

Design Now

An exciting exhibition designed especially for upper primary/secondary students and young adults involved in art/design studies or learning to use design-based strategies as a way of shaping their world.

ENGAGE

start up / break out / stretch downs

The following activities are designed to critically engage students and involve them in active learning either as individuals or in small groups.

Most of the tasks are appropriate to Visual Arts learning outcomes.

There are other tasks which are not learning area-specific and may be used as departure points for communication, writing or literacy-based projects.

First impressions

What did you think about when you first came into the exhibition and looked around?

Was there any work in particular you wanted to look at or return to and look at again?

Why do you think this happened?

Art analysis and response

Choose any work that particularly interests you. Think about why this is so then share your feelings or findings about this work with others.

The following questions can be used as prompts:

- Are the visual qualities of this work appealing in any way?
- Can you see any kind of connection between this kind of art and others you know about?
- What do you think this work is about or might be saying?

Final impressions

Have any works given you ideas for something you could try as part of your own art work?

Is there a work in this exhibition that you think you will never forget or find hard to forget?

Which work was the easiest and which work was the hardest to make – and why?

Is there any work in the exhibition which has changed or altered your idea of what design is or can be?

If the building was burning or falling down and you could save only one work from this exhibition, which one would you save and why?



Meghann Jones, *Gunskulls Model 1 & 2*, 2007 mild steel, 180 x400x450, Photograph Mick Bradley



Meghan O'Rourke, *Unfolded bracelets 1 & 2*, 2007 titanium, sterling silver, 18ct gold Photograph Tom Roschi

Engage: start up/break out/stretch downs - Page 1 of 3

This **Design Now** Learning Connections resource has been downloaded from www.countryarts.org.au where there are more online resources available for this and other Country Arts SA touring exhibitions.



Learning Connections is an arts access program developed by Country Arts SA for regional South Australian school communities. Its broad objective is to encourage and support schools' access to touring art exhibitions. It offers teachers specific resources and strategies for using exhibitions as curriculum resource and to encourage meaningful encounters for students with art and design from the earliest years.

ART GAMES

Art Games are a successful strategy for engaging students with exhibitions and artworks. Their particular value lies in 'unpacking' the viewing experience. Art Games build on individual knowledge and imagination to construct possible meanings and to explore ideas. Scribing, individual and group work, listening, brainstorming, designing, reporting, debriefing and evaluating can all be built into the Art Games routines.

Art Games - Design Now style

To get some start up/break out/stretch down thinking happening for your students in Design Now try any of the following Art Games. Note an expanded Art Games menu can be accessed on the Art Gallery of South Australia website (select Education/ Unpacking Art) www.artgallery.sa.gov.au

Word Wars

This is a dynamic, interactive way to generate a lot of words which can be associated with selected works.

As a brainstorming strategy it involves 'close focus' looking, listening and lateral thinking.

Its primary outcome is to generate a lot of words and phrases which can act as pointers or triggers to analysis, interpretation and personal response.

Two teams (one way would be to divide the class) look at the same art/design work.

One student from each team gets to call out a word which can be associated with the work.

A time limit (10 seconds or forfeit a turn) will keep things moving.

If the words are written onto cards these can be looked at again at the end of the game and assembled into groupings (such as colour words, natural objects, action words).

These same words can be taken back to school and used to resource a creative writing project.

Or each student can take one word card and make his or her connection with artworks on display.

A group debrief will allow all students to share in the thinking processes.

I can see (a variation of Word Wars).

A group of students sit/stand in front of a work. The group has two minutes to look hard; trying to see everything there is to see. Then the group faces away and different students take turns to say what they can remember seeing. Repeat one more time to extend the number of items observed and remembered. The students cannot repeat items already 'called' - so they all need to listen to each other.

Card Connections

Each student selects a postcard (bring a selection of card-sized images to exhibition). Within a gallery area each student tries to match the word with a work in the area.



Takeshi Iue, *Home*, 2007, American walnut veneer on mdf, top solid walnut, 730x1080x600 (closed), Photograph Grant Hancock



Vickie Melanson, *What Becomes (detail)*, 2007, hot formed glass, sublimation on aluminium, steel, magnets, 1750x760, Photograph Grant Hancock

Engage: start up/break out/stretch downs - Page 2 of 4

This **Design Now** Learning Connections resource has been downloaded from www.countryarts.org.au where there are more online resources available for this and other Country Arts SA touring exhibitions.



Learning Connections is an arts access program developed by Country Arts SA for regional South Australian school communities. Its broad objective is to encourage and support schools' access to touring art exhibitions. It offers teachers specific resources and strategies for using exhibitions as curriculum resource and to encourage meaningful encounters for students with art and design from the earliest years.

Go Crazy

A variation on Card Connections is to use thematically grouped words (selected at random from a pack). Each student selects a card then identifies work/s associated with the word. The point of this exercise is to use random association to free up thinking about aspects of a work of art which are not evident during logical analysis and response.

Suggested examples:

Mood: mad, sad, bad, glad, happy, gloomy, thoughtful, risky

Sounds: creak, shriek, crunch, gurgle, sssh

Taste: sweet, savoury, sour, sweet and sour, sickly, tart, mouldy

Touch: caress, smack, punch, grip, hit, hug, fondle

Crazy: aaargh, miushle, blerk, erfentgarsing.

Feels Like

This art game involves students making an association between a hidden object and an artwork in the exhibition.

Resources: A number (say 6) cloth (non-see through) bags. A selection of small (not fragile/dangerous/valuable) objects. Examples might be toys, non-sharp utensils, coins, shells, seed pods or stones.

Small groups (such as four students) are given a bag which contains one or a small selection of objects. No peeking – just feel the shape from the outside or dip into to examine by touch. Then match this reading of one object with something within an artwork in the immediate area. Afterwards the objects can be revealed. At this stage the game can be repeated (that is, match or associate one object with an artwork).

Artful Poses

This is a movement-based exploration of artworks. Choose the activity area carefully to ensure the safety of students, other visitors and artworks.

Individual students (or small groups of students) are given time to select one work and consider how it can be represented by posing. When ready each student/group strikes up an 'artful pose' and the others guess what work this is referring to.

In the group debrief, discussion could focus on the different aspects (such a shape, colour, mood, structural design, message) identified by different individuals/groups. This may lead to a discussion concerning what a particular item is 'about' or designed to communicate.

Looking with style

The following art games will help students become aware of some of the formal qualities which help to give art works their visual identity. They can be used to introduce the idea of art and artists having particular styles of expression or communication.

Colour Cues

There are a number of colour-based identifying and choosing activities which can be carried out in most gallery areas. Here are some: favourite colours, hot and cold colours, the brightest or darkest colours, works that use lots of different colours (or the most colours), works that which use only a few colours (or the least number of colours)

Rough & Smooth

Some artists like to make the skin (or surface of the painting) smooth, patterned or bumpy. Find some different examples (or find the smoothest or roughest).

Shiny & dull: Can you find the shiniest or dullest work?

Engage: start up/break out/stretch downs - Page 3 of 4

This **Design Now** Learning Connections resource has been downloaded from www.countryarts.org.au where there are more online resources available for this and other Country Arts SA touring exhibitions.



Learning Connections is an arts access program developed by Country Arts SA for regional South Australian school communities. Its broad objective is to encourage and support schools' access to touring art exhibitions. It offers teachers specific resources and strategies for using exhibitions as curriculum resource and to encourage meaningful encounters for students with art and design from the earliest years.

Shape hunt

Ask the students to go on a shape hunt within one gallery area. The task could be as simple as:

In this room there are some circles, squares, triangles, sharp shapes, wobbly shapes, squashed shapes and curvy shapes. Many of them are hiding. Can you find them all?

Perhaps different groups could be different shapes (for example, a circle group) rather than asking all students to look for a variety of shapes. This could work in a partner or small group format.

Bits & pieces: Can you find the work (in the exhibition) made from the most or the least number of pieces or components?

Line-up: How many different lines can you find? (Examples: straight lines crooked lines and wavy/ curvy lines, lines standing up, leaning or lying down, outlines, lines criss-crossing each other, dotted lines, thick lines, skinny lines, fuzzy, dark, light, the longest, the shortest, the tiniest ...

Patterns: How many different kinds of patterns can you find in the exhibition?

Hypotheticals

Media review

You are a reporter or art reviewer for a newspaper / radio station / TV station 'covering' this exhibition. In the space of a few minutes or a few paragraphs how would you 'report' this exhibition?

You be the artist

Introduce your work and answer questions from the audience. To help you do this take some time out to read the artist's panel in the exhibition

Survivor

One work survives into the distant future. What does it tell future Australians about us?

Perfect gift

You get to choose one work as a gift for someone you know. Give it some thought.



Maria Parmenter, *Memory Vehicles, accidental souvenirs, gentle reminders series (detail)*, 2007, stoneware, variable dimensions to max 210x150x90, Photograph Grant Hancock



Michelle Kelly, *Basidiomycota (detail)*, 2007, patinated copper, 300x350, Photograph Grant Hancock



Michelle Taylor, *Neckpiece Quiet Words (detail)*, 2007, mild steel, plywood, paper, enamel paint, 55x550x35, Photograph Tom Roschi

Engage: start up/break out/stretch downs - Page 4 of 4

This **Design Now** Learning Connections resource has been downloaded from www.countryarts.org.au where there are more online resources available for this and other Country Arts SA touring exhibitions.



Learning Connections is an arts access program developed by Country Arts SA for regional South Australian school communities. Its broad objective is to encourage and support schools' access to touring art exhibitions. It offers teachers specific resources and strategies for using exhibitions as curriculum resource and to encourage meaningful encounters for students with art and design from the earliest years.