

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**. (Page 52)

Get Connected

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

Thematix

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. Thematix 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 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.

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 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

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.

b

teaching and learning engage

ALISON MAIN, POTBOILER FANTASIES: PLOTTING CHAPTER 5, OIL ON ACRYLIC ON CANVAS, 150 X 110CM, 2006 (DETAIL)



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.

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.

See **Background Briefing** (page 54 of this pack – in part D) for an outline of key art-historical aspects, key concepts and key terminology which will give students some of the thinking and language tools to meaningfully engage with a selection of works.

Use the **Meet the Artists Research Pack** (Part C) as a basis for exploring concepts and terminology associated with individual works.

b

teaching and learning engage



MARK SIEBERT, DIG!
OIL ON CANVAS, 205 X 100CM, 2006

Look at and discuss:

- a selection of images of works which represents a diversity of contemporary styles (e.g. from Impressionism, Post Impressionism, Surrealism, Expressionism, Pop).
- include in the mix a few examples of traditional art (e.g. a landscape, portrait or still life in a realist style) to act as a counterpoint to discussions about art traditions, style and meaning.

In a group discussion 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
- 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** on page 56) 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 (pp 58-61).

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 56 of this pack
- Check out and download the Art Games menu on the Art Gallery of South Australia's Education Unpack Art website.



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 52)
- 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 59)
- Engagement with and researching individual works (perhaps using **Meet the Artists Profiles** as support resource).
- Time out for personal choice and response (e.g. selecting and noting a work of particular interest).

Get Connected

Use the **Get Connected** worksheet. 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.

Analysis and Response

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 **Fast Track** or **Take a Look Map** 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.

In on-site and follow up discussion direct students' attention to key questions including:

- 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?

Related discussion should focus on the process of interpretation:

- What does to interpret an idea or subject mean?
- What kinds of devices or systems of communication do artists use to interpret a theme or subject? (e.g. use of symbolism, distortion, illusionism)

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. This could be: 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

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 **Meet the Artists Research Pack** (Part C) for selected works will be an excellent resource for this task.

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 within the SEE, KNOW, FEEL, lines of enquiry.