less time for the first detailed drawing than for the minimalistic one. For example consider giving simply 5-10minutes for the first, detailed drawing, and 10-20minutes for the minimalist one. Encourage students to spend more time after their first drawing studying it and their object, choosing the most important lines and details before starting their second drawing.



# Poetry

## Sun-jugh-na

By Saanjana Kapoor

i wear my name around  
like a comfy old tee  
with a trail of curry stains in the middle  
and fabric fraying at the corners  
i sleep in it  
i eat in it  
i do everything in it (at home)  
it's the comfiest oldest tee that i will never outgrow  
yet  
i never want to be seen wearing it

i thought i was cursed  
to be given a name that was a wooden ship  
one that would break  
when enunciated in their glass-bottled mouths  
the shards and scraps cutting both their lips and my ears  
my name was going to be lost  
so i must change it  
i must squeeze it, mould it, package it in such a way  
that it would roll right off their tongues  
drip off their lips like honey  
even if it clogged my ears

sixteen years later  
i realise that my sun-kissed skin  
and my strange name  
that steals far too many letters from the alphabet  
will be a stubborn compass  
always pointing me home

*(extract from Voiceworks #115 Goth, p.53)*





# Writing Tasks

## Warm Up Exercise:

Students are to write a quick paragraph detailing the story of their own name.

Prompting Questions: Do students know the etymology or meaning of their name? Or why their parents chose it? What is their own relationship with their name? Do they like it, dislike it, or...? Do they have a nickname or a name they would have preferred to be called?

If there are some parts students are unsure of, they can feel free to make it up. If they wish to infer or guess at a history based on their genealogy that is fine too.

In the author interview, Saanjana Kapoor states: *In my poem, I explore the difficulties I encountered whilst honouring my name and identity but understanding the spaces where I cannot. The numerous reactions I have received when introducing myself inspired me to capture my thoughts onto paper, hoping it would help me be more accepting of my identity*

## Writing Task:

Students are to create a poem inspired by a name. It doesn't necessarily have to be their own, it can be a family member, an enemy, a crush, a television celebrity. However it should be someone the students know enough to be able to answer the following questions.

Poem scaffolding (if needed): Students are to reflect upon their answers to the questions, and use them to structure the poem as they need.

**First stanza** - if the name was an object, what object would it be? (Consider in Kapoor's poem how it goes from being a "comfy old tee", to "a wooden ship/ that would break".)

**Second stanza** - what are the positives about this name? What feelings does it evoke when you hear it?

**Third stanza** - what is a stand-out moment that you associate with the name? (for example, when it was called out at assembly, the first time you saw it written on a love letter, shouted out in full by your parents)

**Final stanza** - how has the name changed over time, and your relationship with it? What do you think it will be like in the future?



## Schools Program

Express Media works with teachers and students in secondary schools to build essential literacy skills, develop young people's voices and support them to achieve their creative goals.

Express Media's workshops bring writing to life and equip students with the tools to tell their stories and express what matters most to them.

Developed in accordance with Australian Curriculum standards, our workshops focus on specific areas of writing, editing and publishing to support classroom learning and empower students to pursue their own creative potential.

As emerging writers themselves, our tutors know firsthand what it takes to animate the writing process for young people. Aside from engaging with high-quality workshop content, students get huge personal benefits from the mentorship of our talented crew. Workshops are available on demand in **Poetry, Nonfiction, Short Fiction, Graphic Narratives** and **Creating Your Own Publication**.

### FOR BOOKINGS AND ENQUIRIES

contact our **Schools Program Producer Rafael Ward** on  
03 9094 7889 or  
[education@expressmedia.org.au](mailto:education@expressmedia.org.au).

For more information about our Schools Program, head to:  
[expressmedia.org.au/programs/schools/in-school-workshops/](https://expressmedia.org.au/programs/schools/in-school-workshops/)

## MEMBERSHIP

### Schools Program Membership

\$75 per year

- We believe that young people reading the published work of their peers is a powerful act. It expands their sense of potential and can be the galvanising force needed to put their own pens to paper. As a Schools Member, you'll receive four print editions of *Voiceworks*, with the knowledge you are supporting the development of young Australian writers across the country.

To sign up, or find out more, visit  
[expressmedia.org.au/membership](https://expressmedia.org.au/membership)

# MEMBERSHIP

If you're aged 13 to 30 with an interest in writing, reading, or storytelling, become a member of Express Media and subscribe to Voiceworks to access opportunities to develop, share, and publish your writing. Plus, you'll receive invites to launches, events and workshops and join a community of young writers across the country

## Express Media Membership

\$25 per year includes:

- A subscription to the monthly Express Post newsletter packed full of the latest writing and publication opportunities
- Unlimited submissions to Express Media's publications, prizes and fellowships
- Unlimited access to Express Media's courses, workshops and events
- A PDF version of the latest issue of Voiceworks delivered to your email inbox each quarter

Add a print subscription to Voiceworks for just \$50!

To sign up for an Express Media Membership visit [\*\*expressmedia.org.au/membership\*\*](http://expressmedia.org.au/membership)

We offer joint memberships with writers centres across Australia – find the membership suitable to you in your state via our website.



## Voiceworks Subscription (4 issues)

\$60 per year

The best way to get involved with Voiceworks is to read it! Each issue is stuffed to the gills with a varied selection of work by remarkable young writers and artists. Over the past year, our pages have been filled with stories about moon-visiting dogs and hidden queer identities; essays about Maltese prickly pears and murderous kookaburras; poems about clones and teenage gorgons; and comics about intimacy and the Dutch Golden Age.

Sign up for an annual subscription to get four issues a year delivered straight to your door.

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