

Art is meant to be seen. Our guide to “Looking at Art”...



(Photo by Igor Miske on Artsy)

Welcome teachers and families! This document explores the art of looking at art. **Part 1** is a list of guiding questions to consider while looking at or responding to art. **Part 2** is a selection of galleries and museums that have been chosen for their links to art of the world as well as those with interesting art projects for people of all ages.

Appreciating Art: *Seven tips for beginners*

1. One can look at art without 'getting it'; it's ok to feel bewildered when looking at a work of art.
2. Do not be afraid to like something or even to feel the desire of wanting to own it. Art can fetch astronomical prices at auction!
3. Be open minded when considering what can be called "Art", don't limit your definition of art to what you see in exhibits in museums or galleries. Look around your home and in your neighbourhood.
4. Trust your instincts and allow yourself to have an emotional response to art. It does not always have to be positive, art can at times be shocking or upsetting.
5. Make a personal connection between what you see to other experiences in your life. The more you connect, the richer your overall experience will be.
6. Learn about the life and times of the artist. It may help you connect with the artwork more deeply.
7. Make your own art.



Looking at art can be a POWERFUL experience



Looking at art should begin at an early age. Encourage questions and attention to small details.



There are many places outside the classroom to experience and respond to art.

Below are some questions to consider while exploring the sites; they are meant to encourage dialogue but can also be used to contemplate what you see on your own. The questions are aligned with the new Visual Arts Curriculum for Grades 7 and 8, but are useful for younger and older students as well. One can never be too young or too old to look at and appreciate art.

Part 1: Looking and Responding

Outcome: Learners will analyze a variety of contemporary and historical works of art across various cultures and communities.	Outcome: Learners will formulate personal responses to a variety of works of art created by self and others.
Questions to guide the process of looking at art (related to curriculum outcome above)	Questions to guide the process of responding to art (related to curriculum outcome above)
What is the difference between looking and seeing? Do you ever use special words or vocabulary when you talk about art? (e.g. The language of art describing the elements and principles of design) Do you sometimes get an emotional response to art when you look at it? Do you laugh? Get upset? Imagine to be part of it? Are in awe?	Why are works of art made? Think or write about the different reasons a person might make art. Describe the job of the artist in society. Can artists survive by making art or do they need other jobs to support themselves? What would the world be like if we didn't have art?
What is a work of art? What is considered to be a 'work of art'? What type of art do you expect to see in a museum or gallery? What might the term 'artistic merit' mean? Who decides whether art is good or bad? When you make your own art, how do you know if it has 'artistic merit'? What makes some art works more valuable than others? Why are some worth millions? Is the art that gives you an emotional response better than art that just 'just' looks pretty? Why is art important?	What is art criticism? Write about an artwork you like. Describe it, explain what you like, what you think, and how you feel connected to it. Do the same for an artwork you don't like. Choose three artworks by different artists you like. Is there anything in common between them? How are they different? Create a google slides "art gallery" of your favourite artworks. Could your gallery have a theme? Write an invitation to your art gallery. Who would you invite? What would make people want to visit your exhibition? Could the art you look ator make be strengthened conceptually? Or perhaps technically? Does the artwork convey meaning? How?
Where does art exist in your world / the world? Do you see/have art in your home or in your community? Do you make your own art at home? In school? Where and how is art being shared with an audience? (e.g. virtual museums, street art) Is it a privilege to have one's art exhibited in a museum ? Or is it a right? Is your art in a museum? Are there certain types of art that are typically not shown in museums? Why would that be? Are the artworks of certain cultural groups underrepresented in museums and galleries? Can you think of examples?	How can you respond to art? Have you ever seen an artwork you wanted to try and copy? What and why? Is copying art a form of plagiarism or it is a form of good practice? Talk about an artwork with someone else. Share your insights. Do you have the same reaction? Write about an artwork you like very much or dislike strongly. Make an artwork inspired by an artist or artwork.
What is an artist? Do only humans make art or can animals make art as well? What are your thoughts? (e.g. elephants painting with brushes in their trunk , birds building fancy homes with found objects) Can anyone be an artist or does it require a special skill? Do you consider yourself to be an artist? Do you personally know an artist? Have you ever been in an art studio outside of school? Do you make your own art at home? Does drawing and painting at home make you an artist? Does our society support professional artists? Can they make a fair wage? Can they make a living from making art?	How are works of art shared with an audience? Make a list of all the places you find art. Describe what it feels like to share your art with others. Is it hard sometimes? Why or why not? Why do we share our art? Where would you feel most comfortable sharing your art? Make a list of 3 positive things you like about one of your own artworks. Do the same for a friend. Do you keep a 'private' sketchbook for artmaking which you don't share? Are you embarrassed or proud when someone asks you to share your art? Why?

What is contemporary art? What types of art trends are the most ‘current’ or popular? What does contemporary art tell us about ourselves? How is contemporary art different from historical art?
What is historical art? How can you tell an artwork is old or new? What can we learn by looking at historical art? What historical artwork interests you? Why do we study old art? Is it still relevant or a waste of time?
Why do humans make art? Why do some humans have the urge to make art and others don’t ? What do you think inspires or motivates people from around the world to make art?
How is cultural identity and diversity expressed in works of art? When you look at art, can you tell where it has been made? What is an art “style”? Does making art in the tradition or style of a culture different from your own make sense? What can we learn by exploring the art of diverse cultures?
How do works of art change / look the same across cultures? When you look at a work of art, can you somehow tell when it was made?
How do works of art of various cultures change through time? Have you noticed how art styles have changed over time? Can you describe it? What were the main turning points in the evolution of art? Are the artistic styles of some cultures more stable over time than others? How has indigenous art in Canada changed over time?

Learning about the Elements and Principles of Design:
Can you describe what you see in the art work, using the ‘language of art’? (i.e. using vocabulary related to the elements and principles of design) . Examples:
What **colours** do you see? Do the colours have special names? (e.g. magenta, lime green, azure)
Are there **any lines** that your eyes can follow? Are they curved, straight, swirling?
Can you detect **patterns**? How is **space** being used? What about **value**?
Does the art convey a sense of **texture**? Rough, smooth, prickly are examples.

Learn more about the language of art:
https://www.youtube.com/watch?v=pigFSxi25qc&list=PLUPyLCL_r37YfalHGuBUXBzbaGO6l4tef
https://www.youtube.com/watch?v=ZK86XQ1iFVs&list=PLUPyLCL_r37YfalHGuBUXBzbaGO6l4tef&index=13&t=0s



Many museums offer educational programs for children.



"I believe this is one of Rembrandt's earliest selfies."

Part 2: Galleries and Museums

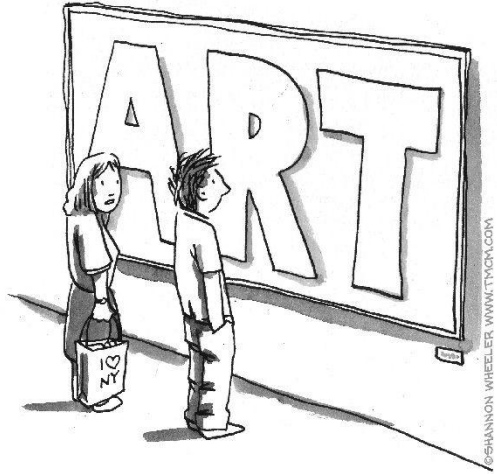
Due to the ephemeral nature of digital media, some links presented here may or may not be updated by the museums and galleries or stop working once the museums open again.



Installation view of Picasso’s painting Guernica at the Museo Nacional Centro de Arte Reina Sofia. (Photo by Joaquin Cortez and Roman Lores)



Grade(s)	Description	Museum/Gallery Links	Follow Up Activities/Suggestions
8-12	Khan Academy Why look at Art? Analyzing Art	https://youtu.be/SqeY2ZYh3t0	An excellent place to start.
Grades 9-12	3D models and articles on Art at Risk Google culture project “art and climate change”	https://artsandculture.google.com/project/heritage-on-the-edge	Identify art/architecture in Canada that might be affected by climate change. Write an opinion on the question “Does it matter if art disappears?”.
7-12	Denmark - Louisiana Museum of Modern Art	WHEN ART MIXES PLACES Elmgreen & Dragset	Art Activity: choose a room in your house and add odd objects in a drawing of the space or add unusual objects and photograph the space.
P-6	Links to art images and simple guiding questions for creative responses.	Another link to National Gallery of Art, Washington https://www.nga.gov/education/families/look-together.html#church	Create an imaginary “backstory” behind an artwork.

P-12	Artists and their work; art making ideas; videos	Tate Modern, London Tate Kids	 “Yes but is it art?”
P-12	Art Education for teachers, parents, kids and teens.	National Gallery of Art, Washington Education	
P-12	Re-creation of historical art works in the museum collections	Getty Museum collection https://www.getty.edu/art/collection/	
Grade 10-12	Variety of interactive resources Some interesting pieces on Indigenous artists with interviews	Digital Agnes Nice example: https://agnes.queensu.ca/microsites/the-artist-herself/content/button-blanket/index.php#title	-Write questions for the artist that you might ask in an interview after reviewing the material -If you were to create your own artist profile, what would it say?
10-12	North America's best known art critic Peter Schjeldahl writes about art in The New Yorker Magazine	https://www.newyorker.com/contributors/peter-schjeldahl	
7-12	Sister Wendy Becket guides viewers in the art of “looking at art”.	The Art of Looking at Art. https://www.britannica.com	
7-12	How to look at art by the Khan academy.	https://youtu.be/0OloYD_kSbU	
Grades 9-12	Short animated videos about art history. SmArthistory is a part of Khan academy	Art 1010: Introduction of the Visual Arts	
Grades 7-12	A blog style website with a wide range of amazing art	www.thisiscolossal.com	

Review per Video	National Gallery of Canada Youtube Channel	Canadian/Indigenous Art https://www.youtube.com/watch?v=2jRVMCxdjPA (Jordan Bennet)	Review the video about Jordan Bennet, Mi'kmaq art. How is his art inspired by and reflect his culture
P-12	National Museum - Norway	https://www.nasjonalmuseet.no/en/aktuelt/2020/the-national-museum-locations-closed-due-to-the-coronavirus-situation/	Create your own digital art collection. Try writing about some of the works you chose. Keeping in mind how we "look at art" when writing about it.
7-12	Munch Museum - Oslo Norway	https://munchmuseet.no/en/	What emotions/physical states do you see expressed in Munch's portraits. Choose three artworks that express different emotions or physical states
Grades 6-12	National Film Board of Canada "This playlist features a collection of biographies of some of some famous Canadian artists. Please preview films to check that they are appropriate for your students age/level	https://www.nfb.ca/playlist/art-kids-ages-12-17/?utm_campaign=programming&utm_source=twitteren&utm_medium=social-media&utm_content=film&utm_content=film	Choose an artist you don't know anything about. Does watching the film change your understanding of their artwork?
Grades 9-12	The British Museum	http://teachinghistory100.org	 <i>"I said, 'I wonder what it means,' not 'Tell me what it means.'"</i>
4-12	12 virtual museum visits	https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours	
7-12	Pergamon Museum in Berlin	https://artsandculture.google.com/entity/pergamon/m05tcm?hl=en	
7-17	Access to ancient tombs in Egypt 3D exploration , via CBC website	https://my.matterport.com/show/?m=d42fuVA21To	

10-12	Van Gogh Museum	https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work	https://youtu.be/qz6gT7S9_XI Short video that parallels Edvard Munch's "The Scream" with Vincent Van Gogh's "Starry Night"
P-12	Smithsonian National Museum of African Art	https://africa.si.edu/collection/ https://africa.si.edu/education/online-resources/ten-at-home-activities-for-k-12/	Includes a link to at home activities
10-12 Please review for each video	NFB - Inuit/Indigenous film Not strictly a gallery or museum, but NFB "houses" a valuable cultural collection.	https://www.nfb.ca/playlist/unikkausivut-sharing-our-stories/	"The Inuit have a long and vibrant tradition of passing tales and legends down from one generation to the next using visual arts and storytelling." Create an artwork that tells a story from your own experience.
8-10	A short video about art from an indigenous perspective in Canada.	https://www.nationalgeographic.com/travel/destinations/north-america/canada/partner-content-indigenous-art-canada/	Find examples of art that reflects the diversity of Indigenous culture in Canada. Make a digital gallery with google slides. Make sure to give artist/communities credit for each artwork
9 - 12	Khan Academy Why look at Art? Analyzing Art	https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/why-art-matters-apah/v/describing-sculpture-henry-moore	Teachers can sign up for free and get access to great videos/images and lessons for looking at art: why/how. This link takes viewers through a discussion two people are having about what they "see" as they view Henry Moore's "Reclining Woman"
9 - 12	Human Performance Art by Tony Orrico	https://youtu.be/T4RS84XI1fU	Watch how a conceptual artist combines full body movement with drawing to create mesmerizing performances and geometric images.
Meta links to online resources: http://mcn.edu/a-guide-to-virtual-museum-resources/ this one is huge and has so much stuff! http://www.show.me.uk/section/art this is an interesting place to browse a lot of art related topics http://www.artcyclopedia.com/museums/art-museums-in-canada.html A list of art museums in Canada			

