

Thinking Through Art: QUICK GUIDE

These videos have been designed as a series to introduce the Blanton Museum of Art to students. The videos in this series are designed to: develop skills of visual literacy; inspire creative and critical thinking; build a sense of community; and introduce the Blanton Museum as a campus resource.

Considering a work of art as an interpretive challenge teaches us to look closely, generate theories grounded in visual evidence, and listen to and assess alternate ideas. Looking at a provocative work of art with others can be an exciting experience. It gives us a chance to notice the differences in our responses and understanding, offering new insights into both the work of art *and* our colleagues.

How To Use:

1. We recommend starting with the introduction.
2. Follow the entire sequence **or** select one or two videos that support your goals. Use one video at the start of a class session as an icebreaker or altogether as a deeper dive into creative and critical thinking.
3. Use the concluding video to encourage students to visit and explore the Blanton.

These videos can be experienced asynchronously by individual students or synchronously with groups. If used synchronously, these videos are most effective when self-paced, with time to pause as a group to discuss prompts, think together, create something, and reflect on the connections of these ideas and skills in students' own lives. With active group engagement, each video may take anywhere from 10–20 minutes to experience, depending on the length of facilitated discussions.

Introduction 🕒 3.5 min.

This introductory video invites us to slow down and look carefully at artworks, while embracing the experience of ambiguity. We will think about creativity as a fundamental aspect of being human — and learn how creative thinking can spark our imagination and activate change.



Lesson One: Observing Through Drawing 🕒 10 min.

This video invites us to observe through drawing, to ponder what the artist cared deeply about, and to practice empathy.



Lesson Two: Creativity as Resistance ⌚ 9 min.

This video suggests the importance of persistence in our looking. The featured work demonstrates how artists can use their tools to respond to a crisis, to resist authority. The painting acts as a call to action.



Lesson Three: Changing our Thinking ⌚ 10 min.

This video invites us to practice perspective-taking and to celebrate the overlooked and discarded.



Lesson Four: Creativity within Constraints ⌚ 9 min.

This video invites us to be creative within the constraints of our workspaces. The artwork suggests that creativity is in us at all times and just needs an invitation to emerge.



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Images (in order): Blanton Educator Siobhán McCusker teaching UT student athletes / Charles White, *Awaken from the Unknowing*, 1961, 31 x 56 in., Compressed charcoal and brown and gray vine charcoal with scratching out, blending, and erasing, Gift of Susan G. and Edmund W. Gordon to the units of Black Studies and the Blanton Museum of Art at The University of Texas at Austin. / Luis Felipe Noé, *Cerrado por brujería [Closed for Witchcraft]*, 1963, Oil and collage on canvas, 78 9/16 in. x 98 5/16 in., Blanton Museum of Art, The University of Texas at Austin, Archer M. Huntington Museum Fund, 1973. / El Anatsui, *Seepage*, 2007, Aluminum and copper wire, 144 in. x 195 in., Blanton Museum of Art, The University of Texas at Austin, Gift of Jeanne and Michael Klein, 2015. / Nina Katchadourian, *Sugar Fox*, 2011, C-print, 24 3/4 x 24 3/4 x 1 3/8 in., Blanton Museum of Art, The University of Texas at Austin, Gift of the artist and Catharine Clark Gallery, 2016