
TEACHER BACKPACK

ART



SUPPORTED BY DETACHED

Welcome to the Tasmanian
Museum and Art Gallery's **Art
Teacher Backpack**.

In this backpack you will find
ways for you and your students to
discover and talk about art and art
making.

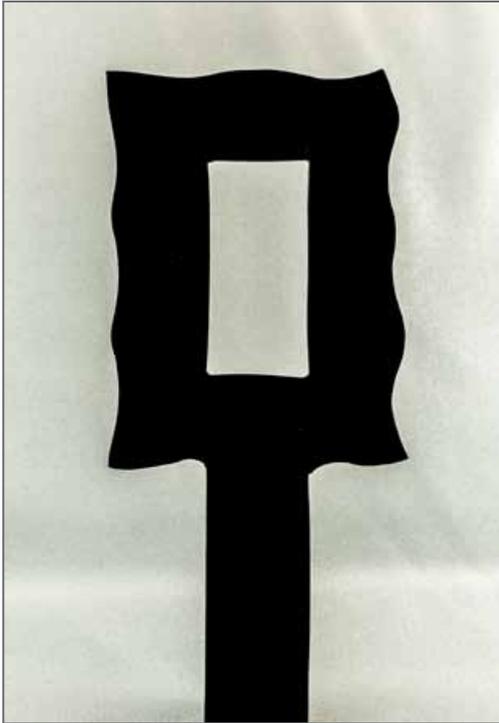
The activities in this book link to
an object found in the backpack,
and you can use them as ideas to
develop your own gallery program
or as student activities as they are
described.

Please place the objects back into
the backpack and return it to the
front desk.

Enjoy exploring with TMAG's
Teachers Art Backpack, and if you
have any questions, please ask a
Visitor Services Officer.

*Thanks,
Centre for Learning
and Discovery*

Let's talk about art



Find an artwork you like or dislike, ask yourself why you chose it and share your thoughts.

Look for something familiar in the artwork, people, shapes, colour or a place.

Do you think there is a message or story the artist wants to tell?

What materials did the artist use? How was it made?

How has the artist considered you, the audience, in presenting this work?

Take a closer look:

- If there are people in this painting, they may be busy or still, listening or daydreaming.
- Imagine yourself in this place.
What sounds could you hear or what might you say?
- Does this artwork make you feel an emotion such as tenderness, fear, happiness or sadness?
- Does this painting look real or is it more like a dream?
- Stand some distance from the painting, shut one eye and hold the **frame cut out** up towards the painting. Look through the frame to focus on small details of the work.
- Play Eye-Spy looking at a painting.

Portrait



A portrait is a painting of a person, sometimes in a setting or with objects that tell you about their life.

Self-portrait

A self-portrait is a picture the artist has painted of themselves, usually with the help of a mirror or photograph. We often see the artist with a paint brush or palette.

Things to talk about

- Find a portrait and look at the clothes. What do they tell you? How might this person spend their day?
- What does the background in this portrait tell you about this person?

Things to do

- Think of a background you would like for your portrait and explain why.
- Hold the **wooden frame** near your face and decide on an expression you could hold for some time while an artist painted your portrait. Remember a portrait, if cared for, will be admired for many years.

Perspective in painting



Perspective gives us a feeling of things being in a space, a space you can enter and explore.

Things are bigger and details clearer when they are in the foreground of a painting, while growing smaller and more unclear in the background.



Things to talk about

- Find a painting that gives a feeling of space and look for ways the artist has created this impression.

Things to do

- Use the **John Glover reproduction of the painting Cawood on the Ouse River 1838** to create a diorama. Move the **models and branches** and watch as the scale of the models changes the space.
- Hold **two plastic figures**, one in each hand. Stand some distance from a painting and hold the figures towards the painting. Stay still and close one eye while moving your arm back and forth. Watch as the size of the figures grow bigger and smaller against the backdrop of the painting.

Space



Space is within, around and between things. Positive space is within, and negative space around and between things.

Things to talk about

- Find a work where the artist has created a large negative in a painting. What feeling does this convey?

Things to do

- Move the **figure and coil** to notice changes to the space around and between them.

Shape



A shape is an enclosed space, something with an edge or outline.

Things to talk about

- Look for shapes that appear to come forward in a painting. Decide why you think this happens?

Things to do

- Look at a painting where you notice shapes. Draw an outline of a frame then draw the shapes from the painting to fill that space.

Colour



The three primary colours are yellow, red and blue.

By mixing two or three primary colours together, an infinite range of colours can be created.



Things to talk about

- The colours red and orange can make you think of energy and warmth. Look for red in a painting and wonder why the artist chose to use that colour.
- Find a painting where the artist has used pale or dark colours. How does this painting make you feel?
- Imagine you could change the colours in a painting. Tell others what colours you would choose and why.
- Find the canvas panel and look at the names for the different colours. Notice one colour does not have a name. What name would you give to this colour?

Things to do

- Stand some distance from a painting, hold up the **t-shirt shape** and shut one eye while looking through the cut out shape. Move the shape until you find colours and a design you would like to have printed on a t-shirt.

Tone



Tones can refer to colour changes from light to dark. Tones of grey change by taking a bright white through a range of greys to deepest black.

A tone is not as bright as the original colour.

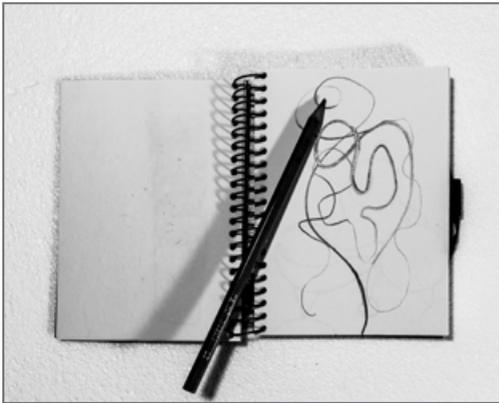
Things to talk about

- Choose your favourite colour and count the different tones of that colour in one painting.

Things to do

- Draw a grey tonal scale and see how many different tones you can make.

Lines



Some lines are thick and heavy and can show lots of energy, while others are light and soft and ask for a closer look.

Things to talk about

- Find a print and imagine how the artist made the lines and discuss your ideas.

Things to do

- Use your paper and pencils to draw using dark and soft lines. Use your finger to smudge and blend some areas while continuing to draw.
- Draw an object, work or architectural feature in a gallery to record your visit.

Texture



Texture is the feel or the look of a surface.

Look for different surfaces on paintings. Some surfaces are smooth and flat, while in others the paint is raised, scratched or moulded.

Many drawings give a sense of texture through lines and shading.



Things to talk about

- Describe the surface of a particular painting and how the marks could have been made.

Things to do

- Find the **satchel with brushes and a palette knife**. Match the marks painted on the **canvases to the palette knife and brushes** found in the **satchel**.
- Look, touch and discuss the surfaces of the small painted **canvases** in the backpack.
- Feel the marks in an **etched printing plate**. Make a rubbing by placing paper on the plate and gently moving a 6B pencil over the paper to pick up the image.

Decorative art



Decorative art describes objects that are valued for their design and decoration as well as how they work, such as a chair or a vase.

They are created by a craftsperson or artist.

Things to talk about

- How do the objects in the gallery differ from similar objects we use every day?
- How has the design of decorative art objects changed over the years?

Things to do

- Draw an imaginary vessel and include a pattern on the surface.

Frames



The purpose of a frame is to protect, isolate and complement the image.

Frames have historical value and reflect the fashion of the period.

Things to talk about

- Find two frames that are very different and discuss how the frames influence the work.

Things to do

- Find the **plaster mould** made for the restoration of a frame for a John Glover painting. This example has 23 carat gold leaf applied to half the surface. Look at the frames of a John Glover painting and match the **mould**.

Conservation and restoration

A conservator is a professional devoted to preserving works of art for future generations.



Things to talk about

- Look around to see how galleries are designed to assist conservation. Think about key issues of light and moisture.

Things to do

- Open the **concertina book** for photographs showing different stages of restoration to the *Portrait of Elizabeth White*. This painting from 1840 is oil on canvas laid on board.
- Does your impression of Mrs White change as the varnish is removed?

Curator

A curator has many roles that link to the care, management and collection of objects.



Things to talk about

- Stand in a gallery and discuss why you think the curator chose to hang these works together.

Things to do

- Draw a floor plan and imagine you could place an object in the gallery. What would you choose, how would it relate to other works and where would you display it?