

# Artworks in Context

FOR **YEARS 11-13**  
ART HISTORY, ENGLISH, HISTORY, VISUAL ARTS

EXHIBITION / ARTWORKS: \_\_\_\_\_

## LEARNING OBJECTIVES

Analyse and interpret a range of artworks/visual texts focusing on the formal elements of colour, line, composition, scale and materials.

Infer the values and lifestyle of a context based on observing artworks/visual texts

Evaluate and reflect on the connections between artworks/visual texts and their contexts

## ASSESSMENT STANDARDS

This worksheet will support students working towards:

<b>ART HISTORY</b>	1.3 2.3 3.3
<b>VISUAL ARTS</b>	1.1; 2.1; 3.1
<b>ENGLISH</b>	1/2/3.2; 1/2/3.4; 2/3.6; 1/2/3.7; 1/2.10; 1.11; 3.9
<b>HISTORY</b>	1.3; 2.3; 3.3

## CRITICAL THINKING SKILLS

Observation and description

Interpreting

Inference

Compare and contrasting

Application

Evaluation



## 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 contexts.

## 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 if students will work in small groups or independently. Students may appreciate the support of peers or teachers particularly at the beginning, yet may be happier working on the final activities separately.
- If students need more support describing artworks, try using the words cards exercise on the website.
- There is often more than one valid interpretation of an artwork. Use any disagreement to have students practice justifying their answers.
- Sometimes the link to context isn't immediately apparent. Encourage students to search for connections in what they have noticed about in the artwork. For example, is the artist experimenting? Maybe that could hint that the society they were working in was free and encouraged change. Are they using expensive materials? Maybe that could tell you what was valued. Is the subject a clue to how people may have thought about things like power, religion or family?

**Artworks in Context**

A side by side comparison

	ARTWORK 1:	ARTWORK 2:	ARTWORK 3:
	▼	▼	▼
<p><b>1.</b></p> <ul style="list-style-type: none"> <li>▶ Describe the physical qualities of the work: what is it made out of and how it is made.</li> <li>▶ Describe the formal elements (colour, line, scale, composition)</li> </ul>			
<p><b>2.</b></p> <ul style="list-style-type: none"> <li>▶ What is the subject of the work?</li> <li>▶ Is there a recognisable form (eg a person or place) or is the focus on an element like colour?</li> <li>▶ What is the story, idea or statement?</li> </ul>			
<p><b>3.</b></p> <ul style="list-style-type: none"> <li>▶ Looking at these things can you identify some things that were important to the artist or people generally in this time period?</li> </ul>			
<p><b>4.</b></p> <ul style="list-style-type: none"> <li>▶ What might everyday life be like living in this era? Think about the morning routine, work or school and social life?</li> </ul>			
<p><b>5.</b></p> <ul style="list-style-type: none"> <li>▶ How representative are artworks?</li> <li>▶ Can they show the entire story? What's missing?</li> </ul>			