Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_

**Viewing a Work of Art**

Background on Viewing Art:

Art is very often a personal and highly subjective form of expression. When looking at artwork, ask yourself what emotions the artwork stirs within. Art can sometimes be a simple expression of thoughts and ideas, or art can be life captured on canvas to freeze an event or a moment in time.

Before learning to discern symbolic reasoning for creating works of art, you must first begin to expose yourself to various pieces of art. Surround yourself with art of all forms. You can do this by typing “art and (a subject) ” into Google Images or going to your local art museum or store (which sometimes displays local artists). Try to draw or paint a picture or childhood memory. In doing this, you may begin to appreciate the time and amount of energy artists put into their pieces.

When looking at artwork, begin to develop good habits of studying the piece in depth. Do this by following a few simple steps:

1. Scan the piece *slowly* for at least 10 seconds.
2. Return to the piece and carefully examine the one element that strikes, or stands out to, you most.
3. What do you notice about what the artist has done to create this piece?
4. Notice the characters and/or identify the setting and time period. Is there a plot of some kind to the piece?
5. What story might the piece tell?

Reading Art - Activity:

**Directions:** Complete the questions in the chart (front and back) for each piece. Art piece #1 will be modeled for you (see the last page for a commentary on viewing the piece if you were absent), you will complete a gallery walk for #2-5 (you must do 3 out of these 4). You will wrap up Small Group by choosing one piece of art and completing a constructed response that contrasts the two pieces, synthesizing the information found within both, in relation to a common theme.

***Title of art piece:***

**1.** The Old Guitarist (by Pablo Picasso)

**2.** Isolation (by Isabella Morawetz)

**3.** Undying Death (by Alexandra Manukyan)

4. A Character (by Tetsuya Ishida)

**5.** Going Towards the Light (by Artsgrie)

***Title of text: “A Rose for Emily”***

|  |  |
| --- | --- |
| **Art** **#** | **Reading Art - Question:** |
|  | What do you think the author/artist has tried to accomplish in this piece? |
| 1 | Perhaps to show how lonely old age and death can be but there is still hope (shown with the guitar). |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| **Art #** | **Reading Art – Question:  *(continued)*** |
|   | Does the artwork tell a story? Does it have characters or a setting? If so, use descriptive words and phrases to reflect those elements. |
| 1 | Character = old man (sharp angles/triangles), skeletal, ripped sleeve, wrapped around his guitar (soft curves). |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
|  | Does the artwork illustrate something besides a story? How does the artist convey his or her message? |
| 1 | Symbolic=death, theme=isolation; muted/dark colors, skeletal figure, sharp angles |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

**\*NOW, choose ONE painting to explore in relation to a theme found within the text to answer the following prompt.**

Painting Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Common theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Constructed response prompt (use SER – Statement, Evidence, Reasoning):**

Each work features information about a common theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. How is this theme conveyed and treated differently in the painting than it is in the text?

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#1 The Old Guitarist by Picasso – Teacher think aloud (done in class)

I’m first going to silently scan the piece the for 10 seconds and notice everything that I can. I see a wall and ground but I can’t tell if he’s inside or outside – that may be on purpose so that setting is not a distraction or limiting. I notice the muted, dark colors. It makes me feel sad and lonely. I notice the old man’s ripped sleeve, the sharp (almost nonhuman) angle of and tension in his neck, the oddness of his eyes (almost like he’s blind), the skeletal features like I can see through him (hands, toe bone, leg bone, gaunt face), the triangular shapes of everything about the man’s body contrasted with the much lighter color and curves of the guitar. I also notice how he is curved around the guitar and almost gentle, like an embrace. That part makes me feel hopeful.