

## ART INQUIRY WORKSHEET

### FIRST IMPRESSION

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Take 2 minutes, without talking, to really look at the details of this work. Without looking at the art, list or draw what you saw. How would you describe it to someone who has never seen it? After 1 minute, take a look at the art again. What did you miss that you see now? What is the first thing you notice in this work of art and why? What kind of art is this (material), what makes it similar or different other artworks you have seen?

### RELATIONSHIP TO THE ENVIRONMENT

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Look at the artwork and the landscape and city around it. Why do you think this installation was located here? Describe how it interacts with the environment and city. Does it reflect the landscape or challenge it or .....? How does the space feel with the artwork here now? What can you imagine gave the artists the idea to make this artwork here, in this way?

### PERSPECTIVE

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Walk around the sculpture, look at it from different places, and, where possible, engage directly with the installation. Describe what happens when viewed from different perspectives?

### DESIGN/MATERIALS/MEDIA

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What materials has the artist used? What is the effect of the materials? Why do you think these were chosen? Describe the design of the object. Does it remind you of anything?

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### TITLE/THEMES

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How does the title of the sculpture give meaning to the work? Give this piece an alternate title and explain your decision.

All artists have ideas behind each work. What are some ideas the artist might be expressing in this work? Where can we go to learn more about their ideas and about this work? What questions would you ask the artist if the artist was here today?

Curators often choose to exhibit different works that together connect to the same theme or idea. If you were the curator why might you choose this work to connect with the Vancouver Biennale theme of *“Open Borders / Crossroads Vancouver”*?

### TALK ABOUT IT

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Find a partner (maybe someone you don't know well) and share with each other your impressions and thoughts about this installation. How are they similar? How do they differ?

Has your initial impression changed? If so, how? If not, what has reinforced it?

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### 3 BASIC MOVES: USING ART INQUIRY IN YOUR CLASSROOM

**1. Ask initiating questions to open discussion or topic** – Start things off with an open ended question that introduces the topic or main idea of the lesson.

- For our workshop, our BIG IDEAS was to explore how **Public Art fosters and explores the relationship between art, audience, location, and politics**. Guiding questions to open discussion could include **How can art provoke controversy, transform the landscape, and inspire social change?** Or ease in by asking on one aspect of this question.
- As students begin to answer, asking them *What Else?* It is a strong question to have in your tool belt, encouraging multiple answers not a singular ‘right’ answer, and probing beyond easy answers.
- Questions using words like *think, would, could, might, why, what, how*, can sometimes be stronger and more open-ended than *who* or *when*.

**2. Ask questions to follow up in response to student answers** – Ideally teachers respond to each student comment with another probing question, that lead to more questions, no a clean game of ping pong between teachers and the class. Questions could include:

- That’s an interesting idea, can you tell me more?
- What do you mean by \_\_\_\_?
- Could you give me an example? How do you know?
- Could you explain that further?
- Why do you say that?
- How could buildings and sculptures be similar or connected?
- How could you explain how this work changes its environment?
- Teachers also share your own personal questions as part of the discussion
- Translate their answers and ideas into probing follow up questions
- Why might an artist make this here?
- Describe what we see
- How could this art have been made?
- What do you think is the main issue here?
- What are we assuming? What is another way to look at it?
- How might someone disagree with this idea?
- What would you say to someone who said \_\_\_\_\_?

**3. Insert information at key points** – Periodically introduce a new piece of information through stories, media clips, photos, objects. This will lead to a new set of inquiry questions and a new chapter of the discussion or class project. Through occasionally teaching some material, students are given more fuel to continue asking questions and exploring. Art inquiry is not only questions and student’s own ideas; it is also sharing key information occasionally during the project or discussion process so they can build on what they know.

**\*\*As you go, collect student ideas** – consider mapping and visually recording, listing, or drawing on the classroom board ‘what we know so far’, to keep the focus of visual learners and to record the direction of the class exploration, stopping periodically to look back, summarize, and highlight areas to probe deeper or that feel under developed with the students .

“3 Basic Moves” content adapted from *Classroom Confidential: The 12 Secrets of Great Teacher* by Laurel Schmidt. 2004.