



DYSGU YN YR ORIEL

LEARNING IN THE GALLERY

**Adnodd i athrawon ar gyfer defnyddio'r orielau
yng Nghanolfan y Celfyddydau, Aberystwyth**

A resource for teachers using the galleries
at the Aberystwyth Arts Centre

Yn gyffredinol

Mae gan y Ganolfan 4 gofod arddangos, sef oriel 1, oriel 2, yr oriel serameg ag oriel y caffi.

Ceir gwybodaeth am arddangosfeydd a digwyddiadau yr orielau yn y wasg, ar wefan y Ganolfan, (www.aber.ac.uk/artscentre), yn y rhaglen digwyddiadau neu drwy gysylltu yn uniongyrchol â'r adran addysg weledol ar 01970 622888 neu rls@aber.ac.uk



Gwneud bywyd yn haws

Byddai'n syniad da i ymweld â'r oriel ymlaen llaw gyda chopi o'r nodiadau wedi'i ddadlwytho er mwyn dod yn gyfarwydd â'r arddangosfa. Yn aml trefnir anerchiad i gydfynd â'r arddangosfeydd. Maent ar agor i'r cyhoedd ac yn rhad ac am ddim.

Yn y dosbarth, trafodwch yr ymweliad a beth y mae'r plant (a chwithau!) yn disgwyl ei weld -

Gweld: (efallai y byddwch yn cael trafodaeth am wahanol fathau o gelf, paentio, cerflunwaith, serameg, ffilm ac hyd yn oed yn cael trafodaeth ar beth yw celf ... dwfn iawn!)

Gwneud: (edrych, siarad a gwrando i ddechrau, ond mae'n bosibl cof-nodi beth yr ydych yn meddwl a beth y gallwch weld ar bapur gyda deunyddiau sych megis pen a phensil. Holwch yn y Ganolfan am y posibilrwydd o ddefnyddio ystafell arall ar gyfer gweithgareddau ymarferol ar ôl ymweld â'r oriel.

Gallwch ymweld â safle arall yn Aberystwyth megis Amgueddfa Ceredigion neu'r Llyfrgell Genedlaethol er enghraifft a llenwi'r diwirnod!

Mae'r wefan hon yn rhoi cyflwyniad da ynglyn ag ymweld ag oriel: <http://www.tate.org.uk/schoolsteachers/tatetools/modules>

In general

There are four gallery spaces for you to visit at the Arts Centre, Gallery 1, gallery 2, the ceramics gallery and the café gallery

Information on gallery exhibitions and events can be obtained in the press, on the website, (www.aber.ac.uk/artscentre) in the events programme or by contacting the Visual education dept. on 01970 622888 or rls@aber.ac.uk



Making life easier

Try visiting the gallery beforehand with a downloaded copy of the notes to get accustomed to the exhibition.

There is often a talk arranged in conjunction with the exhibitions. They are open to the public and are free.

In class, discuss the visit and what the pupils (and yourself!) think you are going to -

See (you might end up having a discussion about different types of art, painting, sculpture, ceramics, film and even have a discussion about what art is... very deep!)

Do (looking, talking and listening for a start, but it is possible to record what you think and what you can see in sketchbooks on paper with dry materials such as pencils and pens. Speak to the Arts centre about using another room for practical activity after visiting the gallery.

You could visit another site in Aberystwyth, Amgueddfa Ceredigion or the National Library for example and make a day of it!

This website includes a good presentation about visiting a gallery :
<http://www.tate.org.uk/schoolteachers/tatetools/modules>

Gair i Gall

Mae rheolau'r oriel yn synnwyr cyffredin. Gofynnwch i'r digybllion beth y dylai'r rheolau ddweud a phaham eu bod yn bwysig.

Cerddwch yn yr oriel. (Mae yno waith gwerthfawr y gellir ei niweidio ac mae ymwelwyr eraill eisiau llonydd.)

Cadwch eich dwylo i chi'ch hun (Hyd yn oed os yw'ch bysedd yn edrych yn lân, mae 'na saim arnynt sy'n gallu gwneud niwed i weithiau celf.)

Cadwch y sŵn i lawr (mae'n beth da i drafod y gwaith celf ond dim mewn ffordd sy'n mynd i amharu ar ymwelwyr eraill.)

Cadwch yn ddiogel. (Gallwch fynd ar goll. Os nad ydych yn teimlo'n dda neu 'rydych angen y toiled dywedwch wrth yr athro/athrawes ar un waith. Mae'r brif ddesg yn lle da ar gyfer unrhyw ymholiadau.)

Byddai'r rheolau hyn yn gwneud poster grêt! Gweithgaredd gwych ar gyfer y diwrnod cyn yr ymweliad.

Bydd yr ymweliad yn llwyddiannus os yw'r plant yn ymwybodol o'r hyn a ddisgwylir ganddynt.

Mae ymwneud â chelf yn fwy na chreadigedd gweledol. Mae hefyd yn cefnogi sgiliau iaith a chyfathrebu, dylunio a thechnoleg, cydweithredu a gweithio fel tîm, sgiliau datrys problemau, dinasyddiaeth, addysg bersonol a chymdeithasol a'r Cwricwlwm Cymreig.

Mae'r cyfleoedd ar gyfer gweithgareddau atodol yn sgil ymweliad ag oriel yn ddi-ddiwedd.

A Word to the Wise

Gallery rules are common sense. Ask pupils what they think they are and why they think they are important

Walk in the gallery. (There are valuable works of art that might be damaged and there are other visitors who don't want to be bumped into.)

Keep your hands to yourself (Even if they look clean, there is grease on your fingers that can cause damage to works of art.)

Keep the volume down. (It's good to discuss works of art but not so loudly that it disturbs other visitors.)

Stay safe. (You could get lost. If you feel ill or need the toilet you must tell the teacher immediately.)

The main desk is a good point for any queries.)

These rules are just crying out for the poster treatment! A great activity for the day before the visit.

Successful visits result from the children knowing what is expected of them.

Engaging with art isn't just to do with visual creativity. It also supports language and communication skills, design and technology, co-operation and team-working, problem-solving skills, citizenship, personal and social education and Curriculum Cymreig.

Opportunities for follow-up activities from a gallery visit are endless.

Celf Gyfoes - 'peidiwch a panicio!'

Arddangosfeydd o 'gelfyddyd gyfoes' (sy'n golygu celf a wnaed gan artistiaid sy'n fyw ac yn gweithio heddiw, celf ein cyfnod ni) a geir yn yr orielau yng Nghanolfan y Celfyddydau gan amlaf.

Mae hyn yn cwmpasu ystod eang o waith, o'r paentio traddodiadol, darlunio a cherflunwaith i ffurfiau newydd megis gosodwaith, fideo, gwaith aml-gyfrwng, defnydd o bethau parod, celf berfformiadol ac yn y blaen.

Mae'n anodd meddwl fod Argraffiadaeth (Impressionism) sydd nawr yn cael ei ystyried yn saff neu hyd yn oed yn addurnol, yn feiddgar ac yn beryglus pan gafodd ei arddangos gyntaf yn y 1860au.



Dangoswyd y 'peth parod' cynta (gwrthrych wnaed at bwrpas gwahanol - yn aml yn un iwtilitaraidd - ond caiff ei arddangos mewn oriel fel darn o gelf) gan Marcel Duchamp ym 1917.

Mae'r paentiadau gan yr artist Americanaidd Jackson Pollock erbyn hyn dros hanner cant oed. Weithiau mae'r hyn rydym yn ei ystyried yn newydd a chyfoes mewn gwirionedd wedi hen ymsefydlu, ac efallai hyd yn oed yn gyffredin erbyn hyn.



Mae '*faswn i ddim yn rhoi hwna fyny ar fy wal i*' neu '*mi fuasai fy mhlentyn pump oed yn gallu gwneud llun gwell*' dal yn sylwadau cant eu clywed mewn agoriadau arddangosfeydd.

Pan yn gweithio gyda chelfyddyd gyfoes â phlant neu bobl ifanc mae'n bwysig i geisio symud y tu hwnt i'r adweithio personol arwynebol hyn a chymryd arweiniad sy'n tywys tuag at ddealltwriaeth fwy cymwys o'r gweithiau unigol a chelfyddyd yn gyffredinol.

Mae plant oed cynradd yn agored ac yn frwdrydig i bob math o gelf. Mae'r cyfle i ymweld ag oriel gelf, i gyfarfod artist yn gyffrous.

Ar y llaw arall mae oedolion yn fwy hunan-ymwybodol. Gallant boeni am fynegi barn rhag ofn iddynt gael 'rhywbeth yn anghywir' neu edrych yn wirion o flaen eu cyfoedion, neu'n waeth fyth, eu disgyblion!

Un ffordd dda i ddechrau mynd i'r afael â chelfyddyd gyfoes ydi trwy drafod beth sydd i'w weld. Peidiwch a cheisio gweithio allan beth yw'r ystyr ar ei union, neu feddwl os ydych yn ei hoffi neu peidio, dim ond dechrau gyda'r hyn rydych yn ei weld.

Contemporary Art - 'Don't panic!

The gallery will quite often contain exhibitions of 'Contemporary art' (which here means art made by artists living and working today – the art of our times)

This encompasses a huge variety of work from 'traditional' painting, drawing and sculpture to 'new' forms such as installation, video, multi-media, assemblage, the use of ready-mades, performance art, and so on.

It is worth remembering that Impressionism, now considered by many as safe or even decorative, was daring, and dangerous when it was first shown in the 1860s.



The first 'ready-made' (an object made for a different purpose – often utilitarian – and exhibited within a gallery as a work of art) was exhibited by Marcel Duchamp in 1917.



And the 'action paintings' of American artist Jackson Pollock are now well over 50 years old. What we may think of as new and contemporary is, in fact, well-established and even mainstream.



'I wouldn't have that on my wall,' or 'my five year old could make a better picture than that' are comments still heard even at exhibition openings.

When working with contemporary art and children or young people it is important to try and move beyond these superficial personal reactions and take approaches which lead to a more in-depth and rounded understanding both of individual works and art in general.

Children of primary age are open and enthusiastic about all kinds of art. They are excited about the opportunity to visit an art gallery or to meet an artist.

As adults we can become worried about expressing an opinion in case we get it 'wrong', or look foolish in front of our peers or even worse our pupils!

A good way to begin to approach contemporary art is to look and discuss what can be seen. Don't try to figure out the meaning of the work straightaway, or to think about whether you like or dislike it, just start with what you can see.

Gofyn Cwestiynau

Beth ydych yn gallu ei weld?

Sut fath o waith celf yw hwn? Beth ydym yn edrych arno? Beth ydych yn feddwl ydi o? (Efallai bydd angen i'r athro/arweinydd y grŵp gyfeirio sylw'r plant at wahanol rannau o'r gwaith neu'r gwaith yn ei gyfanrwydd). Oes na bethau yn y gwaith sy'n gyfarwydd? Beth ydynt? A yw'r gwaith yn dweud unrhyw fath o stori? (Efallai buasai'r athro am gyflwyno'r geiriau 'ffigyrol' a 'haniaethol' yma).

Sut fath o emosiwn sy'n dod o'r gwaith?

Ydy'r lliw yn creu mŵd arbennig? Ydych chi gyd yn gytun am hyn? A fyddai'r efaith wedi bod yn wahanol os buasai lliwiau gwahanol wedi eu defnyddio? (Gallwch drafod llinell, tŵn, patrwm affurf yn creu emosiwn yn y gwaith hefyd)

Sut gafodd y gwaith celf ei wneud?

Beth ydych yn meddwl y gwnaethpwyd y gwaith celf ohono? Pa ddeunyddiau a ddefnyddiwyd? Pwy ydych yn meddwl wnaeth y gwaith? Lle ydych yn meddwl y gwnaethpwyd y gwaith? (gall fwy o dermau celf eu cyflwyno yma e.e. canfas, cerflun, acrylig, paent, weldio, cerameg, stiwdio ayb).

Sut y cafodd y gwaith ei osod o fewn yr oriel?

A ydych yn meddwl fod y gwaith wedi ei wneud yn arbennig ar gyfer y gofod/ lleoliad, neu allai gael ei arddangos mewn unrhyw le? Beth ydi'r berthynas rhwng y gwaith hwn ac eraill yn yr un gofod? Pam gafodd y gwaith ei osod fel y cafodd o fewn yr oriel?

Oes na label neu unrhyw beth arall sy'n dweud rhywbeth wrthym am y gwaith?

Beth mae'n ei ddweud? Oes gan y gwaith deitl? Ydi't teitl yn dweud mwy wrthym na'r hyn ddyfalwyd eisioes? Os ydi'r gwaith yn 'ddideitl' ydych yn meddwl fod na rheswm am hyn? Faint o wybodaeth a ddarperir (gan yr artist neu'r oriel) am y gwaith? A ydyw o gymorth? Beth arall hoffech wybod?

Mae i weld yn gweithio'n well i drafod y gwaith drwy edrych a chwestiynu yn gyntaf cyn cyflwyno dehongliad yr artist neu'r oriel. Mae hyn yn rhoi hyder i'r plant ffurfio barn eu hunain ac wedyn gweld sut maent yn cymhathu gyda bwriadau'r artist. Lle mae'r plant wedi dod i gasgliad gwahanol iawn i'r hyn fwriadwyd gan yr artist dylid trafod hyn, ond mae'n bwysig peidio gwneud i'r plant deimlo fod eu barn yn anghywir.

Ydych yn hoffi'r gwaith? Pam neu pam ddim?

Ar ôl i'r plant ddod i ddealltwriaeth o'r gwaith celf drwy drafodaeth, yna gofynwch os ydynt yn ei hoffi a'i peidio. Gwnewch yn glir iddynt ei bod yn dderbyniol i beidio a'i hoffi os gallant fynegi pam. Yn aml gwnaiff plant ddweud nad ydynt yn hoffi gwaith pan yn edrych arno gyntaf, ond wedi dod i ddeall mwy amdano maent yn ei hoffi. Ar adegau mae'r athrawon a'r cynorthwyyr yn dweud yr un fath!

Asking Questions

What can you see?

What kind of an artwork is this? What are we looking at? What do you think this is? (You may need to direct the children's attention to different areas of a work and to the work as a whole.)

Are there things in the work which we can recognise? What are they? Does the work seem to be telling any kind of a story? (You may wish to introduce the words 'figurative' and 'abstract'.)

How does the work make you feel?

Does the colour create a mood or emotion? Why do you think this is? Do you all agree about this? Would the effect be different if other colours had been used?

(Refer to the line, tone, pattern, shape and form creating different feelings in the viewer)

How has the artwork been made?

What do you think the work is made of? What materials have been used? Who do you think made the work? Where do you think it was made? (Further art vocabulary can be introduced here by the teacher, e.g. canvas, sculpture, acrylic paint, welding, ceramics, studio, etc.)

How has the work been placed within the gallery?

Do you think the work has been made specifically for this space / location, or could it be exhibited anywhere? What is the relationship between this work and others in the same space? Why has the work been sited / placed as it has within the gallery?

Is there a label, or something else which tells us about the work?

What does it say? Does the work have a title? Does the title tell us more about the work than we have already figured out? If the work is 'untitled' why do you think this is? How much information is provided (by the artist or by the gallery) about the work? Is it helpful? What else would you like to know?

It seems to work better to discuss the work through looking and questioning in the first instance before introducing the artist's or gallery's interpretation of the work. This gives children the confidence to develop their own opinions and then to see how they fit with the artist's intentions. Where the children have come to a very different view of a work from that which the artist intended this should be discussed, although children should not be made to feel that their opinions are wrong.

Do you like this work? Why or why not?

When the children have come to an understanding of the artwork through discussion, then ask whether or not they like it. Make it clear that it is ok not to like a work as long as they can articulate why they don't like it. Often children / young people will say that they didn't like a work when they first looked at it, but

now that they understand more about it they do like it. Sometimes you +will say the same!

Gweithgareddau Ieithyddol

Gêm Cof

Edrychwch ar un darn o waith efo'ch grwp. Gofynnwch iddynt edrych arno'n ofalus am un munud. Wedyn gofynnwch iddynt droi i ffwrdd oddi wrth y darn a cheisio cofio un peth amdano. Gallwch ail-wneud y gweithgaredd hwn sawl tro.

Teitlau

Gofynnwch i'ch grwp feddwl am eu teitlau eu hunain ar gyfer darnau penodol. Gallant ys-grifennu'r teitlau ar nodiadau *post-it* a gofyn i aelodau eraill o'r grwp eu gosod yn erbyn y darnau lle mae nhw'n tybied y dylent fod. Trafodwch y teitlau ac ystyriwch a yw'r grwp yn credu eu bod yn addas. Gallant feddwl am deitl arall ar gyfer yr arddangosfa.

Cymerwch Gam i fewn

Anogwch y disgyblion i ddychmygu eu bod wedi camu i fewn i'r gwaith celf. Gallant ddisgrifio sut maent yn teimlo a defnyddio eu synhwyrau. Beth y credant sy'n mynd i ddigwydd nesaf?

Gwneud Cysylltiadau

Mewn grwpiau gwahoddwch y disgyblion i wneud cysylltiadau rhwng y gwahanol ddarnau gwaith, er enghraifft pwnc neu thema, deunyddiau, lliwiau, siapiau.

Gêm Teleffon

Rhowch deleffon (heb ei gysylltu) i un aelod o'r grwp a'i wahodd i ddisgrifio darn o waith i rywun ar ben arall y lein.

Cardiau Cliwiau

Mewn parau, mae'r disgyblion yn dewis cerdyn ac yn ffeindio darn o waith sy'n gysylltiedig ag ef. Wedyn maent yn adrodd yn ôl i weddill y grwp y cysylltiadau a wnaethpwyd.

Gweithgareddau Darluniol

Mynd â llinell am dro

Mae'r disgyblion yn tynnu llun yr eitem yn gyflym iawn heb godi'r pen o'r dudalen. (Defnyddio pen sydd orau, os ydynt yn defnyddio pensil maent o hyd eisiau rhwbio allan!) Gallant stopio ond nid oes hawl codi'r pen. Mae hyn yn annog llinell mwy llyfn gyda llai o bwyslais ar gywirdeb.

Marciau a siapiau

Tynnwch lun tua dwsin o flychau ar ddarn o bapur. Mewn pob blwch rhaid i'r disgybl dynnu llun mewn ymateb i eiriau a roddir gan yr athro/athrawes. Gweithiwch yn gyflym. Defnyddiwch eiriau sy'n disgrifio megis swllyd, distaw, cyflym, araf, dig, addfwyn, meddal, oer, llonydd, llyfn, garw a geiriau gweithredu megis sgrechian, hymian, mwmian, ffrwydro, curo.

Cylchdroi mewn grwp

Defnyddiwch ddarn o gerflunwaith sydd â digon o le i'ch grwp eistedd o'i amgylch. Mae pob aelod o'r grwp yn ffeindio lle i dynnu llun y cerflunwaith. Maent yn dechrau ac ar ôl dau funud yn stopio ac yn symud ymlaen i lun y person nesaf. Ar ôl symud 4 gwaith o gwmpas y cylch, stopiwch a chymharwch y lluniau a dynwyd o'r gwahanol onglau.

Manylion

Defnyddiwch ddarn o gerdyn gyda sgwâr wedi'i thorri allan o'r canol a gofynnwch i'r disgyblion ddewis darn bach o'r gwaith er mwyn astudio a thynnu'r llinellau, y gwaith brwsh, marciau neu'r gwead.

Language-based activities

Memory Game

Look at one work with your group. Ask them to look at it closely for one minute. Then get them to turn away from the work and ask each of them to remember one thing about it. You can repeat this activity a second time.

Titles

Invite your group to think of their own titles for particular works. They could write them on post-its and invite other members of the group to place them near the works they think they should be with. Discuss the titles and whether the group thinks they are appropriate. They could think of an alternative title for the exhibition.

Step Inside

Encourage pupils to imagine that they have stepped inside the artwork. They could describe how they feel and use their 5 senses. What do they think is going to happen next?

Making Connections

In groups invite pupils to look for things that are common to different works, for example, subject or themes, materials used, colours, shapes.

Telephone Game

Give one member of the group a telephone (not connected) and invite them to describe a work to someone at the other end of the line.

Clue cards

In pairs, pupils choose a card and find works that connect with it. They can then report back to the rest of the group the connections that they have made.

Drawing-based activities

Taking a line for a walk

Pupils draw the object very quickly, without taking their pens off the page. (It's good to use pens, with pencils they constantly want to rub out!) They can stop but must not lift their pens. This encourages a more fluid line and less emphasis on accuracy and 'correct' drawing.

Marks and shapes

Draw a grid of around a dozen boxes on a piece of paper. In each box the pupil must make a drawing in response to words spoken out by the teacher. Work quickly. Use describing words such as loud, quiet, fast, slow, angry, gentle, soft, cold, calm, smooth, rough and action words such as screeching, humming, buzzing, exploding, stamping.

Group drawing by rotation

Use sculpture with enough space for your group to sit right the way round it. Each member of the group finds a space from which to draw the sculpture. They start, and after two minutes stop and move on to the next person's drawing. After 4 moves round the circle, stop and compare the drawings done from various viewpoints.

Details

Using a viewfinder (piece of card with a square cut out of the middle) and ask pupils to select a small area of work in order to examine and draw the lines, brushstrokes, marks or textures.



Ar y 4 dudalen nesaf mae rhai cwestiynau allweddol y gellir eu holi wrth ymweld ag unrhyw oriel gelf gyfoes. Argraffwch hwy, eu gosod gefn wrth gefn (1 a 2, 3 a 4), eu torri i faint 8 cerdyn galw a'i lamineiddio. Mae modd cadw'r cardiau ar ddarn o llynyn am eich gwddf wrth ymweld a'r oriel fel bacup!

On the next 4 pages there are some key questions that you could use at any contemporary art exhibition. Print them out, place them back to back(1 to 2, 3 to 4), cut them out to form 8 calling cards and laminate. Its possible to carry them around your neck on a bit of string as backup!



Is there anything else that tells us something about the work?

Does it have a title? Does it help
If it's untitled, give it one of your own?
What else would you like to know?
Where do you think you can find out more?

Do you like this work?

Why or why not?

Celf Gyfoes...
Gofyn cwestiynau

**Contemporary
Art...**
Asking questions

Beth ydych yn gallu ei weld?

Sut fath o waith celf yw hwn?
(paentiad, ffotograff, cerflun a.a.)

Beth ydych yn feddwl ydi o?

Oes na bethau yn y gwaith sy'n gyfarwydd? Beth ydynt?

A yw'r gwaith yn dweud unrhyw fath o stori?

Sut fath o emosiwn sy'n dod o'r gwaith?

Ydy'r lliw yn creu mŵd arbennig?

A fyddai'r effaith wedi bod yn wahanol os buasai lliwiau gwahanol wedi eu defnyddio?

Beth am y llinell, tŷn, patrwm a ffurf?

Does the work create a mood or emotion?

Does colour play an important part in the work?
Would using a different colour change the work?
What about the lines, patterns, tones, forms?

What can you see?

What kind of an artwork is this?
What are we looking at?
What do you think this is?
Are there things in the work which we can recognise?
Does the work seem to be telling any kind of a story?
Is it figurative or abstract?

How was it made?

What materials have been used?
Who do you think made the work?
Where do you think it was made?

How has the work been placed within the gallery?

Do you think the work has been made specifically for this space location, or could it be exhibited anywhere?
What is the relationship between this work and others in the same space?
Why has the work been placed as it has within the gallery?

Ydych yn hoffi'r gwaith?

Pam neu pam ddim?

Oes 'na unrhyw beth arall sy'n dweud rhywbeth wrthym am y gwaith?

Oes gan y gwaith deitl?

Os ydi'r gwaith yn 'ddideitl' beth hoffech chi ei alw?

Beth arall hoffech wybod?

ble fedrwch chi gael hyd i'r wybodaeth?

Sut gafodd y gwaith ei ei wneud?

Pa ddeunyddiau a ddefnyddiwyd?

Lle ydych yn meddwl y gwnaethpwyd y gwaith?

Sut y cafodd y gwaith ei osod o fewn yr oriel?

A ydych yn meddwl fod y gwaith wedi ei wneud yn arbennig ar gyfer y gofod/lleoliad, ?

Beth ydi'r berthynas rhwng y gwaith hwn ac eraill yn yr un gofod?

Pam gafodd ei osod fel hyn o fewn yr oriel?