

Module 2: Additional Teachers Notes: Visiting a Gallery

These Teachers' Notes are for use with Tate Tools Module 2 – Visiting a Gallery.

You can print out these Teachers' Notes to use alongside the PowerPoint. The PowerPoint will include a section with brief bullet points to remind you of the main activities and discussion elements for each slide.

Slide 1: Module 2: Visiting a Gallery

Set up the PowerPoint to this title page to start the lesson.

Slide 2: What is a gallery?

1. Discussion question: what things do you expect to find in a gallery?

This slide presents photos of different types of galleries.

A gallery is a room or building showing works of art. However, there are many kinds of gallery spaces. The way you feel about the artwork on show is often affected by the type of building it is displayed in.

Questions to ask:

- what is a gallery for?
- what kind of building do you expect a gallery to be?
- how do you think it would be similar or different from your school?
- what size do you expect a gallery to be?
- have you been to a gallery before? what was it like? what did you see?

2. Compare traditional vs. non-traditional gallery spaces

Compare two images, one of a traditional gallery space and one of a modern style gallery.

- make a list of words to describe each space and compare the lists.
- what are the differences in the architecture?
- how do you think all these elements might affect the experience of the viewer?
- can you suggest a reason why these spaces are so different?

Slide 3: What is a collection?

1. The students look at pictures of different things that people collect

Students look at images of different things that people collect – coins and soft toys.

2. Class discussion: questions about collecting

Questions to ask:

- what kind of things do you collect?

- how and where do you keep or display your collection?
- how and why did you start collecting?
- do you and your classmates collect similar things or very different ones?
- why is collecting important to you?
- does your collection say something about you or the time in which you live?
- do you know any older people who collect things? what kind of things do they collect?
- do you think that collections give an insight into the personality of an individual?
- do you think that collections in museums and galleries are important for our culture? why?

Slide 4: Meet a Curator

1. Discuss with the class what they think a Curator does

Questions to ask:

- have you ever heard this word before?
- what do you think a Curator does?
- what other jobs might people do in galleries?

2. Watch video: 'Meet a Curator'

Watch a video introducing Frances Morris, Senior Curator, Tate Modern.

Slide 5: Choosing works of art for a collection

1. Discuss with the class how they might choose a work of art to add to a collection

Questions to ask:

- what kind of art would you collect? the most beautiful? the biggest? the most colourful? art made by artists from abroad? the work of the youngest artists? art that was made at the same time period? works of art that depict the same subject? etc.
- how would you choose a work to add to an art collection?
- how would you choose something to add to a collection of your own (not an art collection)?
- how do you think curators choose a work for an art collection?

2. Watch video: 'Choosing a work of art for a collection'

This video shows Frances Morris, Senior Curator, Tate Modern, describing how a curator would choose a work of art for a collection.

Slides 6 and 7: Arranging and displaying works of art

1. Watch videos: 'Arranging and displaying works of art – Part 1' and 'Arranging and displaying works of art – Part 2'

Watch videos of Frances Morris, Senior Curator, Tate Modern, describing how curators arrange and display the works of art in a collection.

Slides 8-11: Creating our gallery

1. Have the students work in groups, building their own art gallery using a variety of images

These interactive slides ask children to build their own art gallery using a variety of works of art from Tate's collections. This activity focuses on dragging the works of art into any of four different backgrounds to see what effect the backgrounds have on the works of art. There are no correct answers, and students may have different preferences.

2. Discuss how works of art can look different when placed in different settings

Questions to ask:

- how do they look against the different backgrounds?
- which backgrounds suit the works of art and which ones do not?
- does moving the work of art to a different background change its meaning?

Slide 12: Meet a Conservator

1. Discuss with the class what they think a Conservator does

Questions to ask:

- what is conservation?
- how do you think a Conservator takes care of paintings and works of art?
- why do we need someone to look after works of art?
- how do you take care of your own belongings? why do you take care of them?

2. Watch video: 'Meet a conservator'.

Watch a video introducing Annette King, Paintings Conservator, Tate Modern.

Slide 13: Conserving a painting

1. Watch video: 'Conserving a Painting'

Watch a video with Annette King, Paintings Conservator, Tate Modern, describing the details of two paintings and how a Conservator would work with them.

2. Discuss with the class how the Conservator's work affects the works of art

Questions to ask:

- how does conservation reveal the details of a work of art?
- how does conservation reveal the meaning of a work of art?

Slide 14: What is Tate?

1. Introduce your class to the Tate Online and Tate History Learning Journey web sites

- [Tate Online](http://www.tate.org.uk) (<http://www.tate.org.uk>)
- [Tate History Learning Journey](http://www.tate.org.uk/archive/journeys/history) (<http://www.tate.org.uk/archive/journeys/history>)

2. Using Tate Online and the Tate History Learning Journey, see if your pupils can find the answers to some questions about Tate

- when was the original Tate Gallery created? (1897)
- who created the Tate Gallery? (Sir Henry Tate, who was a sugar refiner and held the patent for sugar cubes – he offered his collection of British Art to the nation)
- what is the focus of the Tate Collection? (Tate holds the national collection of British art and international modern art)
- what happened to the works of art during World War II? (the gallery was closed and the collection was dispersed to safer places)
- who does the Tate Collection belong to now? (the British public)
- how many Tate Galleries are there now? (four)
- where are they? (two in London, one in Liverpool, one in St. Ives)
- what are you likely to find at each gallery? (Tate Britain has British art from 1500 to the present, Tate Modern has international modern art, Tate Liverpool has international modern art, and Tate St. Ives has contemporary artists).
- what type of building was Tate Modern before it was converted into a gallery? (a power station)

Slide 15: Planning our visit

1. Hand out the Planning our Visit worksheet

The Planning our Visit worksheet can be found in the downloadable worksheets section. Hand it out to the class and have them write down what they think they will see and do when they visit to the gallery.

2. Discuss the Planning our Visit questions with the class

With the class, discuss the following:

- what do you think you will do at the gallery?
- what do you think you will see at the gallery?

Please note that if you wish to plan a visit to any of the Tate galleries, whether you are visiting independently or taking part in a gallery activity, you must book in advance. Bookings can be made for the current school year. We strongly advise a preliminary planning visit to ensure familiarity with the gallery and to ensure that the content of the rooms you intend to work in is appropriate.

If you wish to see a specific work of art, please check in advance to see whether it will be displayed and in which Tate gallery it can be found. This will help avoid disappointment.

To book your visit, please call Education bookings on 020 7887 3959. Please be ready with the following facts when you telephone: a range of dates, a full address and telephone number, group size and age of pupils, themes for workshops, and/or title of activity. If you wish to secure lunch and cloakroom facilities and lockers, please ask for this service while booking and try to book well in advance.

On booking you will receive important 'A School Visit' guidelines. Please ensure all responsible adults and visiting students are fully briefed and that the Guidelines are observed throughout your visit.

It is essential that all visitors' needs are respected because all Tate galleries are public spaces. Adult supervision of school groups is required at all times, and accompanying adults are always responsible for students' behaviour and safety at all times. All group leaders should carry out their own risk assessment prior to their visit. At no time can Tate assume the formal duty of care on behalf of teachers.

The following adult to student ratios apply.

- Under 5: one adult to every 5 students
- Ages 6-11: one adult to every 10 students
- Ages 12-16: one adult to every 15 students
- Over 16: one adult to every 20 students

The maximum group size for an independent visit is 60 at Tate Britain, 75 at Tate Modern, 30 at Tate Liverpool and 20 at Tate St. Ives. To avoid overcrowding there is a limit on the number of visits per day.

Slide 16: What will we look at?

1. Discuss the different kinds of works of art the class hopes to see on your visit

You can see many different types of art at the Tate galleries. When you are on a school visit it is helpful to work out what type of art you want to see before you arrive. What you choose to see will vary depending on the gallery you decide to visit as well as the time of year that you visit. You could decide to focus your visit on a specific exhibition that has caught your imagination or that fits in with your current scheme of work.

You might want to concentrate on:

- the work of one artist
- a series of works in the same genre
- a series of works on the same theme
- a selection of works using the same materials
- a specific display
- a series of rooms

2. Explore different kinds of works of art through websites and books, as well as the Tate Collection pages

If you would like to explore further before deciding what you want to see, you could use the [Tate Collection web site](http://www.tate.org.uk/collections) to help you choose or to help you think about some ideas: <http://www.tate.org.uk/collections>.

Get the children to give their opinions on the art they see on the Tate Collection site, on other sites and in books. What are their favourite works of art and why? As you discuss together what you would like to see on your visit, the class can add their comments to their worksheets.

You may also wish to use the following points as a guide in preparation for your visit:

- is the visit connected to a particular subject (Art, History, English, Citizenship, etc)?
- is it connected with a particular project you are doing with the class?
- are you interested in finding out more about a particular artist, theme, technique, historical period or artistic style?
- what will the students do with their information when they get back to school?
- how will you and the class take your research further (using books, internet, etc)?

If your class will be visiting the gallery to help with their work for other subjects, the following questions or activities might be useful:

- discuss the themes the class will look at in the gallery and how they relate to the themes they have covered in school
- discuss how the works they will look at relate to a particular period in history and how they can be seen as visual indicators of a certain moment in history
- discuss art techniques the class is interested in and experiment with them in the classroom
- ask the class to do further research on a specific artist, using library and internet resources
- ask the class to collect material such as newspaper clippings, 3D objects, images, etc, that relate to a particular historic period or to the present day
- ask the class to collect natural or fabricated objects and relate them to the subject you are studying
- collect images, portraits, pictures, or photos of people and relate them to the subject you are studying
- ask the class to investigate the [Tate Collection online](http://www.tate.org.uk/collections) (<http://www.tate.org.uk/collections>), searching by artist or by subject – the ‘find’ and ‘combine’ options allow them to explore relationships between works.

Slide 17: Media we could choose to see

1. Ask the class what materials and techniques might be used in works of art

With the group, discuss what materials and techniques they think might be used to create works of art and what types of art they might see in a gallery.

2. Look at images showing the range of media used in works of art

Works of art can be created using different media and techniques, including:

- sculpture
- painting
- installation
- print
- photograph
- collage
- video
- performance art
- drawing
- textile

Slide 18: Subjects we could choose to see

1. Ask the class what kinds of subjects might be represented in works of art

With the group, discuss what subjects they think might be depicted in works of art.

2. Look at images showing the range of subjects depicted in works of art

Works of art can illustrate a wide range of subjects, including:

- portraits/identity
- human form/body
- landscape/cityscape/seascape/environment
- still life
- narratives/stories in art
- relationships/conflicts
- journeys
- viewpoints
- inner worlds
- images of race and gender
- science and nature
- shape and pattern
- colour and light
- abstraction

Slide 19: Where will we gather information from?

1. Look at images of information sources in the Tate galleries

This slide shows some of the different sources of information in an art gallery so that students can think about the types of information they would like to gather and where they might look for it.

Some sources of information include:

- the works of art themselves – these provide visual information (technique, composition) as well as eliciting a personal response
- display labels next to the works of art – provide information about the artist, title and date of the work
- wall text introducing the theme of a room or display

- printed leaflets or books
- audio guides
- gallery floor plans – provide information about the location of the works
- information on computers – provide further information and link to [Tate Online](http://www.tate.org.uk) (<http://www.tate.org.uk>)

2. Discuss how the students can use these sources in addition to looking at the works of art themselves

It is important for the class to understand that the most important way to learn about art is by looking at and thinking about it. You may have already worked through Module 1, Looking At and Thinking About Art, and the class will already have had some experience in the ways of looking at works of art.

In addition to looking carefully at the works of art, the class can use the secondary sources of information (including the sources listed in point 1 above) to learn about art. Discuss how you might use audio guides, printed leaflets, display labels, and other secondary sources and where you might find these in the gallery.

Slide 20: How will we record our information?

1. Discuss how the students will record information during their visit to a gallery

Students can collect both visual and textual information on their visit by doing the following:

- making sketches
- writing notes
- recording themselves talking
- a mixture of these

When they are writing notes, encourage students to record details from the text panels, such as the artist's name, title of the work, type of materials used and place of production. These details provide a hint of the historical context and allow the students to make historical and artistic connections.

If the students are going to record visual imagery in their sketchbooks, you should ensure that they use only permitted materials. Only dry materials such as pencils and hard coloured pencils are permitted at the Tate galleries. Wet materials, oil pastel and charcoal are not allowed. Refer to Tate Tools Module 3, Sketching in the Gallery, for more ideas that you can employ when sketching. Students can also pick up other visual sources from the postcards in the shop.

Students can use voice recorders to make audio recordings of conversations between themselves and their friends or teachers. Please note that devices that make visual recordings, including cameras, video cameras, video mobile devices, and any other devices that produce moving or still images, are not allowed in the Tate galleries because of copyright restrictions.

Slide 21: What other activities can we plan for our visit?

1. Discuss other activities relating to recording information

Students can plan to record information by writing and sketching and then complete the following related activities:

- comparing the visual and textual information they have recorded
- thinking about the title of the work and how it relates to the image
- inventing their own titles for the works of art and discussing the variety of new suggestions
- discussing how new titles can change the meaning of works of art

2. Discuss other questions relating to the works of art

Students can also come prepared with questions to ask themselves and each other about the works of art they see in the gallery:

- what is my first reaction to the artwork?
- what is it made of?
- what is it about?
- when was it made?

3. Activity: Be the Curator

Students can do this activity in pairs during their visit. Ask them to be Gallery Curators and choose 3 works of art from the [Tate Collection web site](http://www.tate.org.uk/collections) (<http://www.tate.org.uk/collections>) that they would like to put in an exhibition under a given subject. When they have chosen their works of art, ask the pairs to feedback their choices to the group, giving reasons for their decisions.

Slides 22-29: How should we behave?

1. Discuss how the students should behave when visiting a gallery

Discuss how students should behave when visiting a gallery. Ask students what they think the rules are.

2. Show how gallery rules are common sense

Teachers or students can click on the guideline to reveal the reason for the following rules:

- don't run: there are valuable works of art that might be damaged; there are many other visitors; we are considerate of other people's needs
- don't touch: even if our hands are clean there is grease on our fingers that can cause damage to the works of art
- don't shout or use mobile phones in the gallery: it is good to discuss works of art but not so loudly that it disturbs other visitors
- don't use wet materials like paint or dry loose materials like charcoal or chalk: wet materials can seriously damage works of art, and particles of loose materials – such as charcoal or chalks - can lift into the air and settle on works of art

- stay with the teacher or accompanying adult at all times: so we don't get lost; so we remain safe during the visit
- don't take photographs or use video recorders or video mobiles in the gallery: works of art are copyrighted, which means we are not allowed to photograph or record images of them

Teachers should note that adult supervision of school groups is required at all times, and accompanying adults are responsible for students' behaviour and safety at all times. All group leaders should carry out their own risk assessment prior to their visit. At no time can Tate assume the formal duty of care on behalf of teachers.

Slide 30: Why can't we touch?

1. Watch video: 'Why can't we touch?'

Watch the video of conservator Annette King explaining why you shouldn't touch works of art.

2. Discuss why students shouldn't touch the works of art

Discuss with the students the points that they have seen in the video.

Slide 31: Arranging and displaying work at school

1. Watch video: 'Arranging and displaying work at school'

Watch the video of Frances Morris, Senior Curator, Tate Modern, explaining what she would look for in a display of work done by a class.

2. Activity: create a display of work the class has made

Encourage the class to create a display of work that they have made.

Slide 32: End of Module 2