

## Student Analysis of Historical Artwork: Form/Content/Context

ART & ARTIST:

COMPARE OR CONTRAST WORKS OF ART

ART & ARTIST:

### FORM

Elements of a work of art independent of their meaning

**Does the Artwork fall within an established genre?**

Historical, Mythical, Religious, Portraiture, Landscape, Still life, Fantasy, Architectural

**Appearance**

2D or 3D, Painting or Drawing, Free flow or geometrical, Grouped or distanced shapes

### CONTENT

What gives the composition meaning

**Who is in the artwork? Can you see a relationship of subjects? What are they wearing? What are the expressions on their faces?**

**Does the art have Political or Religious subjects, props or images?**

### CONTEXT

Circumstances in which a work of art is produced and/or interpreted

**Can you make inferences as to the artist's thoughts and intentions?**

**Can you make relevant connections or comparisons with other pieces of art or to other fields of study?**

**Did this occur before or after the artwork was created?**

**Has this piece of art been influenced by trends, fashions or ideologies?**

**What can you learn from the way the artists has portrayed this person/scene/image?**

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## Demonstration of Student Learning Ideas

### DEVIL'S ADVOCATE

Play devil's advocate. Create a monologue or short story from the opposing point of view.

### TABLEAU

Create a series of motionless figures recreating a scene based on their analysis.

### YES, AND...

This game comes from an actor's improvisation skill by building upon a statement. Groups or a whole class stands in a circle. The first student creates a statement or situation. The student next to them says, "Yes, and" and adds to it.

### WHAT DID THE ARTIST SAY?

Given the historical context and subject of the piece, ask students what they think the artist is trying to say (what does the piece mean), and who do they think is the intended audience? Support your view by referring to specific elements of the image and what you know about the history of the time.

### I SPY

Create a narrative based on the figures they have "spied" in the art. Or have students work collaboratively and create a story of an object.

### TIMELINE

Create a timeline and recount the story or actions you interpret from the piece of art you are analyzing.



### TELL A STORY

Have students create a story describing art from the perspective of the characters in the portrait.

Create a story discussing how all of these events from the art are linked together.

Have students create a short dialogue or script. What happened before? During and after? Write a story as if they were walking through time with these characters.

Tell a story but from the perspective of an inanimate object in the art.