

There are a number of research proformas included in this Pack which will provide structure and focus for your students viewing the exhibition.

In general terms these are applicable for students who are scribing in semi-independent, small groups or working individually, but the Art Games menu offers many non-scribing activities suitable for Early Years and Primary to Middle Years students.

The following worksheets and research resources are located in **Part D: Worksheets and Research Resources**.

### **Get Connected**

Open ended looking, finding, thinking and sharing activities designed to actively engage students within the exhibition.

### **Thematrix**

Theme based challenges. Students locate and investigate sets of works which are thematically linked. The primary activity involves comparing different styles and strategies the artists have used in working across a range of interests, an issue or set of ideas. Some of the learning outcomes are Visual Arts linked and others are Society and Environment linked. Thematrix is an extensive menu of possibilities which allows for individual as well as small group work. Many of the challenge activities can be used as departure points for post-visit research. Note: this unit is supported by thematic summaries and work selections.

### **Meet the Artist Key Works Profiles**

Extensive data sheets on selected individual works designed to offer insights into context and ideas. These profiles incorporate Analysis and Response tasks. The information contained in these profiles is designed to resource on-going, post-visit research.

### **Art Games**

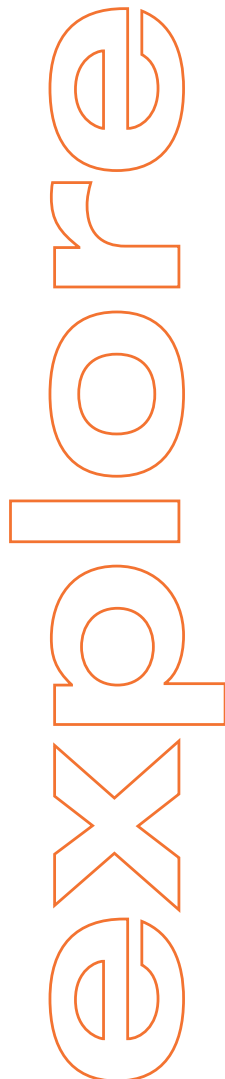
Games-based activities designed to engage younger students in looking, thinking, sharing, listening and imagining. The full Art Games menu can be downloaded from the Art Gallery of South Australia website [www.artgallery.sa.gov.au](http://www.artgallery.sa.gov.au)

### **Take a Look Fast Track**

A simple to use proforma for fast track gathering of information.

### **Take a Look Key Concepts**

A simple to use proforma to assist students to identify key concepts associated with works and with the exhibition.



# b

## teaching and learning explore

THEO MODRA, BURNT VEHICLE INTERIOR WITH MELTED WINDSCREEN, 2005.  
COLOUR DIGITAL PHOTOGRAPH, 375 X 465MM



### Take a Look Enquiry Map

The Art Gallery of South Australia's *Take a Look Enquiry Map* can be downloaded at [www.artgallery.sa.gov.au](http://www.artgallery.sa.gov.au)

It is a structured, enquiry-based research tool designed specifically for upper primary – senior secondary students developing skills in analysing and responding to art works as well as studying art within various contexts.

It presents the experience of engaging with art works as a layered and progressive process in which the student gathers and evaluates information based on the complementary modes of observation, research and personal response.

In the Map design, these modes are identified as SEE, KNOW and FEEL. Within each of these modes are strands which break down into complementary components (such as SEE: Design, Style, Process and KNOW: Artist, Art scene, Opinion).

Within each mode students are invited to progress through increasingly challenging tasks (Observe, Explore, Investigate) to reach a point where they are in a position to Evaluate possible meaning and also the personal relevance of the work.

The Map offers a number of different entry points. Different students can be responsible for different strands or even for any one of the three modes of enquiry. For students looking for a challenge it can be used in reverse order.

### Unpack Art

This Art Gallery of South Australia site can be found at [www.artgallery.sa.gov.au](http://www.artgallery.sa.gov.au)

As a teacher, would you like to know how to make sense of all kinds of art works, and to teach others to do the same? Check out this animated introduction which introduces the easy to use SEE, KNOW, FEEL method then demonstrates by 'unpacking' some of the Art Gallery's best known works.

# b

## teaching and learning engage

ARTIST'S STATEMENT:  
AFTER THE FIRE  
BURNT ALL GROWTH  
THERE WAS JUST  
THE CIRCLE OF INNER  
LIFE SHOWING.

JANE HUTCHINSON, 'YAKKA SHELL', 2005, PASTEL ON COLOURED PAPER, 56X76CM.



# engage

## before the exhibition visit

### [in the art/classroom]

#### Background briefing:

- Inform the students about the origins and content of the exhibition.
- The **At a Glance** section at the beginning of this Pack (page 4) will be a useful resource here.
- Web and media archive research. Students could undertake internet research linked to the Eyre Peninsula fires. Particular groups could focus on different aspects of media coverage (thematic: fire, aftermath, recovery).
- Other groups could focus on current developments within the area and the community.
- Media images - collect or file a range of media images related to the event.

#### Art in context:

- Research art historical examples i.e. artists as reporters documenting historical events.
- Narrow the search to Australian art to see if other artists have made art about bushfires.

#### Sharpen analysing and responding skills by:

- Using the **Card Connections** option (see **Art Games** page 46) to familiarise students with the routines of looking at art works.
- With older (upper primary – secondary) students, build the challenge factor by using the **Fast Track** or **Key Concepts** proformas (page 48).

# b

## teaching and learning engage

COLLECTION OF MELTED BOTTLES, ON LOAN FROM VICKI BOSISTO AND MARY GUDZENOV



### in the exhibition

**[Allow 45 – 60 minutes]**

**Plan the session to incorporate:**

- Orientation (small group or individual viewing) with some specific tasks in mind (10 mins)
- **Get Connected** – use appropriate level activities selected from the **Get Connected** worksheet (page 36)
- Group debrief/s and task group reporting
- Small group work possibly researching using the 3 themes as a framework.
- Some scribing (perhaps using a **Fast Track** proforma page 48)
- Engagement with and researching individual works (perhaps using **Meet the Artists Profiles** as support resource page 16)
- Time out for personal choice and response (e.g. selecting and noting a work of particular interest).
- Themes – different groups undertake tasks selected from the **Thematrix** challenge pack (page 38).

### post visit

Post exhibition options primarily consist of sharing and analysing the information gathered during the exhibition visit. This information might be:

- Data generated using proformas
- Individual opinions
- Different task or theme groups reporting findings

**Other activities could involve:**

- Brainstorming and mind mapping to develop a picture of what kind of information emerged from the viewing experience. What kinds of things have we learnt about:
  - art
  - the way artists work
  - how societies respond to adversity
  - the importance of place in people's lives
- Using the full **Take a Look Enquiry Map** ([www.artgallery.sa.gov.au](http://www.artgallery.sa.gov.au)) in association with the **Meet the Artists Profiles** to further explore particular art works and artists or themes
- Applying the information and insights derived from viewing within different and ongoing learning units. An individual or group might for example elect to research an individual artist or genre of art. Students might elect to apply method and techniques within their own art practice.

**Extended activities could involve:**

- student researching and making art about their local community and community events or conducting debates related to issues raised.