

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.

Meet the Artist Key Works Profiles

Extensive data sheets on selected individual works designed to offer insights in 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

Take a Look Fast Track

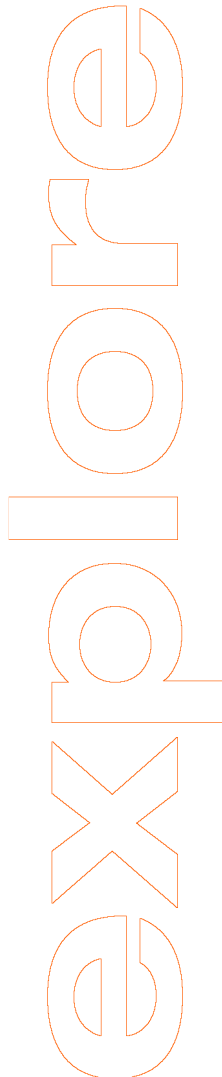
A simple to use proforma for fast track gathering of information.

Take a Look Key Concepts

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

Arts Criticism Worksheet

This proforma provides structure for more formal scribing-based analysis.



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teaching and learning explore

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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

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 & 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

As a teacher would you like to 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.



before the exhibition visit

[in the art/classroom]

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.

Ask students to think about:

What do artists collect? Why do they collect it?
How do their collections influence their work?

Why do different artists see things in different ways?

How important is the choice and use of art medium in expressing ideas?

Are some works more effective or interesting than others in dealing with the theme/subject?

How can we know what a work of art is about or means?

What kinds of devices or systems of communication do artists use to interpret a theme or subject?

Emphasise that:

- most modern forms of art are experimental, are not concerned with representation for its own sake and often require the viewers to bring their own thoughts and feelings to the process of making meaning
- things that can be identified in the works are often symbolic rather than literal.

Look at and discuss:

- a selection of images of works which represents a diversity of contemporary styles (e.g. from Impressionism – Post Impressionism, Surrealism, Pop, Art Deco, Retro Funk)
- include in the mix a few examples of traditional art and design to act as a counterpoint to discussions about art traditions, style and meaning.

Focus on:

- style as a defining feature of the work
- the issue of making meaning based on visual clues
- the way prior knowledge or additional research (e.g. knowing about other works by the artist) adds to an understanding of possible meaning or artist's intention
- the importance of individual response and the way looking at art works can give ideas for making and presenting student's own art works.

Sharpen analysing and responding skills by:

- Using the Card Connections option (see Art Games) 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.

Unpacking Art

Check out the Art Gallery of South Australia on-line education resources site

www.artgallery.sa.gov.au and run through the easy to use Unpacking Art method.

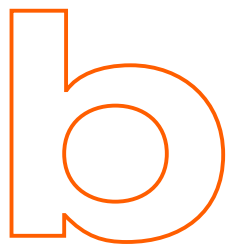
Download the **Take a Look SEE KNOW FEEL Enquiry Map**. Use this as a basis for exploring and analysing artworks. The primary focus of using this approach is to introduce students to the idea that looking at art works is a progressive process designed to identify possible meaning and personal relevance as well as offer ideas for creative art making. Gathering information using the enquiry-based SEE KNOW and FEEL approach also introduces the idea that looking at artworks involves looking for clues to develop ideas about what a particular work might mean or be about.

Try Some Art Games

Games-based looking and discussion is an excellent way to introduce the idea that looking is an active and engaging activity which exercises the imagination.

Check out the Art Games at page 24 of this pack.

Check out and download the Art Games menu on the Art Gallery of South Australia's Education Unpack Art website www.artgallery.sa.gov.au



in the exhibition

**[Length of Session:
Allow 45 – 60 minutes]**

Plan the session to incorporate some of the following:

- 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 22)
- 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 26)
- Engagement with and researching individual works (perhaps using key works profiles as support resource - Pages 16-21)
- Time out for personal choice and response (e.g. selecting and noting a work of particular interest)

Get Connected.

Use the **Get Connected** worksheet (Page 22). It's for middle years (upper primary – year 10) students (approximately) but could also be used by upper secondary students particularly the extension/challenge questions) and is designed to initially orientate and engage the students within the exhibition. This kind of activity can operate as a small group (3-4 students) or as an individual student activity. Allow around 10 minutes and then some debrief and reporting time to sample findings and allow discussion.

Take a Look

This involves students spending time with individual works (small group or individual). The primary task is to gather extensive information on selected works. Use a **Take a Look Fast Track** or **Take a Look Key Concepts** proforma to give structure to the exploration. Allow around 15 minutes for students (small groups or individual) to view and compare some thematically linked works then report (sample of groups' findings) to the full group.

Take Away

This can take the form of 5 minutes before leaving giving students time out for a last look with some specific tasks in mind. Choose one work which interests you most and think about one thing within it or an aspect that you could talk about later or perhaps use in individual art work.

post visit

[in The Art/Classroom]

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

Use the **Take a Look Enquiry Map** (download from Art Gallery of South Australia Unpacking Art site to further explore and examine the information gathered during the exhibition viewing. The Key Works Profiles for selected works (Pages 16-21) will be an excellent resource for this task and can now be used as the primary resource for extended research. When leading discussion or debate (or perhaps students doing the same) use the structure and key terminology of the Enquiry Map as a common and consistent 'road map' to track the process. In this way the use of appropriate language and terminology will be reinforced.

Don't forget the option of different groups/students tracking different strands (e.g. Design, Methods and Materials) within the SEE, KNOW, FEEL, lines of enquiry.