

Welcome to the Stanley Museum of Art!

Additional Slow Looking Classroom Notes: this guide was written as a supplement for faculty using Slow Looking in their classes at the museum.

- Giving information: Don't look at the title or read labels first because it will give students a specific perspective. It's great to start by collecting our own perspectives.
 - Asking first what and then why?
 - We want students to feel empowered to critique the museum presentation and collection history and strategy.
 - The interpretation stage is where art historical information can come in and enlighten reasons for certain artistic choices or motivations
 - Each visitor brings their own context to the museum can use that to create meaning and read the work of art, "active role in creating meaning of a museum experience through the context they bring."
 - Personal experience and information from museum staff go hand in hand to create a meaningful experience for the participant.

- The order of operations: Looking, noticing, describing, and collaboratively describing with others, then interpreting.
 - What is being prioritized and shown? Why could that be? What does it communicate?

- Strategies
 - Color, shape and line
 - What colors do you see? Describe several.
 - What shapes do you see? What lines do you see? etc.
 - Answer these questions in small groups, and share observations.
 - 10 x 2
 - Look at an image or object slowly for at least 30 seconds. Let your eyes wander.
 - List 10 words or phrases about anything you notice.
 - Repeat steps 1 and 2, adding 10 more words to your list.
 - Explore perspective: inside, around and about the work.
 - "The overall cognitive outcome of a museum experience is more often an increased sense of curiosity, of possibility, rather than a sense of fully realized knowledge"

- Inquiry based learning
 - Constructivism: “people learn best by constructing their own understanding of the world through an iterative process of interest-driven experience and reflection.”
 - Ask students about what they want to know triggers curiosity .

➤ Other questions

- What are the things you’ve been discussing in class?
- How might your class discussions or topics relate to the work? How could you relate them?
- How is seeing this object in person, here at the museum, different than looking at it on the screen in class? What else can we observe?
- If this painting (or ...) had a smell, what would it smell like? (sense memories)

This guide was created with the help of the following books:

Tishman, Shari. *Slow Looking: The Art and Practice of Learning Through Observation*. 1st edition., vol. 1, Routledge, 2017, <https://doi.org/10.4324/9781315283814>.

Kai-Kee, Elliott, et al. *Activity-Based Teaching in the Art Museum: Movement, Embodiment, Emotion*. Getty Publications, 2020.