



Talkart

Interpretation of Art, Yr 10 – 13

Throughout 2017

What to expect?

Year 10-13 students practice and expand their art vocabulary within gallery contexts by completing group activities and presenting ideas and opinions appropriate to the students' subject and level. The diversity of art approaches in Te Tuhi's Exhibitions are ideal for Level 2/3 students.

te tuhi



1. What can we identify in the work? What imagery is used? How is it presented?

Students will observe exhibition works and will attempt to identify subject matter of individual art works (or the theme of the exhibition) through group discussion. This will include students brainstorming and discussing how visual elements are presented and read through the art they see.

2. What does this tell me about the artist, their work and the show?

Examine exhibition statement/catalogue, discuss and highlight specific issues or concerns the artist(s) is/are addressing.

3. Has the artist(s) visually expressed what the text informs? What visual elements tell us this?

With the information gathered discuss as a class the evidential links between text and exhibition works to gain a deeper understanding of the show.

4. What was the most interesting part of the show for you? Where there things you didn't like and why?

Write a short review/letter to the director encapsulating your views, thoughts and findings on the exhibition.

Student enquiry during the workshop will include:

What topics/ideas can we relate the imagery to? What potential meaning can we identify? What colours have been used? Can we relate to the imagery on a personal level? Have we seen something similar elsewhere? Is the art work a painting, photograph, sculpture, drawing, print, design or a combination of mediums? Could this be about how we make art? Or how the artist makes art?

What does this tell me about the artist, their work and the show? Is it collaborative or a solo exhibition? What does the title suggest? Does the information tell me where the artist is from? Is the show predominately photography, sculpture, painting or video? Or a mixture of mediums?

Has the artist(s) visually expressed what the text informs? What visual elements tell us this? What art making approaches has the artist taken to ensure this? Can we think of different ways to communicate the same issue or concern raised by the artist? Does this inform other areas of discussion to be had?

Key Competencies

Thinking

Students will use creative and critical thinking to make sense of the information, experiences and ideas explored in the classroom and the art gallery environments. This will help foster intellectual curiosity by asking and answering questions, and challenging the basis of assumptions and perceptions.

Using language, symbols and texts

Students will draw out meaning from artworks in the gallery and use spoken, visual and written language to respond to the art. They will recognise different forms of representation and become familiar with specialised art language.

Students will interact and share ideas with others in the classroom, gallery or studio. They will listen to others and their ideas and experience a shared learning environment.

Participating and contributing

Participate in the community by visiting the gallery and contribute to the learning experience by sharing their responses to artworks and the ideas they explore.

Managing self

Reflect on their own identity and environment through varied responses to artworks. Act appropriately in the gallery and studio environments.



Senior students from Tamaki College taking a closer look at the outdoor billboard exhibition at Te Tuhi

Te Tuhi Risk Analysis Management Safety Checklist for Group Visits

The checklist identifies all possible risks and provides safety guidelines for groups taking part in Te Tuhi School Education Programmes. The following is a general guide only and we strongly advise a familiarisation visit. Our Education staff are happy to meet with you at this time.

Supervision of children and young people.

Please carry lists of children and young people at all times. Ensure that supervising adults are fully briefed as to their responsibilities. We require the below ratios of adult to children and young people. Children and young people must remain in groups with their accompanying adults at all times

Years 1 – 4	1:6
Years 5 – 7	1:7
Years 8 – 10	1:10
Year 11 – 13	1:25

Emergency procedures and first aid

Risk	Fire and earthquake.
Management	Emergency evacuation – this is signalled by an unmistakable warning sound. Gallery staff will provide directions and assistance during evacuations. Identify those who need special assistance and inform a gallery staff member. Keep your students calm – walk don't run. Gallery staff will direct you and your group to assembly areas. If relevant, check your roll and report anyone unaccounted for to the Gallery fire wardens.
Emergency	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.
Risk	Accidents and illness.
Management	Please ask gallery staff member for trained first aid assistance. Any risk in studio-based sessions will be minimised by the programme's design and supervision. Students needing medication should have a supervising adult with the required medication.
Emergency	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

Internal Art Gallery environment

Risk	Security of personal belongings.
Management	Wherever possible, do not bring valuables. Schools: we request bringing as few belongings as possible. The Checklist for a Successful Visit gives the specifics of what you are allowed to bring. Care should be taken to avoid slips and trips by ensuring students walk at normal pace and watch where they are going. Care should be taken on entry and exiting the gallery glass front doors and around objects in the galleries and classroom.
Emergency	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

External environment

Risk Management	Pedestrians encounter vehicle traffic on main road at the front of Te Tuhi and car park behind Te Tuhi. The pre-visit information we supply you with includes a map of the Gallery and its environs. Bus stops, assembly points and pedestrian crossing are marked on this map. Care should be taken as students move from buses to the gallery and pedestrian crossing should be used by school groups crossing the road.
Emergency	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

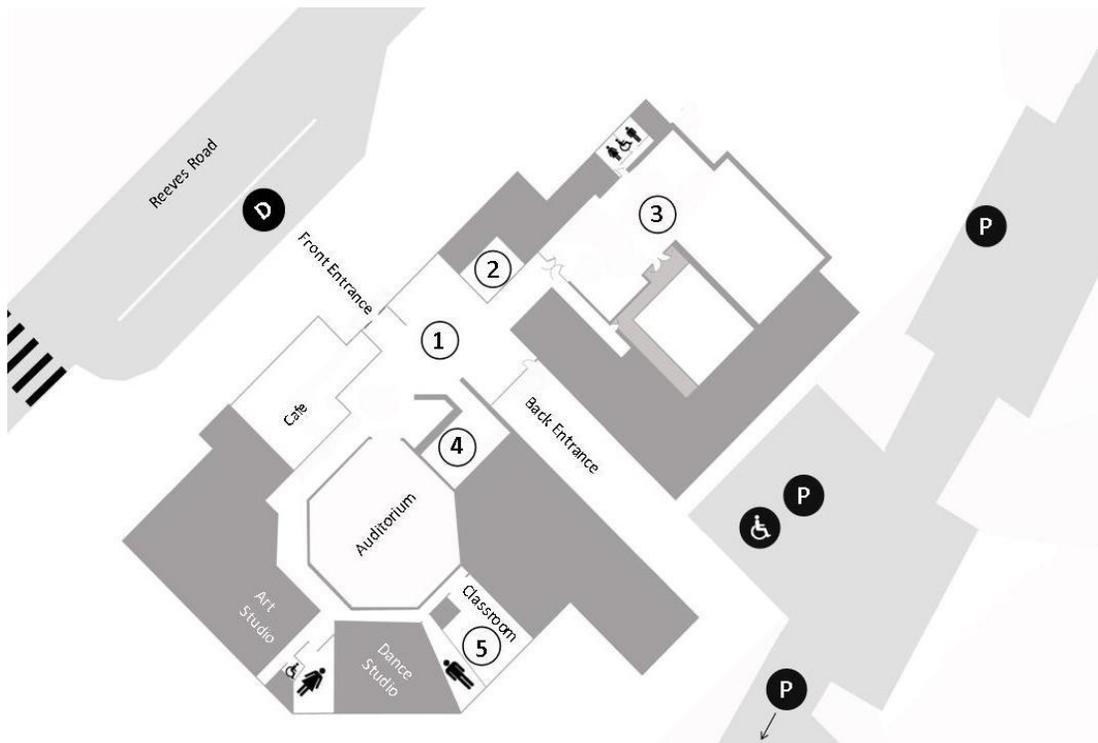
Location Map

Pakuranga, Auckland



- T** Te Tuhi
- P** Parking
- 1** Pakuranga Library
- 2** Westfield Mall / Food Court
- 3** Reserve / Playground

Te Tuhi Grounds



- 1** Foyer
- 2** Reception
- 3** Main Galleries
- 4** Project Space
- 5** Classroom
- D** Drop off zone only
- P** Parking
- Mobility parking bay
- ||** Pedestrian crossing
- X** Evacuation assembly point

Te Tuhi

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