

Worksheet 2 for “Seeing Sense”

Student Name _____ Date _____

(to accompany Activity 3 and Assessment 3)

Choose a photograph or painting to work with. For example:



www.artic.edu/aic/collections/photo/citi/object?id=69815&colcatid=12

Lewis Carroll (the Reverend Charles Lutwidge Dodgson)

1. Offer a quick assertion of the artwork's subject. (*Here, for example, one might say something as simple as it's a photograph of a tired or sad girl.*)

2. Without concentrating on overt subjects for the time being, what do you see? Refer to line, color, light, space, and composition. (*For example, in the work above, one might note the black uneven edges, the brightest light on the figure's clothes, face, and legs, the squares on her dress, the larger squares on the cushion, a kind of film of light on the right side of the picture, a V shape toward the top of the chair, etc.*)

3. List the explicit subjects of the work. *(In this photograph, for example, one could list: a child, her face turned away, a chair, a dress, boots, etc.)*

4. What are some of the effects of these details? Not all of them will be interesting to you at this point; feel free to focus now on those that seem significant. *(For example, in this photograph, one might assert that the accumulation of light toward the center of the photograph seems to highlight the child; the smaller squares of her dress make her seem lighter against the larger squares of the chair cushion; the very dark edges of the photo evoke a mysterious or dangerous space.)*

5. By drawing on your exploration of these effects, draw conclusions about the work's message or meaning. *(In this case, for example, one might argue that the photograph evokes the child's precarious innocence within her otherwise dark world.)*

4. What are some of the effects of imagery? Not all of them will be interesting to you at this point; feel free to focus now on those that seem significant. (*The daughter's room seems removed, but also 'leading' the house; the linden-covered windows may darken the room, though there's also "breaking" light; "break" and "toss" are slightly aggressive verbs, suggestive of a storm at sea when considered with the room as "prow" and the reference to the gunwale; etc.*)

5. By drawing on your exploration of these effects, draw conclusions about the work's message or meaning. (*In this case, the imagery of the first stanza suggests the daughter's writing is stormy, a little violent [if not for her, then for her father], though there's also a sense of movement, progress, of a boat active on the water.*)

6. Revise your assertion of the poem's subject. (*Wilbur's poem seems so far to be about both the thrill and anxiety relevant to his daughter's creativity.*)