

FAH101

Tutorial 1

**Welcome to
Monuments of
Art History**



Land Acknowledgment

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Resource: [whose.land](https://www.whose.land/)



Getting started

- Is everyone in the right place (are you enrolled in THIS tutorial)?
- Is there anything about this setup we should address?
- Are there any accessibility needs that might affect your participation in the tutorial?

Questions, comments, and ideas are welcomed in and out of tutorial.

Note: Tutorials are not recorded but slides will be made available on Quercus.

Agenda

- Introductions and Ice Breakers
- Looking at how we look at art
- Sketching images

Introductions & Ice Breakers

Art history is born of curiosity and inquiry. Let's practice that by getting to know each other.

In groups of two or three, introduce yourselves to your neighbours.

Ask each other questions that might reveal interesting things about one another.

For example:

- What motivated you to take this class?
- Has a work of art ever given you a profound or deeply memorable experience?
- What is something about you I wouldn't guess from just seeing you.

Introductions & Ice breakers: Meet your classmates

Now, let's all introduce each other to the class.

Please tell us your neighbour's name and something you learned about them.

Please also use scrap paper to create a name plate (keep these to bring back to later tutorials)



Skills: Looking at how we look at art

Seeing

Observing

Examining



Skills: Looking, Seeing, Examining

What happens when we view art?

Seeing

A physical act: we look at something and light rays enter our eyes.

Observing

A mental process: we recognize and visual information and give it meaning; we contextualize it in relation to what we know and have experienced.

Examining

An active thinking process where we invest time and attention into what we see; we consider the visual information.



Skills: Communicating what we see

Describing

Analyzing

Interpreting



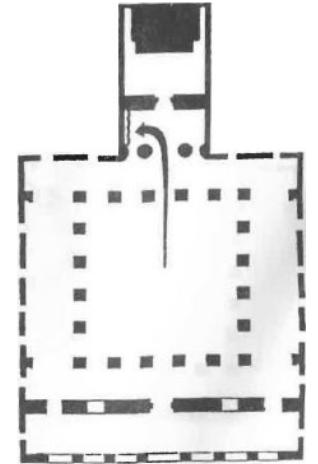
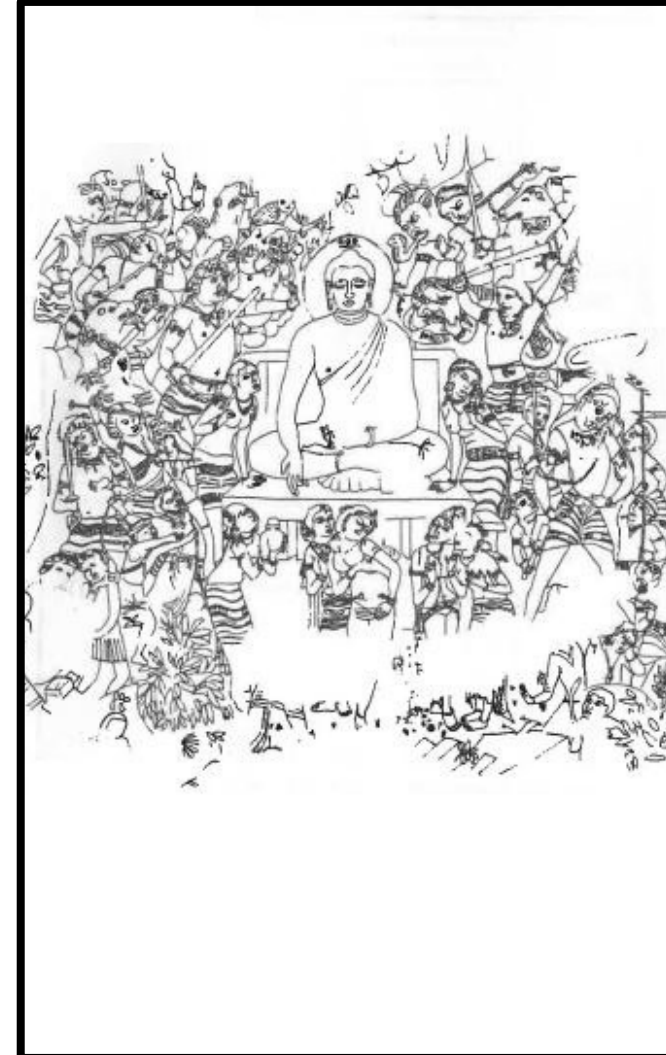
Skills: Describing, Analyzing, and Interpreting

★ **Describing** can help you to identify and organize your thoughts about what you have seen. It may be helpful to think of describing as taking a careful inventory. What figures, objects and setting do you recognize?

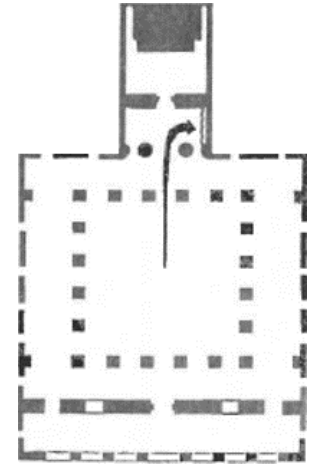
★ **Analysis** uses the details you identified in your descriptions and applies reason to make meaning. Analysis is also an opportunity to consider how the figures, objects and settings you identified in your description fit together to tell a story.

Interpretation, the final step in the Art of Seeing Art™ process, combines our descriptions and analysis with our previous knowledge and any information we have about the artist and the work. Interpretation allows us to draw conclusions about the image.

Sample: Ajanta Cave | Sketch A



Sample: Ajanta Cave I Sketch B



Activity: Describing / Sketching

Pair up with a classmate nearby.

Among yourselves...

- One person will choose any artwork (a photograph, painting, sculpture, etc.) and, without showing it to your partner, describe it using only your words.
- The other person will sketch that image, based on the description alone. Don't look at the image until we're done!

You have
10 minutes.



Activity: Reflection

For describers:

- What was it like to translate the image into words?
- What kind of terms and phrases did you use?

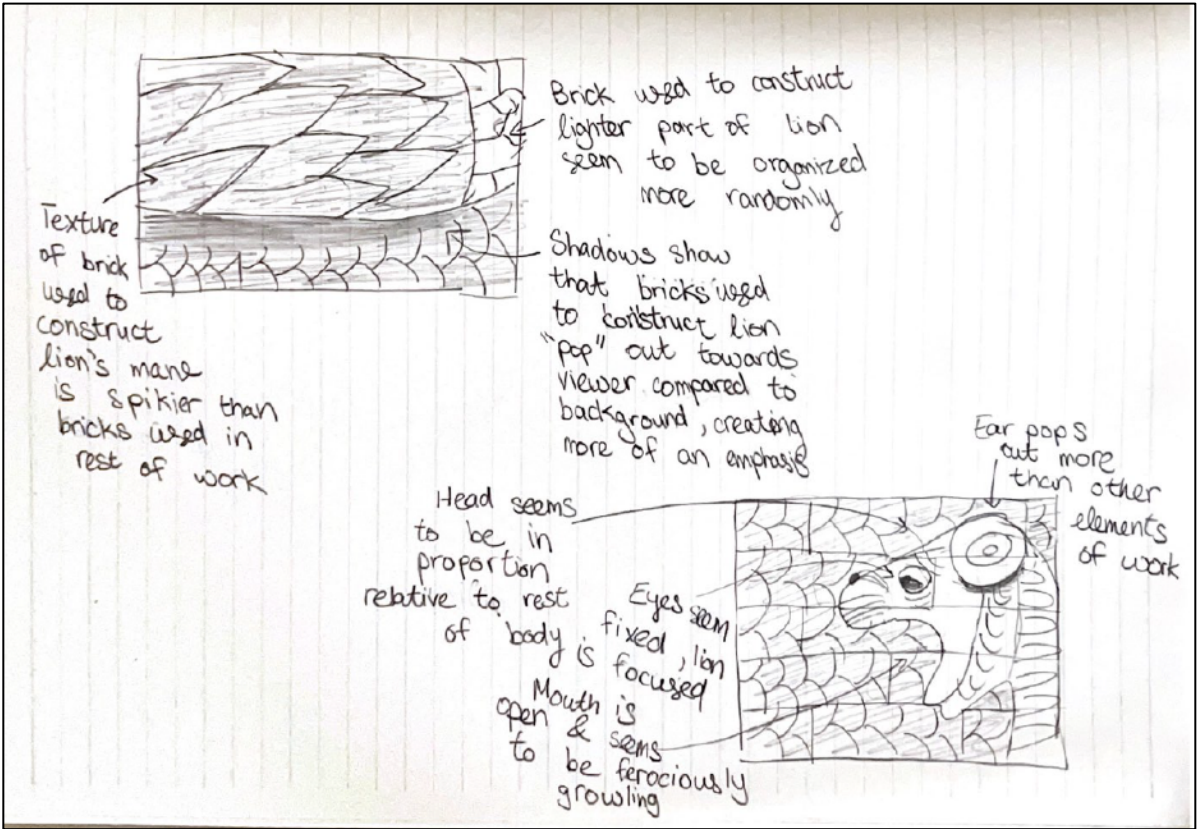
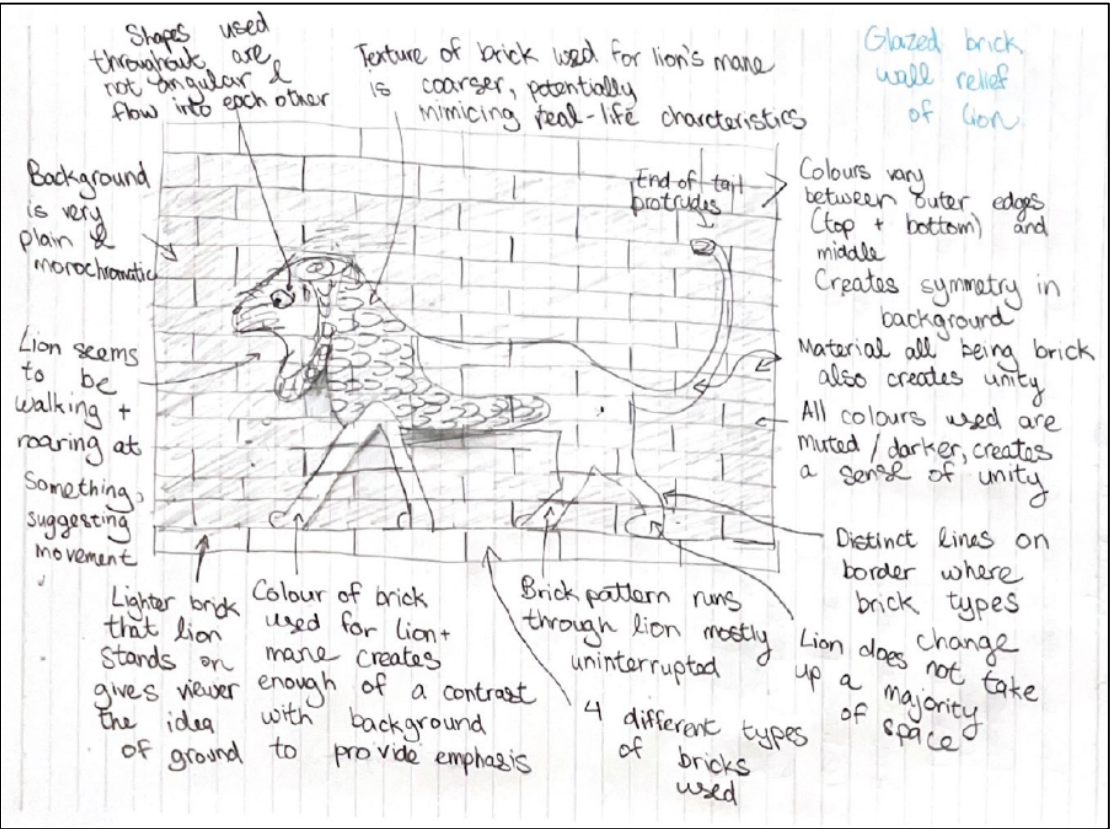
For illustrators:

- What was it like to translate words into an image?
- Did the illustration resemble the object?



Example: Annotated Sketch

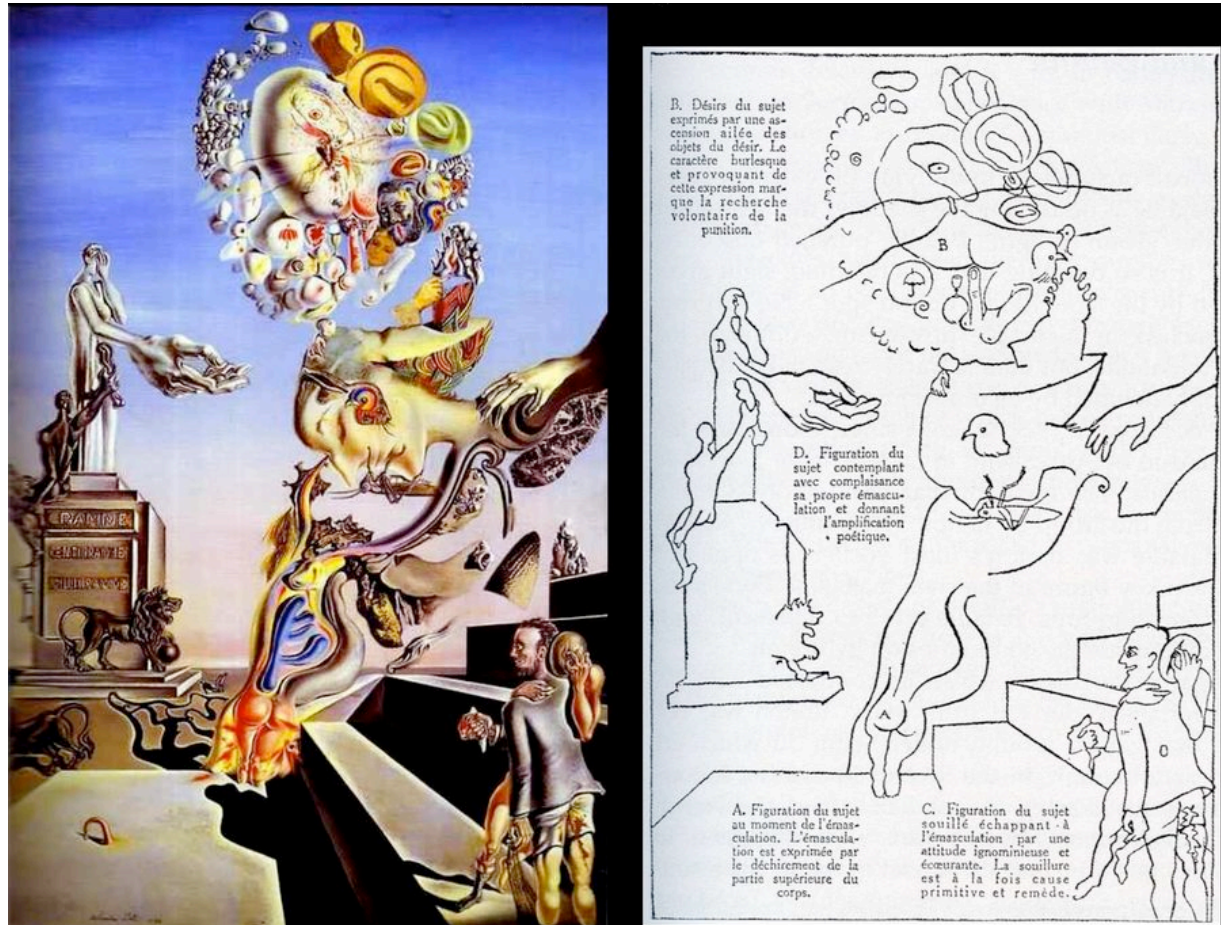
Please **do not** take any photographs of this example from a past student. Thank you!



Example: Sketch with Annotations

Famous annotated sketches of art history:

Philosopher Georges Bataille's sketch of Salvador Dalí's painting, *The Lugubrious Game* (1929)



Annotated Sketch

Sketches can be created physically on paper or digitally in a drawing/painting app. The sketch is to be created from scratch by you and cannot be compiled from digital graphics or photographs. Annotations should engage with the sketch directly and can be handwritten or typed.

Things to consider:

- **Object Selection:** One object selected from the eight options provided.
- **Sketches:** Careful and thoughtful sketches of the selected art object. Sketches offer various considerations, such as angles and details.
- **Annotations:** Careful and thoughtful engagement with the object document through annotations of initial impressions, observations, and reactions that accompanies the sketch.

Terms: Elements of Art



COLOR



LINE



TEXTURE



SPACE



SHAPE



FORM

Download Getty's:

- [Elements of Art PDF](#)
- [Principles of Design PDF](#)

Terms: Principles of Design



BALANCE



EMPHASIS



HARMONY



MOVEMENT



PROPORTION



RHYTHM



UNITY



VARIETY