

# Art Beyond Borders

## Educator Resource Package

### Grade 7-12

Discover how art crosses spatial, temporal and cultural boundaries in *Art Beyond Borders*. Students explore how artists use the visual arts to communicate cultural influences and how artists have responded to the impact of major world events through their art over time. This program explores the idea of 'worldview' challenging students to consider their own worldview and how it connects to those of artists from the past and present. Through in-gallery discussions, sketching and interpretation games, students build visual, critical and historical thinking skills.

This package will help to prepare your class for their visit and provide in - class activities to further engage with the concept of worldview and other concepts explored during your visit to the Art Gallery of Alberta.

### Big Ideas

- What can art tell us about the time, place and cultural space in which it was made?
- Encounter art through varied art sources examining how art and images change across cultures and throughout time
- Question sources of images that are personally relevant or significant to them in contemporary culture focusing on how artwork influences and is influenced by worldview
- Exploration of art through a variety of contextual lenses: historical, geographic and cultural
- Focus on worldview and what art can communicate about personal and societal worldviews



## Before your visit

Work with your students to explore the concept of *Art Beyond Borders*. Using the reflection questions below and the FRAMES framework on the next page, brainstorm with students to make connections between art and the concept of worldview.

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### Big Questions: Art Beyond Borders?

Work with students to discuss how a work of art can be 'read' and the importance of visuals within their own a cultural context.

What is art? Where can we see art in our everyday lives?

How can we 'read' a work of art? Why is it important to be able to 'read' art?

What does the term worldview mean? Can art tell us about the worldview of an artist or a group of people? Why or why not?

What can art tell us about the time period in which it was made?

What can art tell us about the place (geographic) in which it was made?

What can art tell us about the culture in which it was made?

By exploring art, what can we find out about our own worldview?

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### Your Turn: Practice Interacting with Art

Introduce your students to different ways of looking at art using the FRAMES framework on the next page. Choose art images related to your current topic of study in order to make connections between new learning and what students already know.

Helpful Hints!

- Use questioning that encourages students to look closer at the work.
  - All students will have opinions about images. To build upon these opinions ask for clarification about responses in order to get students to think critically about their ideas.
  - Encourage students to explain WHY they think what they think.
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# FRAMES

## Interacting with Art

### First Response

What do you see? What do you think of it?  
What does the artwork remind you of?  
Where do your opinions come from?

How was the artwork created?  
What techniques, materials and tools did the artist use? How do you know?  
Describe the elements and principles used by the artist. How do they contribute to the artist's message?

### Break it Down

### Time, Place, Space

What does the artwork tell us about:

- the time period in which it was made?
- the place in which it was made?
- the culture in which it was made?

How do we make sense of an artwork?  
How does the artwork relate to our own lives and experiences?  
What new meaning do we bring to the artwork?

### New Meanings

## Your Turn: Art & Worldview

**Activity:** Engage your students in an open dialogue about art and worldview by practicing looking at art images together. Choose art images from the internet or from books (related to topic of study) to encourage discussion about worldview using the critical analysis framework outlined below (adapted from Alberta Education).

Direct students to look carefully at an art image. Students will gather clues that inform them of the worldview of the culture and time in which the piece was made. What do you think the artist is telling us about the worldview of the culture to which they belong?

Elements of worldview	Conclusions about the artist's worldview	Clues in the image to support my conclusions
<p><b>View of human nature.</b>            What does the image tell you about human beings and human nature?</p>		
<p><b>Responsibilities to others.</b>            What does the image tell you about what the responsibilities of humans should be?</p>		
<p><b>Relationship between the individual and the government.</b>            What does the image tell you about the balance between individual and collective rights?</p>		
<p><b>Relationship of humans with nature.</b>            What does the image tell you about the beliefs about the way human beings should look at and act toward the environment?</p>		

## Alberta Education Program of Study Connections

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### Fine Arts

ENCOUNTERS: Students will encounter a wide range of art forms through a variety of 'looking at art' activities.

- Students will build upon their understanding of the idea that the role and form of art differs through time and across cultures.
- Students will build upon their understanding of the idea that art reflects and affects cultural character.

### Social Studies

#### Grade 7-9 Program

##### Values and Attitudes

- 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews
- 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada

#### Grade 10-12 Program

##### Values and Attitudes

##### Social Studies 10

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization

##### Social Studies 20

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve
- 4.1 appreciate historical and contemporary attempts to develop a national identity
- 4.2 appreciate contrasting historical and contemporary narratives associated with national identity

##### Social Studies 30

- 1.1 appreciate various perspectives regarding identity and ideology

## DIMENSIONS OF THINKING

*Students will:*

S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures

S.8 demonstrate skills of oral, written and visual literacy:

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others