

In the Headlines

FOR **YEARS 11-13**
ART HISTORY, ENGLISH, HISTORY

EXHIBITION / ARTWORKS: _____

LEARNING OBJECTIVES

Compare and contrast artworks/visual texts and political cartoons considering the formal elements and the themes and ideas

Summarise the mood, ideas, or themes in artworks/visual texts

Explain the connections between artworks/visual texts and the ideas they communicate

Explore different historical perspectives portrayed in the visual arts

Create a political cartoon that uses visual language to communicate an issue

ASSESSMENT STANDARDS

This worksheet will support students working towards:

ART HISTORY 1.3; 2.3; 3.3
ENGLISH 1/2/3.2; 1/2/3.4; 2/3.6;
1/2/3.7; 1/2.10; 1.11; 3.9
HISTORY 1.3 1.4; 2.3 2.4; 3.3 3.4

CRITICAL THINKING SKILLS

Observation

Comparing and contrasting

Multiple perspectives

Summarising

Inferencing

Explaining



Before you start

This worksheet can be used in conjunction with a visit to the Gallery, either in class as a pre or post-visit activity or in the Gallery as part of a self-guided visit. Many of the artworks 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 on the website for your use.

Students should be encouraged to read the artwork labels, wall text and other accompanying contextual information to get a sense of the ideas, issues and themes the artworks and exhibition addresses. Some of this is also available on our website, as are videos of the curator speaking about the artistic, social, political and economic context.

TIP

Some suggestions to facilitate this exercise

- Model an example yourself to the whole group. Ask students what they might find difficult, or if there could be more than one correct answer.
- Explain to students how long they will have, and where this exercise fits in with their programme. If they are in the Gallery why are they visiting? What do they expect the experience to be like?
- Before they start, have a discussion with students about how these works may have been made, how they look and what the main ideas or themes are.
- Decide if students will work in small groups or independently. Students may appreciate the support of peers or teachers particularly at the beginning, yet may be happier working on the final activities separately.
- If students need more support describing artworks try using the word cards exercise on the website.



What similarities do the works share with political cartoons?



What differences are there?

Did you know that ... Where and how artworks are displayed affects how people interpret them.



Select one artwork. Imagine it was a picture on a news website rather than framed in a gallery, how would it change how you respond to it?

Give the artwork a headline or caption

that reflects the main ideas it would be illustrating if it were in a news report.

COMMENT OR BLOG



Write ... an extended comment or blog explaining a point of view about the issues raised by the artwork. Choose the perspective of: a character in the artwork, the artist, or an audience member at its first showing.


