

Tell the Story

FOR **YEARS 11-13** | ART HISTORY, VISUAL ARTS, ENGLISH | IN THE EXHIBITION:

Art of Turmoil: Art in Germany 1900-1923

LEARNING OBJECTIVES

Compare and contrast the formal elements, ideas and themes communicated in artworks/visual texts

Summarise the mood, ideas, or themes apparent through observation in artworks/visual texts

Explain the connections between artworks/visual texts and the ideas they communicate

ASSESSMENT STANDARDS

This worksheet will support students working towards:

ART HISTORY 1.2 1.5; 2.1 2.2; 3.1 3.2
VISUAL ARTS 1.4; 2.1; 3.1
ENGLISH 1/2/3.2; 1/2/3.4; 2/3.6;
1/2/3.7; 1/2.10; 1.11; 3.9

CRITICAL THINKING SKILLS

Observation and Describing

Summarising

Comparing

Sequencing

Creating



Before you start

This worksheet can be used in conjunction with a visit to the Gallery, either in class as a pre- or post-visit activity, or in the gallery as part of a self-guided visit.

Many of the artworks are also available to view on our website. It may be helpful for students to practise observing and analysing artworks before doing these exercises. There is a close analysis worksheet on the website for your use.

Students should be encouraged to read the artwork labels, wall text and other accompanying contextual information to get a sense of the ideas, issues and themes the artworks and exhibition addresses. Some of this is also available on our website, as are videos of the curator speaking about the artistic, social, political and economic context.

TIP

Some suggestions to facilitate this exercise

- Model an example yourself to the whole group. Ask students what might they find difficult, or if there could be more than one correct answer.
- Explain to students how long they will have, and where this exercise fits in with their programme. If they are in the Gallery, why are they visiting? What do they expect the experience to be like?
- Decide whether students will work in small groups or independently. Students may appreciate the support of peers or teachers particularly at the beginning, yet could be happier working on the final activities separately.
- If students need more support describing artworks try using the words cards exercise on the website.

1 BUILDING A SEQUENCE

PART



Choose a work and look closely at the colours, tone, lines, composition, materials and texture.

Write **3 words** that describe the artwork

Choose **1 word** that suggests or summarises the ideas communicated in the work, like a title



Repeat this process for a second work

3 words ...

1 word ...



Place the works side by side and see if they have any words in common, if not, **can you think of any you could add to connect them?**



WORDS IN COMMON

It could be to do with how they look, how they're made, the mood or the ideas behind the works.

HINT



When the works are placed side by side ... does this make the ideas stronger or otherwise change them?

BUILD A SEQUENCE

Continue this process ... with at least 2 more works to build up a sequence.

ART 1	3 WORDS TO DESCRIBE THE ARTWORK	1 WORD TO SUMMARISE	WORDS IN COMMON	PLACE SIDE BY SIDE. ARE IDEAS STRONGER OR DO THEY CHANGE THEM?
	>	>	>	
	3 WORDS TO DESCRIBE THE ARTWORK	1 WORD TO SUMMARISE		>
ART 2	>	>		

2 CREATING AND RESPONDING

PART



Choose one of these ideas to create your own response to the artworks.

A

Write a formal paragraph that explains the connections and what might be the reason for them

B

Write a fictional paragraph that takes a character through the artworks, describing what they experience as they go through each one

C

Use the describing words to build up a poetic piece that expresses the ideas in your titles.

D

Put the works into a comic strip format and add a hero. What challenges will they face?

E

Use the selected works to curate your own mini show and the describing words and titles to write your own labels.

CREATE AND RESPOND

START BELOW OR USE EXTRA PAPER IF NEEDED