

# Investigating and responding to artworks

*A planning approach for teachers*

School\_\_\_\_\_ Teacher\_\_\_\_\_ Class\_\_\_\_\_

## Curriculum planning

1. Refer to **ACHIEVEMENT OBJECTIVES** for appropriate curriculum level  
STRANDS: Communicating and Interpreting in the Visual Arts (CI)  
Understanding the Visual Arts in Context (UC)
2. Prepare **LEARNING INTENTIONS:** *Students will...* [Write on board/chart for students]
3. and/or **LEARNING OUTCOMES:** *Students will...* [Write on board/chart for students]
4. and **SUCCESS CRITERIA:** *How we know we have achieved success* [Write on board/chart for students]

## Preparing lesson

Record the following:

- **selected artwork:**
- **resources:**
- **key words** (glossary):
- **duration:**
- **other:**

## Establishing prior knowledge

- **General:** Whole class brainstorms about what they know already – record on whiteboard, with key words.
- **Specific:** Students jot down any further specific knowledge they have on the topic and share with partner.

## Viewing, analysing and responding

Exploring and describing the artwork(s): How is it made? What message(s) is/are conveyed?

1. **Viewing image:** Students look at the work for a short time, turn it over, and then visualize it, trying to remember the image.
2. **Predicting meaning/context:** Students guess what the image is about.
3. **Looking for clues:** Students refer to the artwork's title, and 'unpack' the content of the image.
4. **Ongoing discussion:** Teacher's techniques include factual, referential and applied questioning.

## Viewing and researching

Investigating the purpose and identifying context: Who made it? Where, when, and why was it made? How was it valued when it was made?

1. **Guided reading exercise:** Set a goal for reading. For example: "We want to find out who made it, when, where and why it was made and how it is valued." se)
2. **Individual responses:** Students use a guided reading worksheet to record their responses to the readings.
3. **Group discussion and recording:** Group members agree on group responses, and then record them as bullet points on a wall chart, ready to present to class

## Collating and presenting class findings

1. Record feedback from groups as bullet points on a large wall chart.
2. Analyse and summarise this group feedback under the following headings:
  - **Ideas** conveyed by the art work –
  - **Art form** (painting/fresco/print/sculpture...) –
  - **Methods** used by the artist –
  - **Materials** used by the artist –Remember to refer to the key words list from the 'Establishing prior knowledge' session.
3. **Student record**
  - Thumbnail sketch of image – teacher might need to model this first.
  - Record of artwork's details – such as artist's name, title, date made, form, material, size.
  - Record of student's understanding of the artwork as a result of the learning experience.

## Evaluation of learning experience

Students evaluate their learning in relation to the learning intentions and/or learning outcomes, and success criteria selected by the teacher.

- **Personal evaluation:** *I was able to...*
- **Peer feedback:** *My friend was able to...*
- **Class critique:** *As a class, we were able to ...*
- **Teacher analysis for future planning:**