

Art Texts

Educator Resource Package

Grades 7-12

Investigate art as text with this exploration that focuses on developing critical viewing strategies and skills by connecting to student experiences with visual imagery. Through group discussions, creative writing exercises and visual representation games, students investigate several visual texts throughout the Gallery.

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

Big Ideas

- Investigate a variety of texts (written, visual, multi-media)
- Investigate and practice several critical viewing strategies and visual thinking skills
- Compare visual and written texts



Before your visit

Work with your students to explore the concept of *Art Texts*. Using the reflection questions and critical analysis framework below, brainstorm with students what they already know and practice interacting with art texts!

Big Questions: Art Texts

Work with students to discuss how a work of art can be 'read' as a text.

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

What is a text?

How do we read written texts? What strategies do you use?

Can we 'read' visual texts? What strategies can we use?

What are the links between written texts and visual texts? What are the similarities? Differences?

Art Texts Framework

Use the framework outlined here to discuss art and media texts in the classroom before visiting the AGA. Use the handouts on the next pages to explore the framework in more depth, with multiple texts.

FRAME	Key Questions
Text Product	What is our first reaction to the text? What kind of text is this? How is the message constructed? How does the media relate to the message? HOW DO YOU KNOW?
Text Producer and Audience	Who created this text? What was the intent of producing the text? Who is this text intended for? What assumptions does the text make about the audience? Who am I supposed to be in relation to this text? HOW DO YOU KNOW?
Text Values	How 'real' is this text? How/where do I find the meaning? What values are presented? What is the commercial message? What is the ideology of this text? What social/artistic/political messages does the text contain? HOW DO I KNOW?
My Meaning	How does the text fit my personal values/beliefs/ ideology and previous experiences? Do I agree with (assent to) this text's message? Do I disagree with (resist) this text's message? Do I argue/negotiate with the message of this text? HOW DO I KNOW?

ART TEXTS

TEXT PRODUCT

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How is the message constructed? How does the media relate to the message?

HOW DO YOU KNOW?

TEXT PRODUCER AND AUDIENCE

Who created this text? What was the intent of producing the text?

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HOW DO YOU KNOW?

TEXT VALUES

How 'real' is this text? How/where do I find the meaning?

What values are presented? What is the commercial message?

What social/artistic/political messages does the text contain?

HOW DO I KNOW?

MY MEANINGS

How does the text fit my personal values/beliefs/ideology and previous experiences?

Do I agree with (assent to) this text's message? Do I disagree with (resist) this text's message?

HOW DO I KNOW?

Alberta Education Program of Study Connections

Fine Arts

ENCOUNTERS

Transformations Through Time

COMPARE THE IMAGE CONTENT OF CERTAIN PERIODS.

- A. Works of art contain themes and images that reflect various personal and social conditions.
- B. Technology has an affect on materials used in image making.

ANALYZE THE FACTORS THAT GENERATE A WORK OF ART, OR AN ARTISTIC MOVEMENT: THE EXPERIENCES OF THE ARTISTS AND THE IMPACT OF THE CULTURE.

- A. A specific artistic movement and its works of art are influenced by the members' philosophic theme, stylistic identity and relationship to the community in which they exist.
- B. A specific artistic movement and its works of art influence later artistic movements.

Impact of Images

ACQUIRE A REPERTOIRE OF VISUAL SKILLS USEFUL FOR THE COMPREHENSION OF DIFFERENT ART FORMS.

- A. The relationships of different features of a work of art may be compared to the total effect of the work.
- B. Artists depict subjects from different points of view.
- C. Throughout history, a wide range of media and techniques have been used to make art.

QUESTION SOURCES OF IMAGES THAT ARE PERSONALLY RELEVANT OR SIGNIFICANT TO THEM IN CONTEMPORARY CULTURE.

- A. Imagery can depict an important local, political or social issue.
- B. Imagery can depict important aspects of the student's own life.

Language Arts

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover possibilities
 - 1.1.1 Form tentative understandings, interpretations and positions
 - 1.1.2 Experiment with language, image and structure
- 1.2 Extend awareness
 - 1.2.1 Consider new perspectives
 - 1.2.2 Express preferences, and expand interests
 - 1.2.3 Set personal goals for language growth

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.3 Respond to a variety of print and non-print texts:

2.3.1 Connect self, text, culture and milieu

2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and non-print texts

2.3.3 Appreciate the effectiveness and artistry of print and non-print texts