

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 them, which is to ask and answer questions, as well as to not touch the art (strategies will be provided to fight this erg)!

**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 create 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

**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.

**Line:** Long, narrow, mark or band.

**Pattern:** a repeated decorative design.

**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 19<sup>th</sup> century that shows the determination of the eye through movement of 2 separate images.

activity ideas

**Observation** - 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.

- What kind of **lines** did this artist use? How did the artist use lines to show **motion and movement**? How can you do the same thing?
- Do you see any **shapes**? What kind of shapes do you see around you?
- Are the items in the painting close together or spaced apart? Near or far? What do you see in the background / middle-ground / foreground? What do you think the artist wanted to **focus** on in this piece?
- Can you name the **primary colours**? Do you see them in the painting? Are the colours in the painting warm (red, orange, and yellow) or cool (blue, green, and purple)? What happens when you mix two of the primary colours? Can different colours make you feel different emotions?

## pre visit

- What is a **texture**? Where do we find them? How can artists show texture? What kind do you see in the painting? How important do you think it is for an artist to show texture? **Activity:** Using thin paper and crayons or pastels, students can explore their surroundings looking for interesting textures to rub on their paper.
- What is a **pattern**? What can we make patterns with? Where do you see patterns?

**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.

## reflection activity ideas

**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.

