



Ted Godwin
Canadian
Red Grow, 1961
Collection of Glenbow Museum
P0006641

Ways of Looking
Teacher' Program Guide

TeacherResources
AtGlenbow

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Teacher's Program Guide for School Visits

Ways of Looking is an art program designed for the Grades 4 - 12 Alberta Art curriculums. The program uses paintings, sculptures and artifacts throughout the museum to explore ways in which one can view and react to art. Through investigation and discussion students will use their senses to study and consider art, awakening their minds and connecting them with the work. The program introduces simple tools that students can use in everyday encounters with art and teaches them how to question and look more deeply. Throughout the program students will present their findings to the rest of the class, culminating in dialogue and a discussion about their thoughts regarding the relevant pieces.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow-up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

CURRICULUM CONNECTIONS

Art, Social Studies

Art

Level 1, 2, 3

Students will notice similarities within classes of objects or forms

Students will create an original composition, object or space based on supplied motivation

Students will use media and techniques, with an emphasis on exploration and direct methods

Students will assess the visual qualities of objects and direct methods

Students will interpret artworks for their symbolic meaning

Social Studies

Grades 1 – 6

S.1 develop skills of critical thinking and creative thinking

S.4 demonstrate skills of decision making and problem solving

S.8 demonstrate skills of oral, written and visual literacy

VOCABULARY

Line – A basic element of art. There are many different types of lines. They can be combined to make shapes or used to create textures.

Shape – A combination of lines to create geometric or organic forms such as a circle, triangle, square, rectangle, etc

Colour – The shade or hue of something. Colours can be warm and cool, primary and secondary

Gallery – A room in a museum dedicated to a particular focus

Composition - Arrangement into specific proportion or relation and especially into artistic form

Collage - An artistic composition made of various materials (as paper, cloth, or wood) glued on a surface

Narrative - The representation in art of an event or story

5 Senses – Sight, Sound, Smell, Touch, Taste

Before coming on your visit to the museum discuss relevant art vocabulary terms with the class.

LESSON PLANS

PRE-VISIT ACTIVITIES

1. Looking at art takes time and slowing down is sometimes difficult. Help students to prepare for their visit to the museum by viewing some art works before they come. Two art works are included below or some of Glenbow Museum's art collection can be found online at:

<http://ww2.glenbow.org/search/collectionsSearch.aspx>

Go to the Search Collections box and go to the "Collection Areas". Click on "Art" in the drop down menu.

2. Create a class or individual poem based on one of the art works included below that focuses on the 5 senses. There is a template below if you wish to have the students write individual poems.

When I walked into the painting...

I saw _____

I heard _____

I smelled _____

I tasted _____

I felt _____

3. Read one of the books listed below to help the students prepare for their museum visit.

POST-VISIT DISCUSSION AND ACTIVITY

After returning from the museum, ask the students to share something memorable from spending time with art. Encourage a conversation about the use of their senses to explore works of art.

- *Did their senses help them look more closely? How?*
- *How much time did they spend looking at art?*
- *Is this more or less time than before their visit to the museum?*
- *Do they have a favourite art work? Why?*

Finally, they may wish to visit the museum with family or friends to look at art and share their ideas about slowing down and using the 5 senses to enhance the experience.

Materials:

Collage images - old magazines, photographs, computer images. Look for images that are connected to the 5 senses. Faces, trees, hair, food containers, wrappers, flowers, etc.
Search for items of different colours, textures, and close ups.

Paper, glue, scissors, pencils, pencil crayons, markers, and any art materials that are available and appropriate.

Activity

1. Collect photographs of different subjects that can be connected to the 5 senses.
2. While going through the photos, discuss with the class the five senses. Allow the students to match up different senses with each photograph. *Example - What do you think the colour yellow smells like?*
3. Break the students into groups. Give each group approximately 5 photos as well as coloured pencils and paper. Ask the students to carefully look at the images and create an artwork to explain what they see, feel, taste, smell, and hear. Try to encourage them use the skills and ideas from their museum visit and not to be too literal about the art they make.
(Abstract art works really well with this activity; lines, textures, colours and text) Example - If they are looking at a chocolate bar...don't just draw the chocolate bar, use colour or taste to represent the chocolate.)
4. Once the students have had a good chance to create their images, have the class look critically at the art works and discuss how breaking the activity down into each sense helped them or hindered them.

Part 2 – Optional

5. Using a large piece of paper, begin to lay out a collage of all of the students work. Encourage them to overlap, layer and cross into one another's pieces. Once a dynamic and interesting composition has been achieved, have the students glue their pieces onto the paper.

6. In the end add any extras – text, collage materials etc.

7. As a class, have the students look critically at the piece and have a discussion about the final art work. In the end you will have an extremely interesting large scale work that you can put up in the classroom!

5 Senses Poem

When I walked into the painting...

I saw _____

I heard _____

I smelled _____

I tasted _____

I felt _____



Emily Carr
Canadian
Among the Firs, 1931
Collection of Glenbow Museum
P0006636



Sybil Andrews
Canadian
Racing, 1934
Collection of Glenbow Museum
P0006655

RESOURCES

Websites

National Gallery of Art <http://www.nga.gov/kids/>

The *Kid Zone* is a wealth of activities for students to interact with to learn about art.

Books

Look! Zoom in on Art! by Gillian Wolfe

A collection of art works and various perspectives to look at them.

More than Meets the Eye: Seeing Art with All Five Senses by Bob Raczka

Picturescape by Elisa Gutierrez

A wordless picture book about a boy's visit to a museum and the art he sees.

OUR COLLECTION

<http://www.glenbow.org/collections/>