

Eyes Wide Open



Sight is the sense we most often use at museums. Thinking and talking about art requires us to slow down and really look. This activity asks you to pay close attention to what you see around you and might encourage you to try changing how you're looking.

Notes:

[illegible]

What is a shape? It's a flat area enclosed by a border. Shapes are two-dimensional. Some examples include squares, circles, and triangles.



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Self-Guided Activity Sheet

Pair-Share Ask a Partner:

What do you notice first? How would you describe it? Did you both notice the same thing first? If not, how is what you noticed different from your partner?

Notes:



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Dig Deeper...

Try changing perspective a few times while looking at the same artwork. Zoom in, zoom out, cover one eye, or try looking at it upside down!

How does changing perspective make you see the object differently?

Did you notice something you couldn't see before?

Did the artist highlight or hide the materials in this work? Did they trick your eye with what they look like versus what they are made of? How did the artist do this?

Sense-ational Search

Sounding It Out

Self-Guided Activity Sheet



Some spaces and artworks in the museum, like videos, include actual sounds, while others, like photographs and paintings, evoke sounds we can imagine. Certain pieces suggest sound through pictures of people or things or the materials they're made of. Sometimes, sound can even be metaphorical—do the things you see scream for your attention, or do they softly whisper?

Instructions:

Choose a volume level. Do you want to find something loud or something quiet? Select the mood that is right for you and then find an artwork that matches with your preferred volume.

Prompts:

Describe the noises you might hear if you stepped into this artwork.

Select the loudest or most quiet detail. How would you describe each of them in the artwork?

If you had to assign any musical instrument to one of the of **elements of art*** in this artwork (color, shape, line, or texture) what instrument would you choose?

***What is a line?** It's the path a point makes moving through space. Lines can be straight, squiggly, thin, or thick.

What is a shape? It's a flat area enclosed by a border. Shapes are two-dimensional. Some examples include squares, circles, and triangles.

What is a texture? It's how something might feel. Texture is the surface quality of objects that we might experience through the sense of touch.

What is a pattern? It's an arrangement of shapes or symbols, repeated in a way to create a design.

Notes:



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Self-Guided Activity Sheet

Pair-Share Ask a Partner:

We often experience sounds in pattern or rhythms. Pair up with someone and find an artwork that shows you a definite rhythm. Describe the rhythm and the aspect of the art where you find it. You can demonstrate the rhythm by tapping it out on your own arm or by humming it out.

Notes:



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Dig Deeper...

Does size or scale influence the way you perceive the volume of an artwork?

Try finding a small but loud artwork or a large but quiet artwork. If it isn't the size that determines the volume of the piece, what is it?

Close your eyes and listen to the sounds from the space around you. What sounds do you pick up that you didn't previously notice?

Sense-ational Search

A Taste of Creativity

Self-Guided Activity Sheet

Salty or sweet? Rich or bland? Delicious or gross?
Art can sometimes inspire ideas connected to our other senses—like taste—through color, texture, and image.



Instructions:

Choose a flavor. It can be sweet, spicy, salty, bitter, or sour. Now, find an artwork that reminds you of that flavor. Don't overthink it!

Prompts:

Describe what it is that you see that reminds you of that flavor. Is it a **color**, **shape**, or **texture**?

If this artwork were a part of a meal, what would you need to complement this initial flavor? What type of artwork would create a balanced meal? For example, if this artwork is spicy and bold, what calmer, quieter artwork might balance it out?

Try describing this artwork like a recipe. What ingredients did the artist use? How did they combine them to create the final product? What would the measurements be?

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Notes:

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Pair-Share Ask a Partner:

Notes:



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Look for artwork that makes you think of something tasty. Explain what made this sense come to life. How did the artist make this connection?

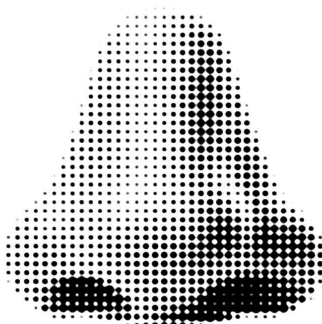
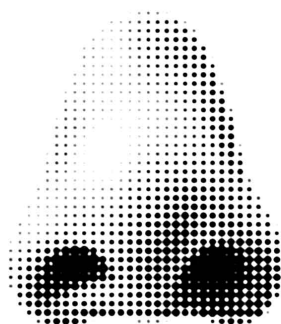
How would you describe the flavors of this artwork?

Sense-ational Search

Art Aromas

Self-Guided Activity Sheet

Smell is one of the senses that is most linked to memory. It helps us connect our sensory experiences to specific moments, people, and places. In a museum, we try to connect them in reverse! When we see something that sparks a memory it provokes us to remember a smell.



Instructions:

Look for an artwork that reminds you of a smell from your own lifelife, whether it's a person, place, food, or something else. What is it about the artwork that sets off a scent memory?

Prompts:

Is the artwork showing you something or somewhere that has a particular smell?

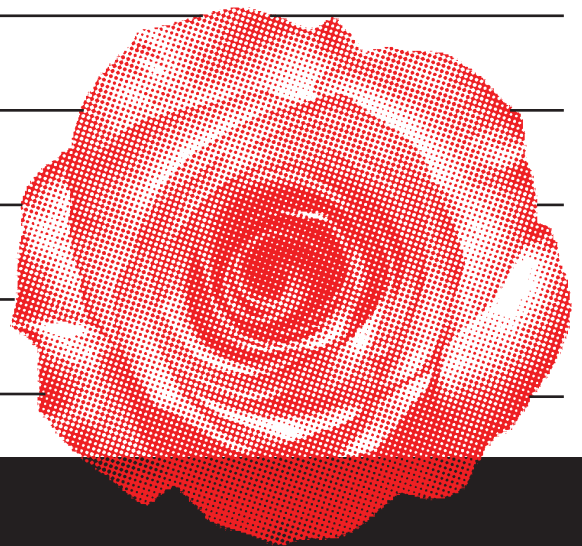
If you have connected the smell to a person, place, or thing, what word would you use to describe the smell?

Is the artwork creating a mood that you connect with a smell? Where do you see that mood? In the color, the surface, the material? Describe that mood and the smell it provokes.

Notes:

Pair-Share Ask a Partner:

Notes:



If you wanted to create an artwork that connected to a particular memory or scent, what materials would you use?

What might it be about that material that you connect to a particular scent memory? Is it the material itself, where you might find it, or its connection to another experience?

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Sense-ational Search

Feeling Through Form

Self-Guided Activity Sheet

Touch is a sense we can't often use in a museum. We can, however, use our experiences and imagination to help us describe what something might feel like. Some pieces show their texture through the use of a particular material (like using glass to create a smooth, reflective surface), while others use creative processes to imply a feeling (like a painting of something furry to make you imagine its softness).

Instructions:

Pay attention to where you see different types of textures.* Find an object where the texture helps support the function, meaning, or message of an artwork.

Prompts:

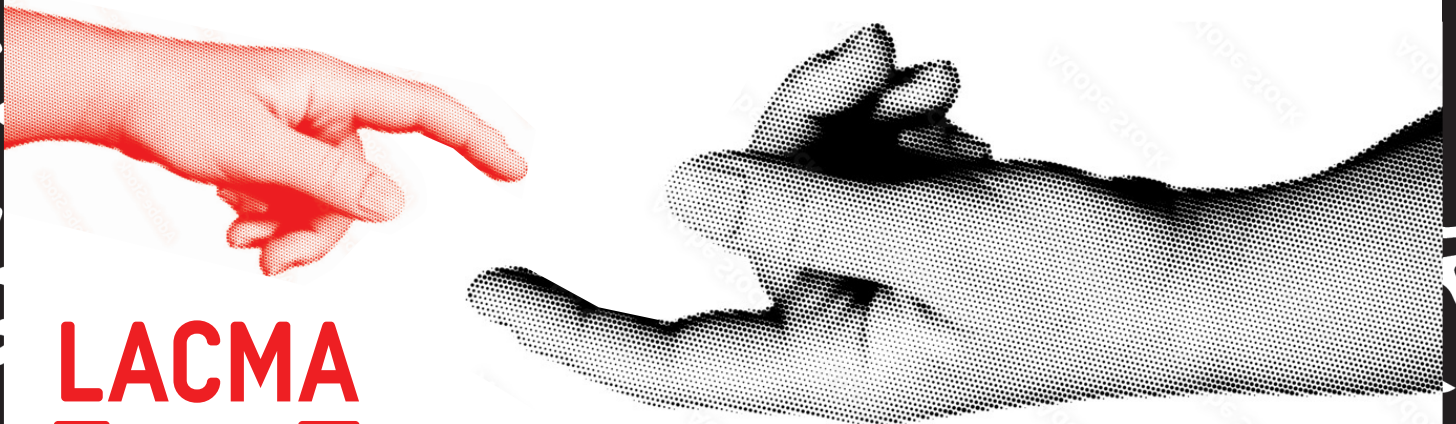
How might you describe this texture?
How might it feel on your fingertips?

Are these textures real or are they implied?
Use the object labels to help you find out what each work is made of. Do the materials listed match up with your description of the texture?

Consider how the artist could have made this artwork. What tools might they have used and what might their process have been like?

*** What is a texture?** It's how something might feel. Texture is the surface quality of objects that we might experience through the sense of touch.

Notes:



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Self-Guided Activity Sheet

Pair-Share Ask a Partner:

Working with a partner, share the types of materials that hold a unique meaning for you. Is there a material that you associate with a special person, experience, or memory? Share only what you are comfortable sharing. If you prefer to write down your response and keep it private, you may do so.

Notes:

[illegible]

Dig Deeper...

Think of a texture that you find pleasing or comforting and find a work of art that gives you similar feelings. What is it about the artwork that you find pleasant? Is the texture real or implied? Share only what you are comfortable sharing. If you prefer to write down your response and keep it private, you may do so.

Think of a texture that makes you uncomfortable or uneasy and find a work of art that gives you similar feelings. What is it about the artwork that makes it unpleasant to you? Is the texture real or implied? Share only what you are comfortable sharing. If you prefer to write down your response and keep it private, you may do so.

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Sense-ational Search

Art Moves Us

Self-Guided Activity Sheet

This activity asks us to think about movement. Some artwork suggests motion while others inspire us to move. Artists use expressive mark-making, dynamic shapes, or even patterns* to pull us in and create the illusion of motion.

Instructions:

Choose an action word, whether it's hopping, sliding, skipping, waving, or anything else that suggests movement. Find a piece of art that gives you the same energy as your action.

Prompts:

What type of action does the artwork suggest? Describe it. For example, is it wobbly or explosive? Does it come in waves or pops?

Move your body to recreate the type of movement that you notice.

Examine the surface. How do the shapes or marks move along or beyond it? How does the texture* of the artwork affect or influence the movement?

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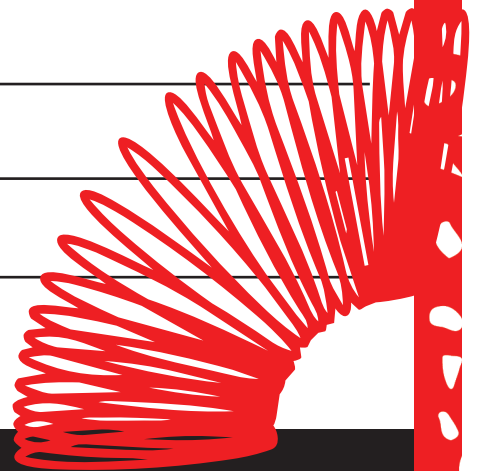


Pair-Share Ask a Partner:

Notes:

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Try to find an object made of materials with the potential for movement. How would you describe how the material moves or can move?

What type of noise would the material make as it moves?