

Welcome to the Stanley Museum of Art

1. **Creative Writing:** Before you begin, spend 2 minutes looking silently at the artwork. Write down your reactions to the artwork and your observations about it. If working with a partner or group, discuss what you noticed with your partner or group for the next 5-10 minutes.

Write a poem about the artwork. Some forms to consider:

Free verse – no conventions of meter or rhyme

Haiku – 3-line poem in which the first line has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables

Tanka – 5-line poem that has the following syllable pattern: 5-7-5-7-7

Cinquain – 5-line poem that generally follows one of the following rhyme schemes: ababb, abaab, abccb

2. **Blind Contour Drawing:** Approach a new artwork with a pencil, paper and clipboard in hand.

“There is a tremendous difference between seeing a thing without a pencil in your hand and seeing it while drawing it.”
(Paul Valery in *Activity-Based Teaching in the Art Museum*, Elliot Kai-Kee, Lissa Latina, and Lilt Sadoyan)

Sit down, with your eyes fixed on your art object, touch your pencil to the paper and begin drawing the lines you see in the work of art. **Without looking down at your paper**, draw any objects, curves, structures or lines that you see, observing them each one by one. Take five minutes to do this slowly, focusing on the turns, angles, and small details. Resist the urge to look down at your paper, just continue to observe through creating line.

The drawing should not be a representation of the works likeness, but show how you have observed the work, how your eye has traced and gone over it.

Discuss in a group what you liked (or didn't) about the exercise, what you saw that you might not have.

Compare drawings and try to spot one thing observation that another student made in their drawing that isn't present in your own.