



Learning Activities

STRENGTHEN OBSERVATION

Looking Ten Times Two

NOTE: *This activity is recommended for use prior to a group discussion or written assignment utilizing a work of art.*

Find a quiet space with no distractions. Focus and look at the artwork/image for at least thirty seconds. Let your eyes wander. List ten words or phrases about any aspect of this artwork/image. Repeat this process for another thirty seconds and try to add ten more words or phrases to your list.

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Questions for Reflection

How did your observations change the second time you looked?

What kind of details did you notice the second time around?

STRENGTHEN OBSERVATION

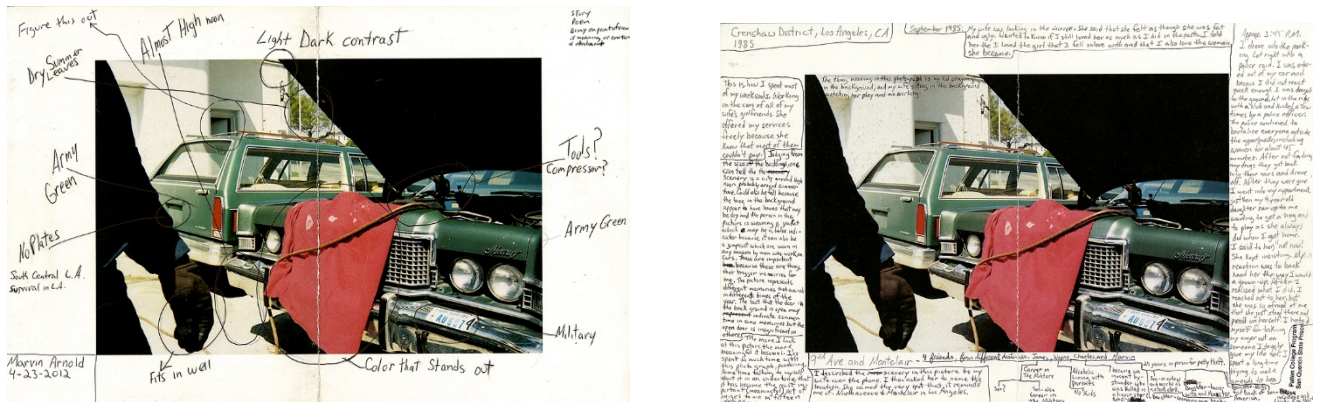
Making Meaning*

NOTE: *This activity works best if students have a double-sided printed image of the artwork available for use. Include a white margin around all edges of the image for writing. Additionally, refrain from providing any contextual information prior to this activity. This works best if students see this image blindly before beginning.*

Find a quiet place where you can focus on your selected image. Using the margins of the page, begin to physically interact with the image by drawing, circling, highlighting, etc. points of interest. Record your thoughts, notes and observations in the margins. Don't be afraid to mark up the page and really dissect the image. What aspects of the image stand out to you? What is it about these parts that intrigue you?

Next, flip the page and use your notes, observations, etc. to construct a written response on the back. Using visual clues only, consider what the artist is trying to say. What is the message? What does it all mean? How can your observations be used to construct meaning? Written responses can take on many forms from a purely formal reaction to the image or border on creative writing – using the subject and setting to create a fictional narrative, such as a personal memoir or other.

Once both steps are complete, read the Chazen Museum of Art's curatorial research about this image. How does this research align with your own? Was your interpretation of the object close to the curatorial research? If not, how does it differ? Is there only one way to interpret or read a work of art?



*Adapted from Nigel Poor's San Quentin Prison Project: <https://nigelpoor.com/project/san-quentin-part-1/>.



EXPLORE IDEAS

See, Think, Me, We

NOTE: *This activity works well individually or in pairs. If students feel comfortable sharing, pair them in twos or groups to discuss their observations. It could be best to group them by shared artwork to compare experiences and learn more about each other.*

SEE - Look closely at a work of art – what do you notice? Record your observations and avoid interpretation. Focus solely on what can be known from observation only. Make lots of observations!

THINK – What thoughts do you have about this artwork? What does it make you wonder? What do you see that makes you say that?

ME – How do you relate to this work of art? What personal connections can you make between yourself and the work?

WE – How might this work be connected to bigger stories (or larger theme), and in specific, about the world and our place in it? How do your personal connections relate to the larger human experience?

SEE	ME
THINK	WE



EXPLORE IDEAS

Circle of Viewpoints

Begin by choosing a work of art. Next, brainstorm a list of different viewpoints. Be creative when generating your list. Viewpoints could be spatial such as imagining the work of art from the height of a child or bird’s eye view. Perspectives could be from the point of view of an object in the work of art. Perspectives could also include imagining the work from the viewpoint of a scientist, historian, immigrant, physician, artist, etc. Choose a viewpoint from your list and complete the following sentences:

I am thinking of (artwork/topic) **from the viewpoint of** (insert chosen perspective).

I think (describe the topic from your viewpoint. Be an actor and fully immerse yourself in the perspective’s character). What might this perspective care about? What might they believe?

A question I have from this perspective is (ask a question from this perspective).

I am a/an...	I think...	I wonder...

After completing this activity, write a label (300 words or less) for the work of art from your chosen viewpoint. As you write, be intentional with what information you choose to include. How does your chosen viewpoint inform the artwork? What do you want the viewer to know?

Questions for Reflection

What was challenging about completing this activity? Why?

How did you arrive at your chosen viewpoint?