About this Resource

This resource will allow you to lead your students through a critical thinking exercise to extend the learning following their WordShop visit to the Toledo Museum of Art.

This approach to looking at art is based on the Art of Seeing Art method created by the Toledo Museum of Art. It is worksheet-based and will help you and your students explore creative writing.

How to use this Resource:

• Print out the document for yourself.
• Read through the document carefully while looking at the work of art.
• When you are ready to engage your students, project the image where all students can see it.
• Print out Before & After worksheets for each of your students.

This exercise is meant for use in the classroom. There is no substitute for seeing the real work of art at the Toledo Museum of Art. We are open Tuesday and Wednesday 10 a.m.–4 p.m., Thursday and Friday 10 a.m.–9 p.m., Saturday 10 a.m.–5 p.m., and Sunday 12 p.m.–5 p.m. Docent-led WordShop tours are available free of charge.

Visit http://www.toledomuseum.org/visit/tours/school-tours/ to schedule.

Goals:
To examine narrative in a work of art.

Objectives:
• Students will use their imaginations to create a narrative around a work of art.
• Students will interpret their narratives through drawing before and after sequences.
Materials:  Before & After worksheets, pencils
Length:  20–25 minutes

Step 1:  Display the work of art. Ask the students to spend a few minutes looking closely. Tell them this work of art tells a story; ask them to think about what the story might be.

Step 2:  As a group start to discuss the work of art. Ask the students to describe what they see. For the time being, try to focus on what they see, not what they know about the work. Ask them to describe the colors, lines, shapes, textures, and space in the work. Have the students list any objects or figures that they can identify.

Step 3:  Pass out the worksheets and pencils to the students. Ask the students to make a quick sketch of the work of art in the center rectangle on the worksheet. Tell them to focus on capturing the main characters and the action.

Step 4:  Point out the space for two additional images on the worksheet. Tell them that like in a comic book, these three boxes can work together to tell a story. Ask them to take the perspective of one of the characters in the image and draw a scene showing what they did before on the left and a picture showing what happens next on the right.

Step 5:  After you have given the students some time to create their drawing sequence ask them to use the space below the drawings to write a short summary of their story.

Step 6:  Ask for a few volunteers to share their images. Ask the student:
- Whose perspective did you take?
- What happened first?
- What happened next?
- What details did you find in the work of art that helped you decide this?
- What details did you include in your drawing?

Adapted from MoMA Learning: www.moma.org/learn/moma_learning/tools_tips
French, *Saint George and the Dragon*, about 1480-1490, oil on wood panel, 19 1/2 x 14 1/4 (49.5 x 36.2 cm), Toledo Museum of Art (Toledo, Ohio), Purchased with funds from the Libbey Endowment, Gift of Edward Drummond Libbey, 1943.30.