

Tools for RESPONDING

Gallery activities such as making, writing and drawing can help students gain a better understanding of the process or inspiration behind an artwork.

Make

- Use materials such as **found objects, coated wire, foam shapes or blocks** to work with in response to a particular artwork or to replicate an artist's process.
- **Consider collaborating on a digital project.** After looking at a sculpture, develop a series of images, actions, sound or video clips to use in a digital artwork of your own. This work can be produced on site (if resources and time allow) or back in your classroom.

Write

After looking at and/or reading about an artwork on view, **write a piece of poetry or prose** in response to the work.

Draw

Draw a map that records your movement through the gallery or garden. On it, draw memorable features that were seen in the architecture or artworks.

Tools for Teachers

A guide for teaching with sculpture



Welcome to the Nasher Sculpture Center!

In an effort to make your students' experience rich and meaningful, we've created this guide to help you **LOOK, TALK and RESPOND** to the works of art on view. Enjoy!

Nasher Sculpture Center

Tools for LOOKING

Slow Down

Take a deep breath. Prepare yourself for the museum visit. Ask your students to **put on their art inspection goggles** before carefully looking at the works on view.

Walk Around

Look at each object from multiple perspectives.

- From each point of view, consider the object. **What do you notice about its shape, mass, surface or color?**
- **What materials were used** to make this artwork? Why do you say so?
- For more information, **read the wall text** for each artwork. It includes helpful information about the artist and the artwork including the title, date and material.
- **Look at sculpture from far away and up close.** From a distance, you will notice the entire work and its surroundings. Up close, you will notice details about surface, and how it was made.

Consider

After looking at the sculpture, ask yourself:

- How does the work make me **feel**?
- Does it spark anything in my **imagination**?
- What might the artist be **communicating**?
- Does the work reflect the **time period** in which it was made? If so, how?
- What are the **similarities and differences** between this sculpture and the artworks around it?

Tools for TALKING

Question

Consider using the **Visual Thinking Strategies** (developed by Abigail Housen and Philip Yenawine) method to start conversation. These questions are a safe starting point for timid participants or if little is known about the work or artist:

- **What do you see?**
- **Why do you say that?**
- **What more can you find?**

Discuss

Use these activities to encourage dialogue in a group setting:

- **Pair and Share:** Pair up and discuss the artwork before sharing with the entire group.
- **Compare and Contrast:** Look at two artworks installed near one another. Ask students to talk about the similarities and differences between the artworks.
- **Title It:** Create a new title for an artwork on view. Share the title with the group along with the reasons for their choice.
- **Context:** Has the sculpture been informed by a historical event or time period? A literary work? Mathematical or scientific principles? Have students investigate how the content of the artwork was influenced by its context. Share those connections with the group.