

PROJECT 7.1.3 – INTERPRETATION OF ART

TIME ALLOWED: 1 week

CONTENT

This project investigates how we see art as individuals - what we like and dislike therefore it is the individual interpretation of art.

This project aims to let student view similarities and differences in how art is seen.

RESOURCES

Resources are all listed in the 10 week plan

General resources will be: a student workbook, paper, lead pencils, coloured pencils, crayons or water colours.

Teachers will need samples from the teacher guide on a poster to demonstrate the concept

ART INTERPRETATION

Art is very subjective. How one person views a piece of art may be totally different to another person's view. Art is subject to a person's feelings and thinking.

Many teachers and students feel that they cannot do art because they will get it wrong. This is not always the case and this project is an exercise to look at how other people see art, traditional and modern art.

ACTIVITY 1:

To create some interest and to structure the lesson in a fun way, the use of an optical illusion has been included. The first one is of a woman. It first appeared in the early nineteenth century on a trading card and has been seen in many places around the world Teachers should either have a large poster of the image to show to students or photocopy the image so that all students can clearly see the image.

Ask the students 'Can you find the profile of an old woman or a young woman?'

This will generate a discussion from students on what they see. Both a young woman and an old woman are in the same picture. Generally teachers and students will see one before the other. Allow time for the class to really study the picture and find both women.

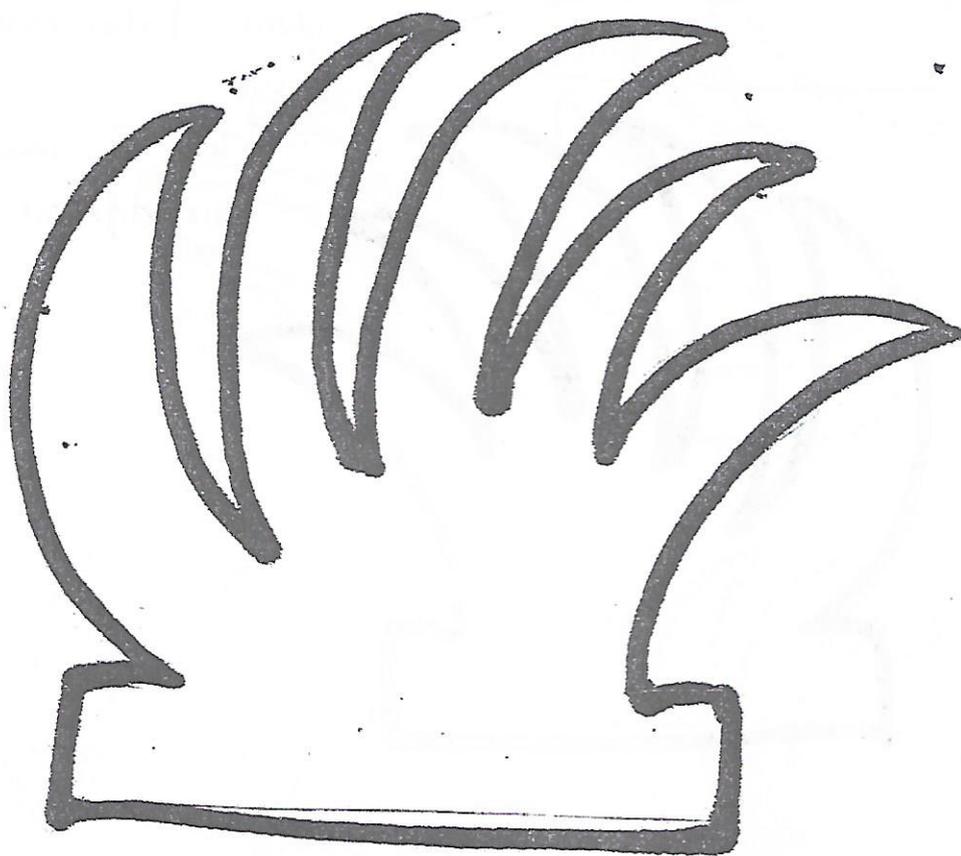


ACTIVITY 2:

The second part of the lesson involves a similar process. Use the shape provided and question students what the shape reminds them of or if they can see an object. The shape can be moved in any direction to enable students to use their imagination. Students are to list objects they can see on the worksheet provided.

The second worksheet has six of the same image. Students are challenged to draw the detail of the images they have listed, they can use any elements to complete the images. Some examples of the finished shapes have been included for the teacher to view before the lesson and for students if the teacher desires. Students should be encouraged to find other shapes than the ones provided.

The teacher can lead class into a discussion of individual interpretation and the value of individual opinions.



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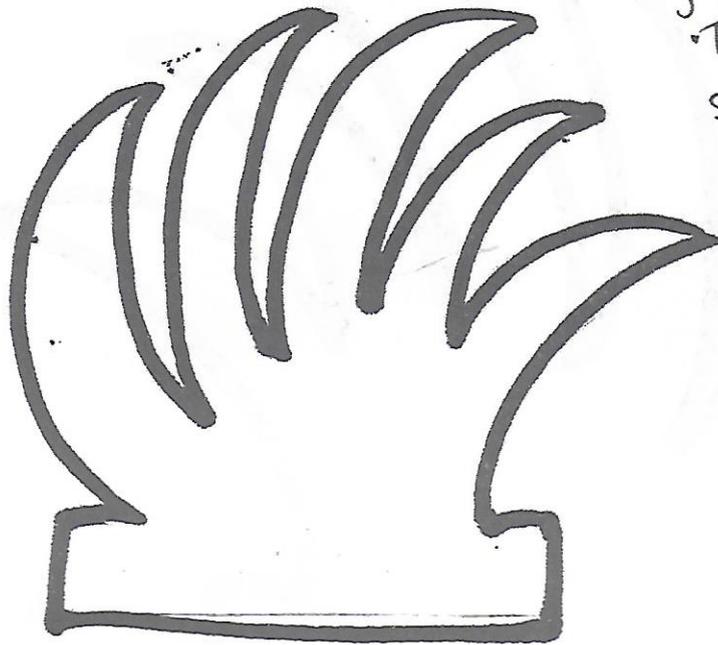
Art can be viewed in many ways.
Look at the shape below. Turn the page any way,
upside down, sideways or even back to front.

① List any objects that it could be:

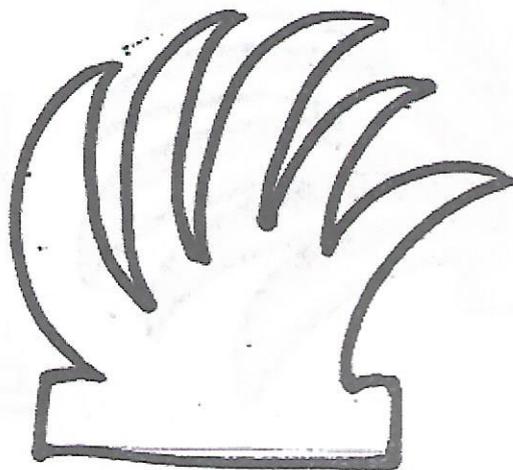
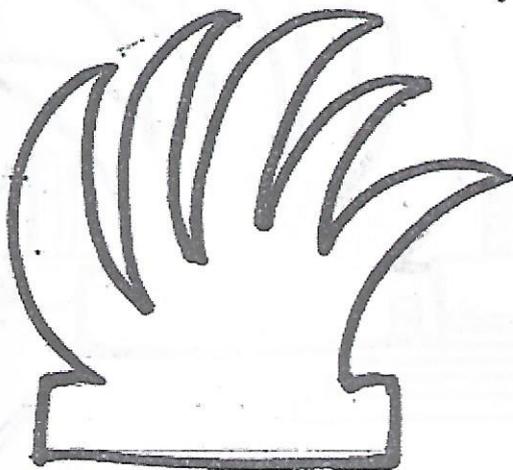
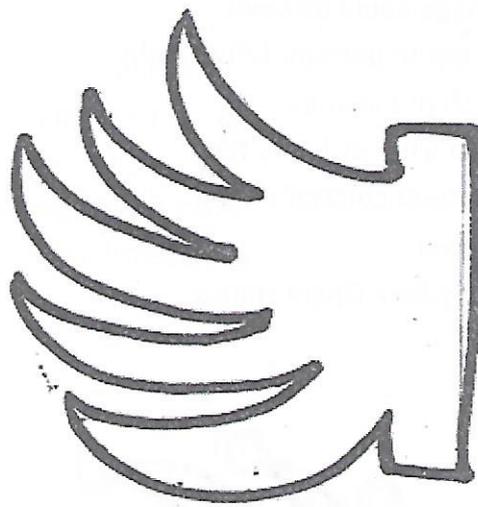
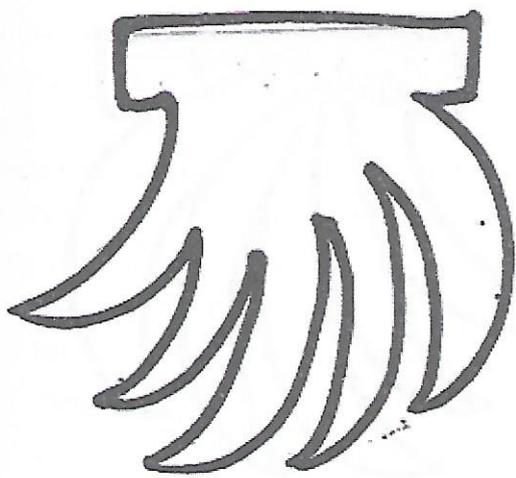
- _____
- _____
- _____
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② On a separate
sheet. Colour each
object to express your
ideas. Label each
image.

Try to complete
six different views.



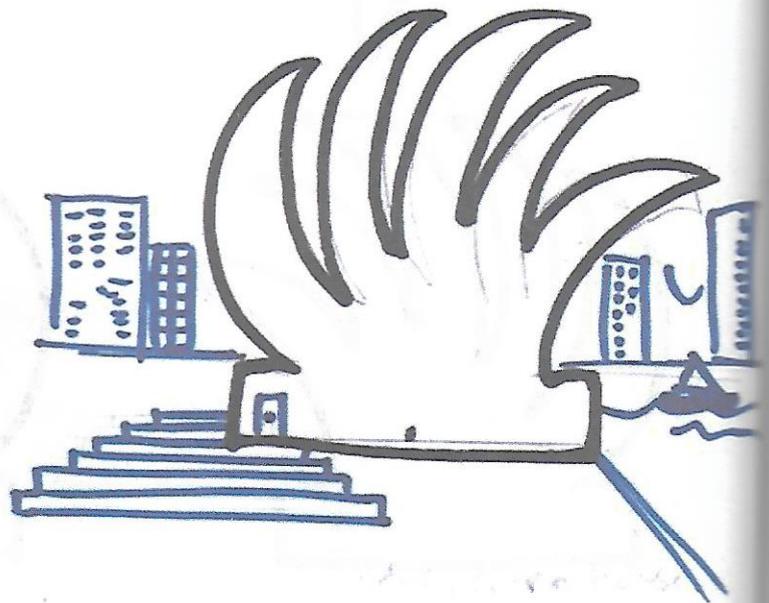
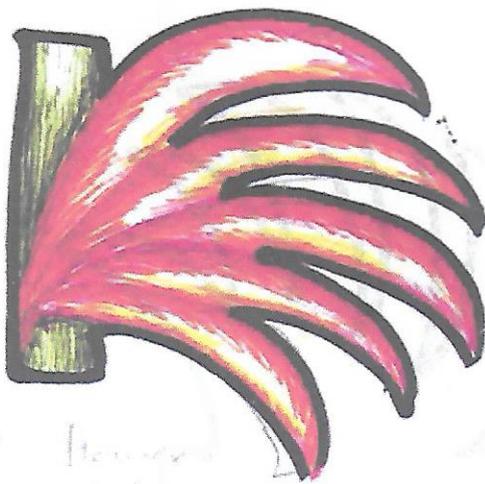
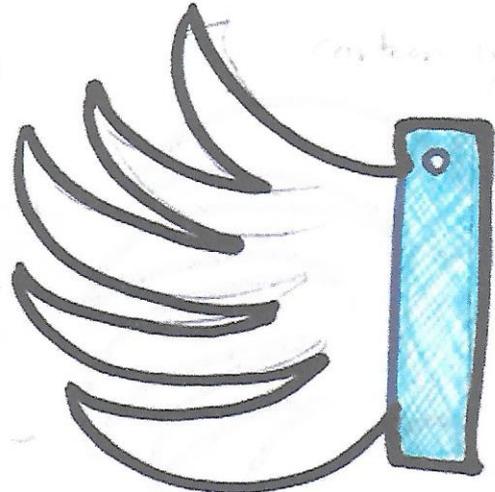
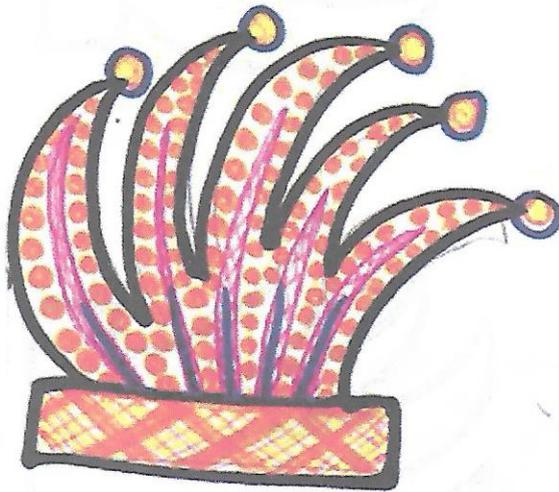
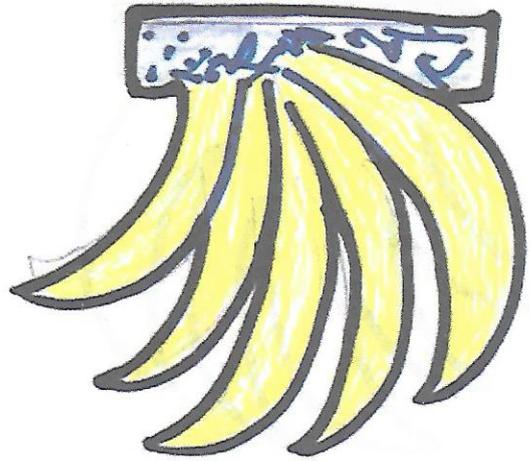
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This page includes samples of how the shape could be seen.

From top to bottom, left to right:

- Bunch of bananas
- Jester's hat or funny hat
- A cartoon chicken's hand
- A flower
- The Sydney Opera House



ADDITIONAL ACTIVITY

An additional activity if time permits is to use the picture included on the next page of children on a beach. The picture was the front of a greeting card and teachers can use their own image if desired.

Teachers can ask students to write a passage to explain what they can see in the picture.

Teachers should ask prompting questions similar to the ones listed below to initiate student imagination and ideas.

- Where is the picture?
- What are the children doing?
- How many children are there?
- Why do you think they are at the beach?
- What era is the picture from?
- What country is the picture from?
- Describe the weather.

Student could write a descriptive story about the picture describing the activities they can see.

Another option is for students to describe the elements and principles of design that they can identify within the image

Teachers could also choose a different picture. It could be a traditional Tongan painting or a photograph of Tonga in the 1800's.

