**DISCUSS ART**

**TAKE A CLOSER LOOK**


What is the difference between looking quickly and looking carefully? Have students write or say 5 words that describe what they see in this painting. Have them take a longer look and add 5 more words. Repeat and have students reflect. What kinds of things did they notice later that they didn’t initially see?


Use an artwork to explore the sequence of events. What is happening here? What do you think happened right before this scene? What will happen after?


Add another layer to allow students to imagine themselves in a work of art. If you were the man standing next to the tree, what would you see? What would you hear? What would you smell, taste, and feel?

*Winged Ibex Horse Bit*, 800–600 bc. Iran, Luristan. Purchase from the J. H. Wade Fund 1980.102

Works of art were sometimes used, not just displayed. Ask students to hypothesize what this object was meant to do. How many pieces do you see? How much does it weigh? How old is it? Are there any signs of use? What evidence supports their ideas?


Students can identify and describe colors, lines, shapes, and texture as they examine artworks. What types of shapes and lines are on this rhinoceros? How would these shapes or lines feel? How are the lines and shapes on the animal different than the lines and shapes on the ground?


Works of art can be used to explore point of view. Ask students to step into the role of someone in this painting. What would it be like to be in this person’s shoes? What would this person see, think, and feel?