

# MORAVSKÁ GALERIE

KNIHOVNA / ARTOTÉKA

## EDUCATIONAL PROGRAMME THE ARTOTHEK: A PLAYFUL 101

### Duration

60 minutes

### Target group

Children in first stage of secondary education,  
10–14 years

### Materials

- worksheet *The Artothek: A Playful 101*
- stiff paper sheets
- paper for notes
- writing utensils
- scissors
- tablets with internet connection = searching in the web catalogue of the artothek

### Annotation

What is an artothek? A collection of works of art which can be borrowed for home or in class. In the programme students will learn about how an artothek is run and how to properly care for works of art. They will acquaint themselves with the ways a work of art becomes part of an artothek, who the artists in the Artothek of the Moravian Gallery are and which art techniques they use to make their works. Attention will also be paid to the dialogue with a work of art. Students will think about the story that can connect the different artists and formulate their own ideas concerning the work.

### Programme content

#### Introduction (20 min)

1. In the format of a discussion students are introduced to the artothek in general, its history, purpose and in what institutions it can be found.
2. We will focus our attention on the principal notions the knowledge of which is conducive to understanding the principle of an artothek's operation and orientation in the field of visual art in

general. On the examples of concrete works of arts on offer in the artothek students will learn about **art techniques**, building a **collection**, the **themes** that the artists explore and the mission of **museum institutions** in general.

We ask the students about the keys for the selection of works for the collection (origins, technique, theme, period of creation, art style, etc.).

#### Creative activity (30 min)

1. Each student will receive the worksheet *The Artothek: A Playful 101*. They will individually complete two tasks from the worksheet: select a work of art from the artothek and add relevant information. Afterwards they will assemble the arto-froggie (the procedure is identical with the "Heaven Hell Paradise" origami).
2. Next, the students in groups of two or three will play together the arto-froggie game and search for answers inside it. In need of help, they can use a tablet with the web catalogue of the artothek. They note down the answers.

#### Conclusion (10 min)

1. Together we discuss correct answers. We encourage students to discuss the individual notions that they have learned from the worksheet.
2. We move to the dialogue proper between the observer and the work of art – each student will imagine the painting they chose and what information relating to it they retrieved. We ask: Why was it chosen? Was the accompanying information (technique, emotions, title...) surprising and should different information be attached to it?