



## 2. EYES WIDE OPEN question bank

### ● Question Bank

The Eyes Wide Open Question Bank can be used to introduce and guide pupils through the collection for all stages in secondary school. It is designed to ask questions that will encourage them to look more closely at, and record information and learn lots of new vocabulary. Use this worksheet in conjunction with the artists' biographies as a basis for classroom activity. Other subjects such as literature, geography, history, mathematics or environmental studies can be developed from core data gathered at this stage.

### ● Eyes Wide Open

Eyes Wide Open is about questioning what and why we see things the way we do? We can explore paintings under the following Activity Headings:

**Select one painting as a class project then let pupils select individual ones.**

### ● Painting Styles and Schools

We may discover more by grouping individual paintings by subject such as portraiture or by period or by themes such as Painting Styles or 'Schools'. Use the group sections in the collection to compare and contrast work – look at similarities and differences.

What language (terms and references) do you use when describing paintings? – look at the glossary of art terms and see what terms you would apply to your particular painting and why?

What materials were used – does this reflect a particular school or style? How did these 'schools' – 'styles' emerge/ thrive? How did people share these styles?

What particular period of time – past, present or future does this remind you of?

How is the painting arranged and what effects our perceptions when we look at the painting?

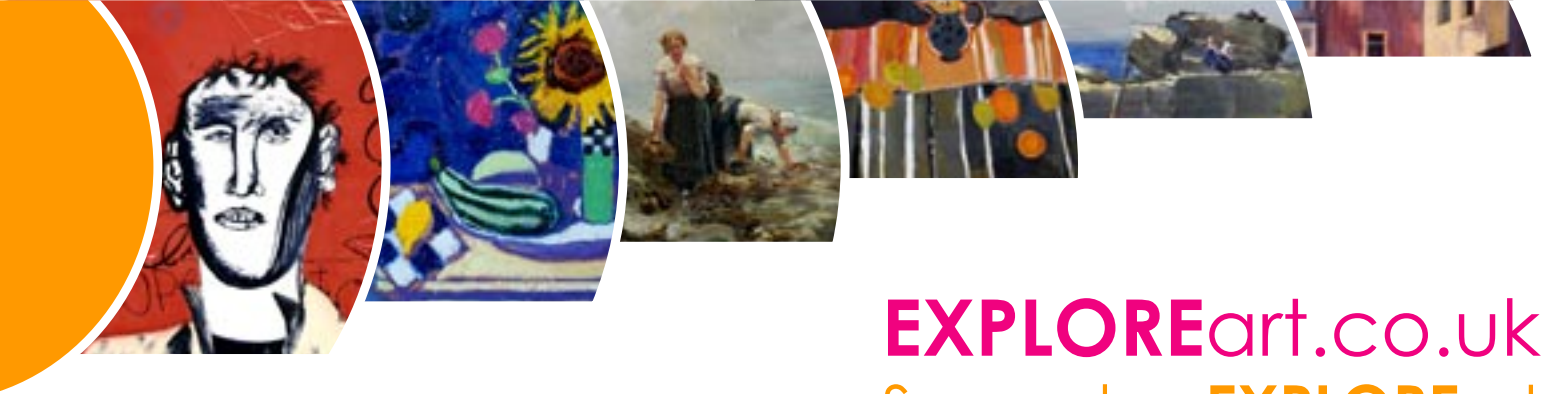
What is the painting expressing – is there a particular meaning or story?

Why was it painted – who was it painted for?

Does this school or style react against or respond to any period of history or movement? – are there any other historical connections?

Can you link the work to other arts of the period? Look at literature, music, film or architecture.

Were these works influenced by other art movements in Europe or the world – what effect did travel have on painting styles?



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Does the work relate to other areas of knowledge such as science or geography?

Where was the painting originally sited – does this change the way we view it? – where do you imagine the painting should be hung?

How has your view of the painting changed from your initial response compared to now when you have found out about who painted it, when/where and in what context it was painted?