Teacher Notes

*Art Makes Sense: The Hold*
Agnes Etherington Art Centre

Art Makes Sense

Teacher’s Program Guide

Produced by
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Cover Image: Don’t They Ever Stop Migrating?, Jinny Yu, ink on fabric, 2015

Description
This tour welcomes and introduces individuals to the Agnes Etherington Art Centre through Art Makes Sense. This program is a multi-sensory tour and hands-on art making workshop for students with a range of learning needs and abilities. It aims to engage all of the five senses in a way that participants with diverse learning styles can engage with the artwork. Using sensory-based strategies, participants discuss and critically look at a variety of artwork in a nourishing environment that fosters all individualities.

Cost: $80 a class of 16-20 participants, or $5 each if there is less
Duration: 90 minutes
Grades: 1-6

Objectives
- To introduce and familiarize participants to the Agnes and its exhibitions
- To welcome participants and their teachers/attendants into a nourishing environment
- To bring a self-awareness to the visual language, composition and connection of the artwork, teaching ways of seeing and looking at art.
- To use sensory-based techniques to allow participants to create a relationship between themselves and the artworks they encounter
- To learn about how our five senses play an important role in our understanding of art
- To provide an all-inclusive accessible tour
- To adapt to the ever-evolving needs of today’s learner

This Program Consists of
- A 45-minute guided tour through The Hold: Movements in the Contemporary Collection that introduces students to learning art through the senses
- A 45-minute art studio workshop in which participants can relate what they have learned in the gallery, as well as apply their various senses to their art making
Featured Exhibition
*The Hold: Movements in the Contemporary Collection*
This exhibition displays artworks from the Agnes’ permanent collection and focuses on movement, relating to themes of migration, restriction, access, and social movements.

Curriculum Connections

The following is taken from the Ontario grades 1-6 Curriculum.

**Visual Arts:** Interpreting a variety of art works and identifying the feelings, issues, themes, and social concerns that they convey. Explaining how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding. Creating two-dimensional and three-dimensional works that explore feelings, ideas, and issues from a variety of points of view.

**Social Studies:** Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues. Demonstrating an understanding that all people are worthy of respect, regardless of their roles, relationships, and responsibilities.

Works that Will Be Looked at

Titanic, John Dickson, mixed media, 1996-7.


Art Making Portion of the Program

Objective:
- To understand that art making involves the senses
- To elicit a more personal connection between the artist and the work using memory and thought provoking materials
- To understand that even though often times we cannot touch art, its appearance of tangibility is just as important
- To give participants a chance to create an artwork they can actually feel
- To link the concept of material to meaning

Before the Visit

The following are suggested discussion topics and activities to help prepare students for their visit. Please note: we ask that students wear name tags during the program.

Expectations
Discuss proper behaviour and gallery etiquette with your class. The three main rules to remember are:
- Do not touch the art because oils on our hands can contain salt that can damage the surface of works of art
- No running
- No food or drinks (including gum)
- Answer with hands up
Themes in the Program

- The five senses
- The senses and memory
- The use of imagination in art
- How we see the world using our senses
- How we create relationships between an artwork and ourselves using our senses
- Visual analysis

Ideas to Discuss in the Classroom before

- What are our five senses?
- How do we use our senses in our daily lives?
- Why are our senses so important?
- What are the primary colours? What are the secondary?
- Do you have any favourite scents? Sights? Sounds? Textures? Tastes?
- Do these scents/sights/sounds/textures/tastes have any good memories attached to them?
- Do you think that all of our senses can help us see art?

Extending the Visit into the Classroom

Your visit to the Agnes can be extended to your classroom upon your return. Here are a few ideas to support extensions:

Language:
Write or tell stories of their own lives. Students could create a journal entry about their favourite memories and the senses they relate to these memories. i.e. Smelling a Christmas tree and hearing Christmas music

Social Studies:
The program discusses identity through the senses. Ask students to think about their own identity in relation to their senses. Are certain senses more in use than others in certain settings? Have them think about their identity in terms of when they’re at home, in the classroom and larger community.

Visual Arts:
Have students think about their favourite sights, sounds, textures, tastes and smells. Provide them with materials to create their favourite memories using elements of the five senses (or things that represent them). Magazine cut outs can help with inspiration i.e. a picture of an orange to represent their favourite taste and smell.
Resources

Agnes Etherington Art Centre
The Collections section of our website is a valuable teaching tool showcasing The Hold

The Atlantic
The Art and Science of Our Senses

Museum-Ed
Art, Questions and the Five Senses
http://www.museum-ed.org/art-questions-and-the-five-senses/

We look forward to seeing you at the Agnes!