



# Talkart

## Interpreting art, Years 10 – 13

### 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.

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## Discussion Questions

### 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 artworks (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 is/the artists 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? Were there things you didn't like – if so, why?

#### 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 artwork 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?

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