

Developing a Personal Response to Artworks

FOR **YEARS 9-13** | ART HISTORY, ENGLISH, VISUAL ARTS

ACHIEVEMENT OBJECTIVES

Arts Research and analyse how artworks are constructed and presented to communicate meanings

Use critical analysis to interpret and respond to artworks.

English Show a discriminating understanding of how language features are used for effect within and across texts
Show a discriminating understanding of a range of structures.

LEARNING OBJECTIVES

Describe and examine the formal elements of an artwork/visual text

Consider and share a personal response to an artwork/visual text

Reflect on and explain the methods artists use to communicate meaning

ASSESSMENT STANDARDS

This worksheet will support students working towards:

ART HISTORY 2/3.1, 2/3.4, 2.5, 2.6, 3.2
VISUAL ARTS 1/2/3.1, 1/2/3.4, 1/2/3.5
ENGLISH 1/2/3.2, 1.7, 2.6, 3.6, 1.10, 2.9, 1.11, 2.10, 3.9

CRITICAL THINKING SKILLS

Observe and Describe

Personal Interpretation

Explain



Before you start

This worksheet is designed to be used in the Gallery, as a self-guided component of a visit, and may work in conjunction with an educator programme or guided tour.

Many of the artworks in the Gallery are also available to view on our website. It may be helpful for students to practise observing and analysing artworks before doing these exercises. There is a close analysis worksheet available on the website for your use.

Many of the artwork labels, wall texts and other accompanying contextual information that may help students gain a sense of the ideas, issues and themes the artworks and exhibition addresses are also available on our website.

TIP

Some suggestions to facilitate this exercise

- Explain to students how long they will have, and where this exercise fits in with their programme. Why are they visiting the Gallery? What do they expect the experience to be like?
- Explain to students that their response may be unique to them and the better they can explain and justify their position the easier it will be for others to understand. It is important to listen to others' interpretations, and try to see their point of view, yet we do not always need to agree.
- If students need more support describing artworks, try using the words cards exercise on the website.

 **Developing a Personal Response to Artworks**

In your assigned gallery space you will be working on your own and with a pair to look closely and describe artworks of your choice.

1. Individually and silently explore the space. Look briefly at each work but do not read the labels yet. Notice those that provoke a reaction in you – positive or negative. Note down a one-word response to those works. This could be a word describing what you see, an emotion, or idea.

2. In pairs share words chosen and discuss why those words were part of your first response. Do you share similarities with each other responses or are you experiencing very different reactions? Why might this be?

3. Now individually choose one work to return to and explain your response to the work in a sentence or two

4. Write a more detailed description of the artwork focusing on what it looks like, and how it was made. Describe the texture, shape, composition, materials and techniques used etc. Look at the label and wall text for more information.

5. Explain the reaction provoked and meaning communicated by three of these elements: colour, texture, shape, composition, materials and techniques ie, the muted, natural colours made me think of peaceful and quiet, and communicated ideas about the experience of nature in New Zealand

6. Work again in your pair to discuss what you think the artist, curator or other viewers have been thinking about when making, working with or looking at these works.

Artist:

Curator:

Other viewers:

7. Return to your first word and sentence. Has your response changed? If so what influenced these changes? What questions are you left with?
