

# FACTFILE: GCE ART AND DESIGN

## ACTIVITIES FOR TEACHERS IN A GALLERY



### Sample 1: Activity projects on a visit to an art gallery

#### Sample 1 – Activity projects on a visit to an art gallery

##### The Meaning in Materials – Group discussion

###### Goals:

Identify ways in which artists use materials as a source of inspiration;

Examine the connection between materials, and meaning, in a work of art;

Experience and respond to a range of perspectives on a work of art

Engage in a group discussion or debate

##### The Meaning in Materials – Group discussion

Choose a work of art in the gallery where an artist has used a range of materials:

Examples of artists such as Marcel Duchamp or Joseph Cornell can be referred to.

Take a close look at the artwork – ask the students to stand/sit at a distance from the artwork

##### Questions in the gallery:

Which materials are used in this artwork?

What is the subject of the artwork?

Which describing words explain the artwork?

Does the work belong to an art movement? Which one?

What are your first impressions of this artwork?

Move closer to the artwork in small groups.

Focus in on a detail in the artwork.

Once you have examined it up close, how do your initial impressions of the work change?

What do you notice about the materials the artist has used to make the artwork?

Describe the various textures in the artwork.

How has the artist manipulated the materials to produce the artwork?

What do you notice about how the materials have been transformed?

As a group, discuss what possible meanings you can draw from this artwork.

## Sample 2 – Activity projects on a visit to an art gallery

### How to be an Art Critic

#### What is a critique?

A critique is an oral or written opinion used to describe, and interpret works of art.

Below is a range of questions related to four areas of art criticism:

describe, analyse, interpret, judge

#### Describe

Describe the work using only 4 single words.

Is there a written description on the label or in the program about the work?

What is the title of the work and who is the artist?

When and where was the work created?

Describe the elements of the work – line, texture, movement, light, space.

Describe the technical qualities of the work - tools, materials, instruments, equipment used to create the work.

Describe the subject matter of the artwork.

What is it about? Are there images you recognise?

#### Analyse

Describe the composition of the work.

How is the work constructed?

Are there repetitions in the work? – lines, images etc

What has the artist placed most importance on in the work?

#### Interpret

Describe how the work makes you think or feel.

Describe the expressions in the artwork – peace, excitement, reflection, horror.

Does the work remind you of other experiences you may have had?

How does the work relate to the world today?

#### Judge

Do you feel the art work is a success or otherwise?

What makes you feel this about the work?

Are there other works you prefer and why?

What would you tell others about this work if they could not view it themselves?

Do you feel the work is unique?

Would you be inspired to look at more work by this artist?

## Sample 4 – Activity projects on a visit to an art gallery

### Sketching Class

#### What is a critique?

Take students to a quiet area of the gallery/ museum to sketch live from artefacts, works of art, sculptures, and interesting areas of architecture.

Take simple materials such as sketch books and pencils.

## Sample 5 – Activity projects on a visit to an art gallery

### Old & new colours

Ask students to examine a range of paintings and describe in writing or quick sketches how a colour can be old or new. Choose one colour for example red then ask students to move around the gallery examining how artists have used the colour.

Abstract Expressionists will use red as an energetic colour portraying life and exuberance, where deeper, enigmatic reds may be used in old portraits.

Make a list of feelings, emotions or messages associated to the range of reds portrayed in the gallery. Fear, anger, joy, excitement, wealth, tradition etc.

### Bibliography for Fact files:

*The J Paul Getty Museum – Education:*

[www.getty.edu/education/](http://www.getty.edu/education/)

*V&A Design for Life projects;*

[www.vam.ac.uk/dfresources](http://www.vam.ac.uk/dfresources)

Teachers' resources include: Drawing in Museums, Architecture, Textiles

downloadable from;

[www.vam.ac.uk/schools](http://www.vam.ac.uk/schools)

AGO Art Gallery of Ontario;

[www.ago.net/teacher-resources](http://www.ago.net/teacher-resources)

