

workshop &
tour information

Gallery Stratford recognizes that a field trip to a Gallery for school aged children can often mean a significant change in their daily schedule; they are required to slow down, to concentrate and to carefully observe and reflect. Our school tours are carefully designed to bring thoughtful energy, exciting conversation and a new educational experience to visiting students. As a way to prepare for your classroom's art adventure - Please consider using the follow suggestions before and after your Gallery visit.

Exhibition tour: Gallery Stratford school tours are led by a trained Docent. The role of the docent is to interpret, inspire and encourage students to look carefully at works of art. Using visual thinking strategies, such as sharing ideas and open ended questions, the Docent listens and accepts multiple points of view while refining students' critical thinking skills. Students will be reminded of Gallery behaviour by the docent, including to not touch pieces of art (strategies will be provided!), and to ask and answer questions!

Workshop: Gallery Stratford is excited to have trained art educators that will lead all workshops. Educators will encourage students to critically think about pieces of art and use their creativity to make unique masterpieces. It is suggested that cross curricular items have been taught/discussed in class before attending workshop sessions (ex. students knowledge of 2 & 3D shapes).

vocabulary

Balance: a condition in which different elements are equal or in the correct proportions.

Contrast: the state of being strikingly different from something else, typically something in juxtaposition or close association.

Complimentary Colours: colors directly opposite each other in the color spectrum, such as red and green or blue and orange, that when combined in the right proportions, produce white light.

Docent: A tour guide and lecturer, as at a museum

Focus: a central point, as of attraction, attention, or activity.

Gradation: a scale or a series of successive changes, stages, or degrees, OR a minute change from one shade, tone, or color to another.

Line: Long, narrow, mark or band.

Monochromatic: using only one colour.

Negative Space: the space that surrounds an object in an image.

Pattern: a repeated decorative design.

Proportion: adjust or regulate (something) so that it has a particular or suitable relationship to something else.

Shape: the external form or appearance characteristic of someone or something; the outline of an area or figure.

Texture: the feel, appearance, or consistency of a surface or a substance.

Thaumatrope: optical toy created in the 19th century that shows the determination of the eye through movement of 2 separate images.

activity ideas

Encourage students to look at 2 or more pieces of art and observe the following. Get the class to engage and think about what they are looking at. Include sculptural pieces and/or images of sculptures.

- How can a **line show emotion**? **Activity:** Distribute paper/drawing surfaces and drawing materials and name emotions. Have each student draw a line for each emotion that is called out; happy, sad, angry, scared, etc.). Get the class to reflect on their results and discuss amongst each other.
- What is cross-hatching? Why might an artist choose to use cross-hatching, or any other **drawing method**? How can lines be used to create visual interest? Introduce the students to some **optical illusions** that use lines and shapes. Ask them to try and describe how that artist used lines to create such interesting and stimulating images.

- What does **monochromatic** mean? Why do you think artists may choose to use this kind colour palette for their work? What are **complementary colours**? What are the **tertiary colours**? How might each student **express** themselves with colour? Would they use all of the colours? Or just warm / cool colours, etc.? Discuss with the class.
- When **gradation** is used in art, what can the effect be? Did the artist use any form of gradation in their piece? How do you think gradation can be done?
- What does **geometric** mean? When are geometric shapes and forms used?
- What did the artist want to put the emphasis on in their piece? What is a **focal point**? In a scene / painting where there are many components, how might an artist create a focal point? What is **proportion**? Do you think it is important?
- How might an artist create **balance** in their pieces? Objects and spacing are one way of displaying balance, as is colour. How might colour mimic balance? Compare a watercolour painting and an acrylic/oil painting. Why do you think the artist chose to use those **mediums**? How important do you think it is for an artist who wants to convey a message to choose the right medium?

Looking at a **sculpture**:

- How has the artist done their work? Have they **carved** into a flat piece of stone or another medium? Have they added more pieces of medium, such as clay, to **build up** a structure?
- How has the artist made use of **negative space**? If the negative space were not there, would the piece still look the same / have the same effect?
- If you look at the piece from a different angle, will it still look the same?

The Whip – Ask your students to form a circle around an object (artwork). Encourage each child to produce a word that, in their opinion, describes the object. Speed is important. Soon the children will have discovered the obvious features and will begin to focus on more subtle details.

The Pose – Choose one student to sit in a chair. Ask the class to imagine that they are all portrait painters. The person who is sitting in the chair has just come into our art studio to have their portrait painted. They are an important person in the community and want to be portrayed as a serious individual. Time to set the pose! How should the person be sitting? Where should the legs and feet be? The torso, the arms and hands? Which way should the sitter face? In what direction should the gaze go? What about the facial expression? Gradually make a decision about every aspect of the person's posture and gesture in order to portray the desired effect. If possible, offer props (fabrics, books, hat, glasses...etc) have students dress their sitter. What colours should be worn? Should the person be carrying anything? When completed, encourage classroom discussion.

Favourite Part? - Ask students to record the most memorable parts of their trip to Gallery Stratford. This can take several forms: journal entries, drawings or even a postcard/letter to the artist(s) on exhibit.

Share What You Learned - Give students the opportunity to talk about their experiences at Gallery Stratford with another class or grade. What did they see? What did they learn? If they participated in a workshop, suggest they present their art.

Review – Have students write a review of the exhibition as if they were art critics. Have them first describe what they saw and learned, and then have them express their opinions.