



AUCKLAND ART GALLERY TOI O TĀMAKI

Teachers' Pack *Signs and Symbols*

Foundation Programme
Curriculum Level 1 – 4

SUPPORTED BY



Copyright

Copyright of this document is held by Auckland Art Gallery Toi o Tāmaki, a part of Regional Facilities Auckland. No content from this document may be reproduced, transmitted or copied without our permission except for the purposes of private study and research, criticism and review, or education consistent with the provisions of Sections 40 to 44 of the New Zealand Copyright Act 1994. Failure to comply may be an infringement of the Act and could contravene obligations which the Gallery has to donors, lenders, artists and descendants with respect to the copying of works of art.

Māori Images

Auckland Art Gallery Toi o Tāmaki is grateful to all the descendants who have given permission for images of their ancestors to be included in our database, some of which are reproduced in this document. These images have a special significance for Māori and we ask you to treat these images with respect. Please view and store these images in study areas only. The presence of food and drink or their display in inappropriate ways will denigrate their spiritual significance.

This guide provides all the information you need to prepare for your visit to the Gallery. Please read it thoroughly.

Contents

Before your visit	3
Introduction	4
Vision and Purpose	5
Pre-visit Activities.	6
Activity 3: What is a symbol?	7
Post-visit Activities.	10
Curriculum Links	11
Glossary.	13
Risk and Management Safety [RAMS] Checklist	14
Location Map.	15
Checklist for a Successful Visit	16



Before your visit

Before you come to the Gallery, please complete the following:

Pre-visit Documents

- Please read through the pre-visit material emailed to you. This includes: this Teachers' Pack (with the RAMS form map and visit checklist); booking confirmations; and class rotation timetables. These documents outline what you need to do before, during and after your visit. Some of these documents need to be distributed to other relevant staff (see email for details). We will also send a Signs and Symbols unit plan to all teachers involved in the visit.

Pre and Post-visit Activities

- This pack includes pre- and post-visit activities. It will greatly enrich the quality of the students' experience at the Gallery if they complete these activities.



Introduction

Foundation Programme

Signs and Symbols

This unique programme will allow students to develop understandings around some of the diverse ways artists use symbols in their artworks. Students will use critical and creative thinking, discussion, observation and practical art making in these explorations.

In the gallery: students will explore the use of symbolic objects within portraits of Māori and Pākehā by Charles Goldie and Gottfried Lindauer. Separately, students will explore making personal, symbolic connections when looking at contemporary artwork.

Artworks in this programme express ideas, opinions and emotions around many themes and subjects including identity, historic and modern cultures, imagination and emotion.

In the studio: students will use signs and symbols to express their own ideas through art making, in response to artworks in the Gallery. They will identify symbols used in visual art such as colour, placement, scale, pattern and shape, and incorporate these into their artwork, using a variety of techniques and conventions.

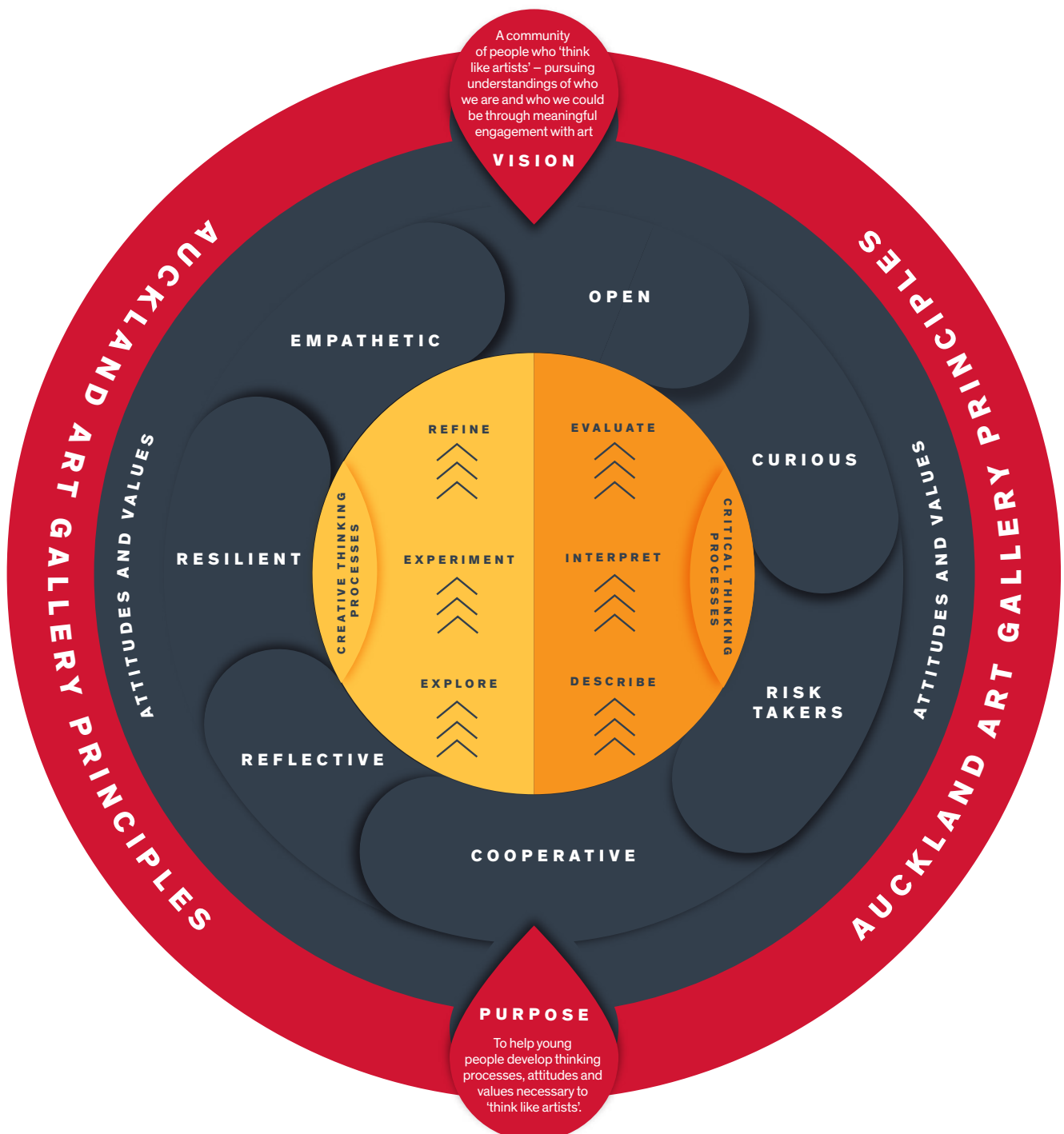
Supporting Your Teaching

In addition to the gallery and studio programme, and pre-visit and post-visit activities outlined within this pack, we now offer free, innovative unit plans to support your teaching. Each unit includes curriculum-focused lesson plans, worksheets, image resources and more. Lessons are crosscurricular and perfect for teachers with or without an art background. Each lesson in the unit provides unique and engaging activities for students to explore the theme of Signs and Symbols. Units are available for Levels 1 – 2 and 3 – 4.



Vision and Purpose

This learning programme will assist you in achieving your goals of delivering educational programmes to a standard of excellence. It has been developed with the following inputs:



Pre-visit Activities

Activity 1:

What is a gallery?

Discuss students' expectations of what a gallery is and the reasons for having an art gallery in Auckland.

Complete a mind map/bus stop activity that focuses on visiting the Gallery. You could use the following questions:

- What do you expect to see at the Gallery?
- What do you expect to learn at the Gallery?
- What do you think the rules will be and why have these rules been chosen?
- Why do we need to take such care of the artworks in the Gallery?

Pre-visit Requirement

Activity 2: Visual Arts, English

What are symbols?

Initial ideas.

Discuss the following ideas:

- What is a 'symbol'?
- What are some examples of symbols you know?
- What sort of things are symbols in artworks? Use the supplied worksheet to investigate these ideas.

Discuss and debate these questions to uncover student understandings (see the Glossary in the Appendix for a definition of what symbols are). Document what is discussed, perhaps through creating a brainstorm. This discussion will uncover some of the students' underlying beliefs about what art is – what it should look like, include in it, and communicate. These understandings will be further investigated in the gallery programme.

Activity 3: What is a Symbol?

There are symbols in each of the four artworks (on pages 5 – 7) included as part of this activity.

1. Find some objects here you think might be symbols.
2. Look at each object one at a time.
 - What might this symbol tell us about?
 - What makes you think this?
3. Discuss with your class some of the symbols you found and how you tried to work out what they might mean.
4. Objects are not the only things in artworks that are symbols. What other things in these artworks might also work as symbols?

Artwork 1: *Portrait of Betty Curnow*

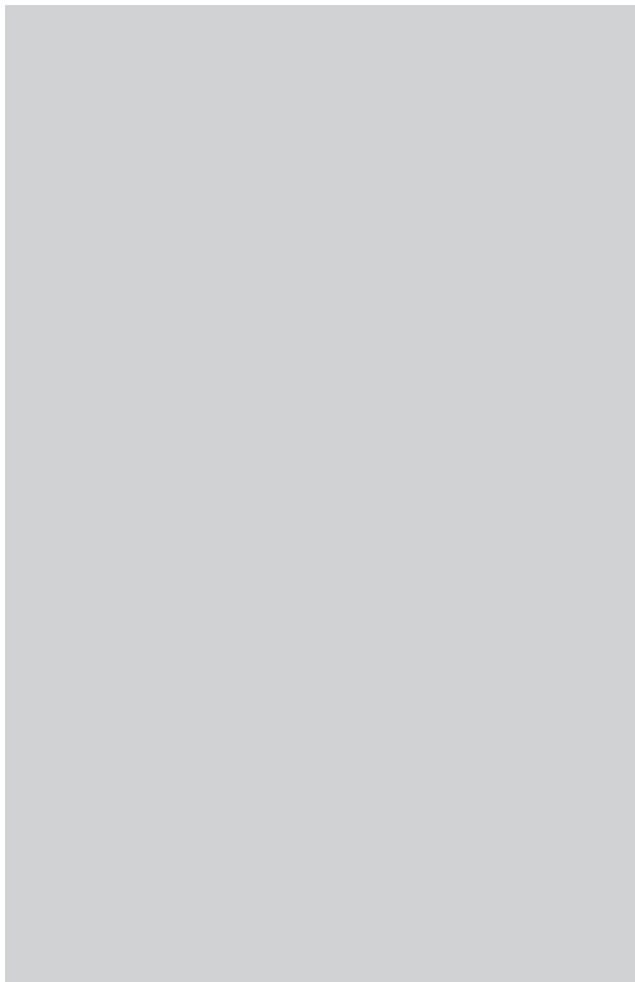


Rita Angus
Portrait of Betty Curnow 1942
 oil on canvas
 Auckland Art Gallery Toi o Tāmaki
 purchased 1970

Artwork 2: *Secret*



Annette Messenger
Secret 2006
net and wire
Auckland Art Gallery Toi o Tāmaki
purchased 2007



Lonnie Hutchinson
Kia Ita, Honoa Ki Te Hono Tawhiti
2011
American oak
Auckland Art Gallery Toi o Tāmaki
commissioned 2011

Artwork 3: *Clear Glass Stack*



Tony Cragg
Clear Glass Stack 1999
glass
Mackelvie Trust Collection
Auckland Art Gallery Toi o Tāmaki
purchased 2005

Post-visit Activities

Activity 1: Visual Arts, English

Follow up from initial ideas. What have we learnt?

Reflect on the Gallery visit and the students' initial ideas collected in the pre-visit activities.

Discuss:

- What is a 'symbol'?
- What are some examples of symbols you know?
- What sorts of things are symbols in artwork? Use the supplied worksheet to investigate these ideas
 - What new understandings are there now?
 - What examples do the students have to support these ideas?
 - What has changed about the way they see artworks now?

Set up two Y-Charts to express these post-visit ideas, in small groups or individually. Share with the rest of the class and discuss.

Activity 2: English

Report.

Write a report on some of the things that can operate as symbols in artworks, and what they might represent. As a basis for this, students could use their own artwork as well as examples from the exhibitions they have seen, and/or other artworks.

See Auckland Art Gallery's online collection database for images and information on all artworks in our collection: www.aucklandartgallery.com. The Google Art Project also has a good selection of the Gallery's works available for viewing.

Activity 3: Visual Arts, English

Art making.

To reinforce the use of symbols in artworks, investigate family crests. Look closely at the composition and the colours used and discuss the symbols behind the designs. Continue the investigation by talking to family about personal histories/cultures and discussing the important symbols that are unique to each child. Children can share these findings with the class.

Create an artwork based on the students' own personal identities in the form of a shield or crest, using appropriate symbols.

Curriculum Links

Composite of Levels 1–4

Visual Arts

Developing Ideas in the Visual Arts

- Explore some of the different ways artists use symbols to convey ideas such as identity or culture.

Communicating and Interpreting in the Visual Arts

- Investigate the use of objects and materials as symbols in artworks, and explore what these symbols might tell us.

Understanding the Visual Arts in Context

- Discuss how the use of symbols in artwork has changed over time and why this is so.

Practical Knowledge

- Use symbols in an artwork to express ideas.
- Use visual arts elements (colour, line, shape, texture, pattern, composition) to add meaning to the symbols used in an artwork, using variety of techniques and conventions.

English

Processes and Strategies: Listening, Reading, Viewing; Speaking, Writing, Presenting

- Discuss, debate and express ideas through analysis of artworks, using a range of vocabulary to communicate meaning.

Purposes and Audiences: Listening, Reading, Viewing

- Recognise and understand how artworks are shaped for different purposes, audiences and situations.

Ideas: Listening, Reading, Viewing

- Make connections, inferences and comparisons through the exploration of a diverse range of artworks.

Social Sciences

Identity, Culture, and Organisation:

- Learn about society, communities and individuals through the examination of artworks and their makers.

Curriculum Links

Composite of Levels 1–4

Key competencies

Thinking

- Use creative and critical thinking to make sense of the information, experiences and ideas explored in the classroom and gallery environments
- Foster intellectual curiosity by asking and answering questions
- Challenge the basis of assumptions and perceptions

Relating to Others

- Interact and share ideas with others in the classroom, gallery and studio
- Listen to others and their ideas

Participating and contributing

- Participate in the community by visiting the Gallery and contribute to the learning experience by sharing responses to artworks

Managing self

- Reflect on their own identity and environment through varied responses to artworks
- Act appropriately in the classroom, gallery and studio environments

Using Language, Symbols and Text

- Draw out meaning from artworks in the classroom and gallery and use spoken, visual and written language to respond to these visual texts
- Become familiar with some of the specialised language of the art world.



Glossary

Composition	An arrangement of the elements (e.g., shapes, lines, colours).
Contrast	This is a large difference between two things. For examples, hot and cold, green and red, light and shadow. When paired with compare, as in 'compare and contrast', 'compare' emphasises similarities while 'contrast' emphasises differences.
Elements	Basic qualities of two-dimensional, three-dimensional and time-based compositions (e.g., line, point, texture, colour, form or mass, shape, space).
Hei tiki	Carved figure, image, a neck ornament usually made of greenstone and carved in an abstract form of a human.
Kahu huruhuru	These cloaks were made of muka fibre with birds feathers woven in to cover the entire cloak. Some early examples include kahu kiwi (kiwi feather cloak), which used the soft brown feathers of the kiwi.
Kanohi	Face, countenance.
Korowai	Cloak ornamented with black twisted tags or thrums.
Kauae	Jaw, chin, jawbone.
Mere	A short, flat weapon of stone; often made of greenstone.
Moko	Māori tattooing designs on the face or body.
Overlapping	Layering of images such that they partly cover each other. This is a means of showing depth in a picture.
Portrait painting	Portrait painting is a genre in painting where the intent is to depict the visual appearance of the subject. Portraits are not always people; they can be animals and even inanimate objects, and can be made from any material.
Principles	Concepts such as balance, harmony, rhythm, tension, and contrast achieved in an artwork by organising and arranging visual-art elements.
Pounamu	Greenstone, nephrite, jade.
Symbol	A recognised sign, object or image that represents something other than itself within a particular cultural context.
Taonga	Property, goods, possessions, effects, treasure, something prized.
Tukutuku	Ornamental lattice-work; used particularly between carvings around the walls of meeting houses.
Tokotoko	Walking stick, pole, staff, cane.
Whakairo	Carving (noun).
Whakakai	Earring, ornament for the ear or neck.
Whare	House.

Risk and Management Safety Checklist for Group Visits

The checklist identifies hazards and provides safety guidelines for groups taking part in Auckland Art Gallery Learning Programmes. The following is a general guide only and we strongly suggest a familiarisation visit. Our Learning Programmes staff are happy to meet with you at this time.

Supervision of children and young people

Please carry lists of children and young people at all times. Ensure that supervising adults are fully briefed as to their responsibilities. We require the following ratios of adult to children and young people:

Years 1–4/ Ages 5–9, 1 adult to every 6 children

Children and young people must remain in groups with their accompanying adults at all times.

Emergency procedures and first aid

Hazards	Fire, earthquake, bomb alert.
Controls	Emergency evacuation – this is signalled by an unmistakable warning sound. Gallery guides will provide directions and assistance during evacuations. Identify those who need special assistance and inform a gallery guide. Keep your students calm – walk, don't run. Gallery staff will direct you and your group to assembly areas. If relevant, check your roll and report anyone unaccounted for to the Gallery fire wardens.

Hazards	Accidents and illness.
Controls	Please ask a gallery staff member for trained first aid assistance. Any risks in studio-based sessions are minimised by the programme's design and supervision.

External environment

Hazards	Pedestrians amid vehicle traffic flow in a busy area of the city.
Controls	The pre-visit information we supply you with includes a map of the Gallery and its environs. Bus stops and assembly points are marked on this map. All crossings listed on the map are controlled by traffic lights.

Hazards	Groups gather outside the Gallery. Wet weather could result in a slippery surface on the paved areas.
Controls	The pre-visit information we supply you with includes instructions for group assembly that minimise risk. Please ensure supervisors are familiar with where to gather. With children and young people, please ensure supervisors are constantly in charge of their students while in this space.

Internal Art Gallery environment

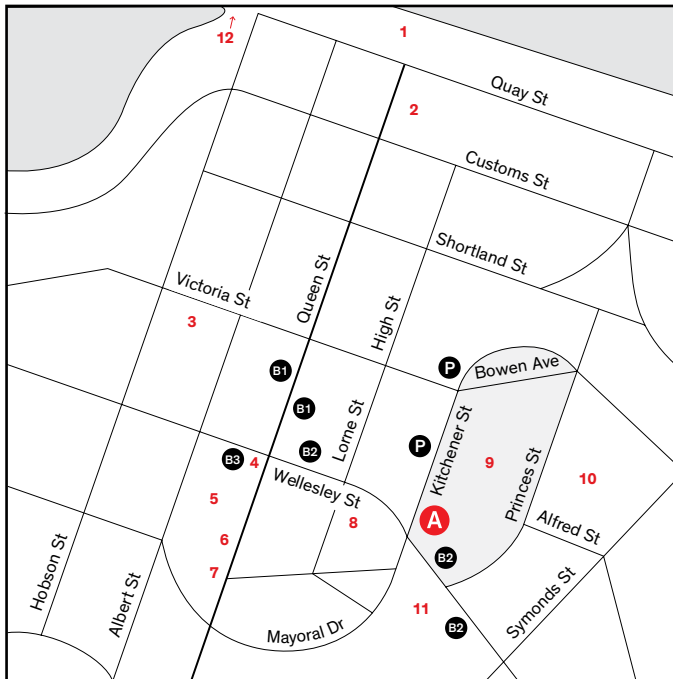
Hazards	Security of personal belongings.
Controls	Wherever possible, do not bring valuables. Schools: We request bringing as few belongings as possible. The Checklist for a Successful Visit gives the specifics of what you are allowed to bring. Other groups: Please check your bags into the cloakroom at the front desk.

Hazards	Stairs and lifts.
Controls	Accompanying adults must carefully supervise children and young people. All Gallery building floors and toilets are accessible by lifts and ramps. Lifts are only to be used by those with limited mobility.

Hazards	Access to building for people with limited mobility.
Controls	All galleries and facilities are wheelchair accessible. Assistance dogs are welcome. Please feel free to ask our gallery guides for help.

Location Map

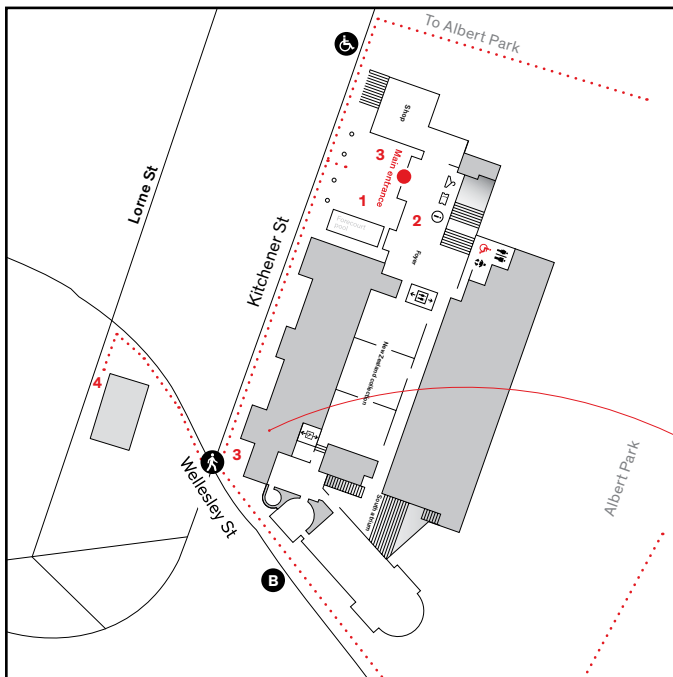
City centre



- A** Auckland Art Gallery Toi o Tāmaki
- 1** Ferry Building
- 2** Britomart Transport Centre
- 3** Sky Tower
- 4** Civic Theatre
- 5** Aotea Centre/Aotea Square
- 6** Auckland Town Hall
- 7** Q Theatre
- 8** Central City Library
- 9** Albert Park
- 10** University of Auckland
- 11** AUT University
- 12** Voyager New Zealand Maritime Museum

- P** Parking
- B1** City LINK bus stop
- B2** Outer LINK bus stop
- B3** Auckland Explorer bus stop

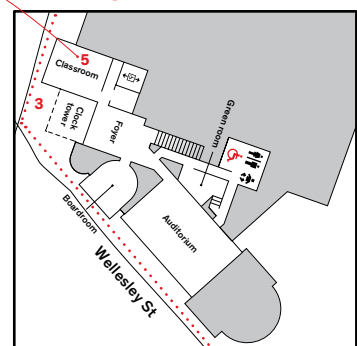
Ground



- 1** Forecourt
- 2** Foyer
- 3** Wheelchair access
- 4** Central City Library
- 5** Classroom

- B** Mobility parking bay
- B** Bus/coach stop
- ... Safe walking routes
- B** Traffic controlled crossing

Lower ground



Year 1 – 8 Checklist for a Successful Visit

This quick checklist will help make your visit an enjoyable experience for both teachers and students. Please tick each circle when complete.

Prior to arrival – several weeks before your visit

You should have received and read through the following documents:

- ☐ Booking confirmation. Check information is correct. This includes our cancellation policy.
- ☐ Teachers' Pack. A description of the programme including curriculum links, pre- and post-visit ideas, a RAMs form, and a map of the Gallery and surrounds.
- ☐ Rotation timetable/s. Where and when for your groups.
- ☐ The programme support resources. Relevant only to some programmes, see your confirmation email to identify if your programme has support resources.

All teachers with students in the programme must receive copies of all the above documents.

You will need to organise:

'Your Choice' time, if it is part of your programme.

Parents and other helpers for the visit. Adult supervision of students is essential at all times.

The following adult: student ratio applies:

Yrs. 1 – 4: One adult to every six children

Discuss the following guidelines with your group:

- ☐ Works of art and their frames cannot be touched (a 'keep one metre away' rule works well).
- ☐ Always move carefully when in the Gallery. Walk only, and be aware of what is around you at all times.
- ☐ The Gallery is a shared public space so please behave considerately to people around you.
- ☐ If you would like to take photographs during your visit please check with your host upon arrival (in some cases works cannot be photographed). Always turn your flash off in the Gallery.

On the day:

- ☐ Students must wear legible name tags.
- ☐ Each child must bring food and drink in a named plastic bag. These will be collected and put in large bags by the gallery.
- ☐ Have students divided into their designated groups and ready to meet gallery staff on the forecourt of the Gallery.
- ☐ Payment. We prefer to invoice your school after your visit. If you need to pay by cheque, you can do so on the day. Speak to the cashier while you are at the Gallery to clarify your choice, and to give exact student numbers for your visit.

WELCOME TO AUCKLAND ART GALLERY TOI O TĀMAKI, WE HOPE YOU ENJOY YOUR VISIT.