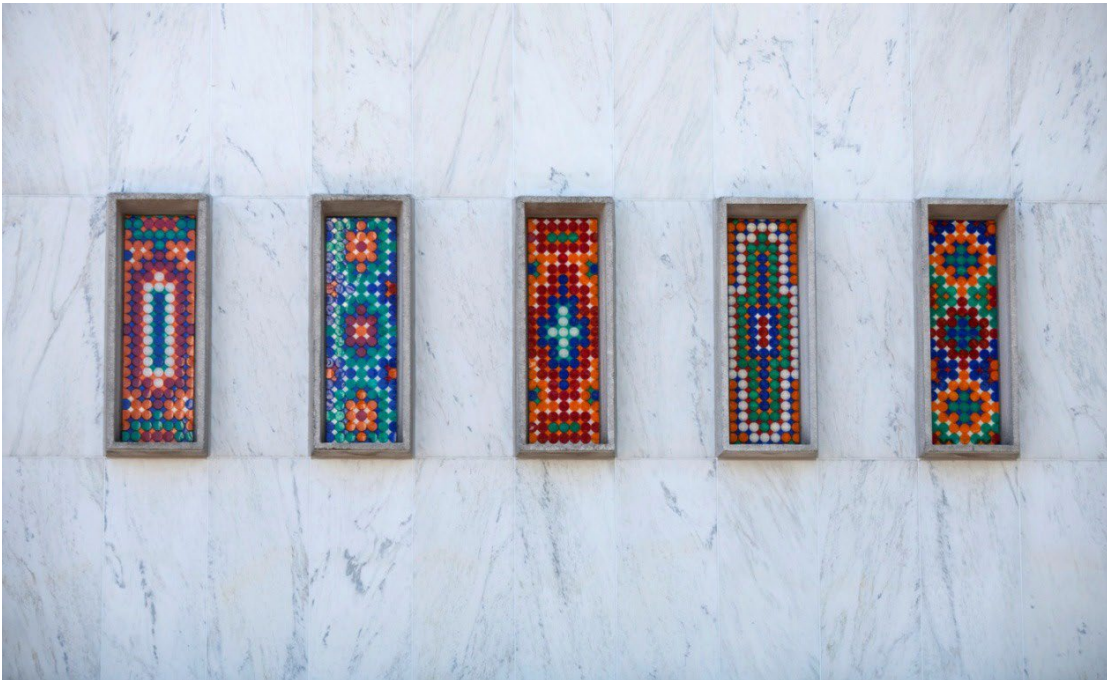


Art Exploration!

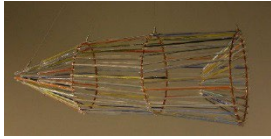
A Self-Guided Tour through the Hallie Ford Museum of Art



Find these artworks in the Museum's permanent collection galleries: spend some time looking and discussing each one with your friends and family, and learn more about art from the Pacific Northwest and around the world! (There are different levels of difficulty in the discussion questions, so do a little or a lot.)

Grand Ronde Gallery (upstairs to the left)

Look up before you enter the Gallery!



Title:

Artist:

Describe what you see here. What material has the artist used? What colors do you see? What kind of lines do you see? Look at the negative space -- what shapes do you see?

What do you think inspired this work (hint: look at the similar object located next to you on the landing). How are they alike? How are they different? The material the artist chose makes it impractical for use as a real fish trap. Why do you think he made it?

Good to know! Notice the shadows cast on the wall by the sculpture. Sculptors often think about where their work will be placed and how light and shadow will make it even more interesting!



Title:

Artist:

Describe what you see here.

How has the artist used color and pattern to create the scales of the fish?

Why do you think the artist combined the human and the fish into one sculpture? What might he be saying about the relationship between the Native people of the Pacific Northwest and this particular fish?

What materials did the artist use? (Find the answer in the label). Why do you think he chose wood from this particular tree to make his sculpture?



Title:

Artist:

Describe what you see here. How is each condor similar? How is it different?

Note how the artist has created pattern by repeating certain elements (line, shape, even the condor), while using variety to make it even more visually interesting.

Compare this basket to the older basket next to it. How are they similar? How are they different? The artist was inspired by the older basket's traditional form (cylinder baskets were used to collect roots), the weaving technique (called twining), its design, even its earthy colors. However, she chose a more contemporary material – dyed wool yarn—instead of traditional plant fiber to make it more modern. Look for other examples nearby of contemporary artists who are combining the new with the traditional.

Good to know! For centuries the California condor soared along the Columbia River and was an important symbol to the Native people who lived in this region. Due to the destruction of habitats and diminished food sources, the population steadily declined during the 20th century until there were only 22 known to exist in the world. The last of the free-flying condors were taken into captivity in 1987 in order to save the species from extinction. There were no California condors in the wild between 1988 and 1991, but efforts to reintroduce them began in early 1992 and continue today. Today, there are approximately 500 California condors in the world, about half of which are free-flying in California, Arizona, and Baja California, Mexico. Condors returned to Oregon after nearly a century in 2003, when six breeding pairs were brought to the Jonsson Center for Wildlife Conservation in Clackamas County.



Title:

Culture:

Describe what you see here.

How has the artist used line, shape, and color to create the flowers and leaves, and to give them the illusion of space and dimension (the white beads on the leaves even suggest the reflection of light)? Notice that even though the top half has more flowers than the bottom half, and the left side has more flowers than the right side, the **composition** (the way the parts are arranged) feels balanced. How has the artist done this? How does the artist keep our eyes moving? (the different colors and sizes of the blossoms, the direction of the stems and the blossoms).

For many of the Native American tribes whose ancestral lands are along the Columbia River, the wild rose is used in decoration not just because of its beauty but because it is an important part of their traditional way of life. Both the petals and the rosehips – the little fruits of the rose left after the blooms have fallen – are used to make tea that is soothing or even medicinal. The rosehips are also full of nutrients and often eaten or added to foods.

Good to Know!

Small glass “seed” beads like these were introduced to the Native peoples in the Columbia River region during the mid-19th century by European-American traders. They are still used today to decorate clothing, bags, hats, and footwear, as well as horse gear. Sewing techniques are used to create not only the more geometric designs we see on the front of the bag (which, like weaving, is more grid-like), but also more natural, organic designs, like the rose. Strings of beads are stitched down to create curved outlines and also to fill in large areas. Notice how the artist has stitched the strings of beads inside the flowers in rows going in different directions – this adds to the feeling of 3-dimensional space.



Title:

Artist:

Describe what you see here.

How has the artist combined the bird and the human face?

Read the story that inspired the artist to create the sculpture (it's on the label).

Who did the sea bird save?

Name the different materials the artist has used. What material do you think the artist used to create the face of the sea bird? Now look at the label. If different from what you first thought, name the material. How did the artist make one material look like another?

Good to know! The artist who made this sculpture is a member of the Yup'ik tribe in Alaska. The work was inspired by older Yup'ik ceremonial masks like the one next to it. How are they similar? How are they different?



Reg Davidson
(Haida, born 1952)

Volcano Woman

1982

Cedar, horsehair, and leather

Purchased with funds from the George and Colleen Hoyt Northwest Coast Indigenous Art Fund

Describe what you see here.

When we put on a mask, we put on another face and become someone or something else. This mask would be worn to tell the story of Volcano Woman.

One Haida story about Volcano Woman is that she is a mountain spirit who rules the earth's creatures and punishes those who abuse them. One day one of her children, Frog, came upon men hunting only for pleasure rather than for food or clothing. When the men noticed Frog they killed him. Volcano Woman erupted in sadness and anger, crying great tears of lava. She destroyed the earth, but in time it was born again even stronger and more fertile.

What has the artist included that helps tell the story? See how the tears of lava become Frog — he does not tell the story word for word, but creatively combines the most important parts.

Imagine you are wearing this mask to perform the story of Volcano Woman, using movement alone. What moves and gestures would you make to help tell the story?

Good to know!

Artists create with the parts of art – line, shape, color, etc. – and the way they arrange the parts of art is called **composition**. Look at the composition of this mask. What shapes do you see? Where do you see line? Note the way the artist creates **mirror symmetry** — if you draw a line down the center of the mask, the right side would be a perfect reflection of the left. Only the added hair breaks this symmetry. This is called, unsurprisingly, **broken symmetry**.



Title:

Artist:

Describe what you see here.

Where do you see rows? Where do you see pattern?

With this dress, the artist Carly Feddersen blends tradition with contemporary popular culture. The dress is a traditional style still worn by Native American women from the Columbia Plateau for ceremonies like pow wows, which are events that involve feasting, singing, and dancing. However, this dress is adorned with souvenir pennies instead of traditional materials such as elk teeth, dentalia, or cowrie shells, which were symbols of wealth and honor for Plateau women and are still used today. These additions also create sound as the wearer moves, which is just as important as how the dress looks. Imagine the sound of the teeth or shells clacking and swishing. How would the pennies sound?

Something to think about: Carly Feddersen collected these souvenir pennies, which are pressed flat and embossed with a new design, during her years of travel to natural and man-made tourist sites and features around the country. Many of these places have great meaning to Native people, although this is not always acknowledged at the sites.



Title:

Artist:

Describe what you see here.

How has the artist used the parts of art (line, shape, color)?

This basket, with its folded, curly outer weave, is made in the traditional style of Native American weavers from the Northeast Woodlands region (extending from the Atlantic coast to the Great Lakes and from the mid-Atlantic United States into regions of Canada). This tradition has been passed down for generations.

While working with the traditional basket shape and using the traditional strips from the black ash tree, the artist has added her own twist. Where do you see this? (copper and green-dyed strips)

The artist has also added something that takes the basket beyond beauty and the way it is used, to tell us something important. Look inside the basket – what do you see? It may look like a blob inside the little glass bottle, but it was once a metallic green insect with a copper belly called the Emerald Ash borer and it threatens to wipe out the very trees that give the weavers their material.

In addition to including an actual Emerald Ash Borer in her work, the artist also refers to the insect in other ways. The colors she uses – the green and the copper – reflect the colors of the insect. She has also included a piece of the outer bark from the ash tree, where she has carved the story of harvesting the weaving material from the tree. The writing resembles the marks the insect larvae leave as they tunnel through the tree bark.

Something to think about:

The artist, Kelly Church, hopes that her work will help teach the public about the Emerald Ash Borer, to help slow the spread by humans (It is believed to have arrived in the United States from Asia in cargo ships or wooden packing materials), and to get people interested in collecting seeds for future replanting.

Sponenburgh Gallery (upstairs to the right)



Title:

Culture:

Describe what you see here.

What about this mask tells us that it represents a young boy?

Why do you think it was important for a coffin to have a mask of the person who died attached to it? (Ancient Egyptians believed when people died they lived on in the afterlife, so it was important that they could be recognized).

Good to know! This mask portrays a boy wearing a wig. Men, women and children in ancient Egypt kept their heads shaved to stay cool and clean in the dry and dusty climate, but they liked the look of hair so they wore wigs. Wigs also represented a person's importance in society.



Title:

Culture:

Describe what you see here.

What material is this made of? This type of art is called a **mosaic**: images created with small pieces of colored glass, stone, or other materials.

Observe how the artist has used different colored stones to create the animal's mouth, eyes, ears, and especially the details that tell us it is a goat: the tail, forehead tuft, and the horns. Different colored stones are also used to create a sense of volume and space: note the overlapping hind legs and the outline of the goat's musculature.

This mosaic may have been made to be a floor in a house or garden. Imagine what it would be like to have this in your home. What do we use today to cover our floors and patios?

Look around this area of the gallery to find other objects from Ancient Greece, Rome, and Southern Italy that are similar to what you may have in your own home. What might you use to pour drinks? To drink? To eat?

Good to know! In early antiquity, mosaics were made with naturally formed color pebbles, but by 200 BCE (about 2200 years ago) cut stones called *tesserae* were being used in Ancient Roman decorative mosaics. Marble or limestone was cut into small cubes and arranged into images of the natural world and geometric patterns.



Title:

Culture:

Describe what you see here.

How do we know what life was like thousands of years ago? With some cultures, there are clues left behind in the objects they made. What clues does this give us to where the people who used this plate lived? What they ate?

How has the artist used the parts of art – line, shape, color, pattern, etc? The way the artist puts all of the parts of art together is called **composition**. See how the artist worked within the circular shape of the plate to fit the fish into the composition, and also to create balance.

This plate is from Campania, a region in southwest Italy and was made in the area around the Bay of Naples. The plate itself was probably used to serve what it is decorated with – fish! The little bowl in the middle was used to hold oil or sauce to dip the fish into. We can even identify what kind of fish the artist used as decoration – two varieties of sea bream or perch and one torpedo fish.

Good to know!

This plate is believed to be made by an artist called the Three-Stripe Painter, who was named for his use of three stripes in depicting fish. All of the plates found with this feature are thought to be by this one painter. Can you find the three stripes?



Title:

Culture:

Describe what you see here.

This cup is called a skyphos (**skee-fose**), and it is decorated with a band of grapevines (grapes, leaves, and tendrils) that gives us a hint as to what we would find inside of it. Grapes were used in ancient Italy to make a drink called wine, which was mixed with water in this skyphos and then poured into smaller cups or drinking bowls.

How has the artist used the parts of art, especially pattern (repeated line, shape, color)? Like the Three Stripe Painter, this artist also has to think about the shape of the vessel when he was deciding where to put the decoration (the composition). See how it goes all the way around so that wherever you place it, you will be able to see the decoration.

Good to know!

Ancient wine was considered very strong and was mixed with water to make it easier to drink.



Title:

Culture:

Describe what you see here. What do you think these were used for? What makes you say that?

These *skyphoi* (pronounced **skee-foy**, singular *skyphos*), each with a wide mouth and two handles, were used for drinking. Each is decorated with a well-known symbol, the owl.

A symbol is an image that represents, or stands in for, a person or thing. It can also represent ideas like love or qualities like courage, and provide clues that help us identify someone. Artists use symbols to provide extra meaning about a work of art that we may not see or understand at first glance. We just have to dig a little deeper!

What can the symbol tell us about the work? The *skyphoi* were made in the city of Athens, which was the heart of Ancient Greece. The owl is a symbol of Athena, the patron goddess of Athens (which is named after her), as well as the goddess of wisdom. The owl is also the guardian of the Acropolis, the highest point in the city where the temple dedicated to Athena, called the Parthenon, is located to this day. As it is today, the owl was a symbol of wisdom in Ancient Greece, so it is fitting that it is Athena's symbol too. Also included on each skyphos is an olive branch, another of Athena's symbols.

This image of the owl and the olive branch was a popular one in ancient Athens. To find another example, look for the silver coin in the nearby display (Coin B): Athena is on the front of the coin, her symbol is on the back.

Good to know! In Greek mythology, Athena competed for possession of Athens with the god Poseidon. In a contest to see who could give the city the best gift, Poseidon struck the earth with his trident (three-pointed spear), causing a frothy spring to flow. At first delighted, the people discovered the water tasted salty (he was the god of the sea after all), and was undrinkable.

For her gift, Athena buried something in the ground, which wasn't very exciting at first, but it grew into an olive tree. This turned out to be a more useful gift. Athenians (the people of Athens) not only used the olives as food, they also used the oil for lamp fuel, cooking, and as a base for perfumes, as well as the wood from the tree to build boats and houses. They also sold the oil for a high price across the Mediterranean world.



Title:

Culture:

Describe what you see here.

What shapes do you see? Where do you see line? How has the artist created pattern? How many different patterns do you see? Note the way the artist creates **symmetry** around the center image—the right side is a reflection of the left side and the top half is a reflection of the bottom. There is also symmetry within the four circles, called **roundels**, which can be perfectly divided into four parts.

The symmetrical designs surround the center circle, which depicts a story from the Christian faith: the angel Gabriel has come to tell the young Mary that she will become the mother of Jesus Christ, who Christians believe to be the Son of God (“annunciation” means “announcement.”). Look closely -- Gabriel carries a lily with a long stem, a flower that represents the qualities of purity and innocence, and is one of the symbols associated with Mary in art.

White lilies also symbolize rebirth, new beginnings, and hope which is why Christians also associate these flowers with the return of Jesus after his death, and why they are often seen at Easter celebrations.

Good to know!

Richly-carved decorative panels like this were used to create wooden chests, or to cover the inside walls of important buildings during the French Renaissance, a cultural and artistic period between the 15th and early 17th centuries.



Title:

Culture:

Describe what you see here.

This head is from a statue (probably seated) of the Buddha, a title given to the man who inspired a religion that eventually spread to many parts of the world. He was born about 2500 years ago in what is now Nepal/North India, into a royal family. As a young man, he gave up his riches and easy life to find out why there was so much suffering in the world. He traveled for years, unable to find any answers. One day, as he was sitting under a tree in quiet thought – what we call “meditation” – he came to a realization: by freeing ourselves from needing and wanting things, and by practicing kindness and compassion, we can free ourselves from suffering, find peace, and become the best people we can be. This moment of realization and awareness is called Enlightenment, and it is what followers of Buddha’s teachings, called Buddhists, are seeking.

Looking at the expression on the face, how would you describe this person? Now that you know more about the Buddha, how does his expression reflect his qualities or characteristics? Explain.

There are several symbols or “attributes” included that also represent his characteristics or qualities, and help viewers identify him. Look for:

- ✚ A bump on the top of his head (**ushnisha**) – a symbol of his extra knowledge.
- ✚ A tuft of hair or “third eye” between his eyebrows (**urna**) – a symbol of spiritual insight, that he can see things ordinary people cannot.
- ✚ Snail-like curls on his head – tradition says he shaved his head when he gave up worldly things, and it grew back in tight curls. Another story says that one day while he was meditating under the hot sun, snails covered his shaved head to protect it from the sun during the day, as well as the cold at night.
- ✚ Long earlobes -- the Buddha was once a prince who wore lots of jewelry, including heavy earrings that would have stretched his earlobes.



Title:

Culture:

Describe what you see here. What are the figures wearing? What are they doing? (Some pieces are missing, but there are still enough left to give you a few clues).

Like the Ancient Egyptians, the Ancient Chinese also believed in an afterlife for the spirits of the dead. In order for these spirits to be happy and comfortable, they buried people with objects that served as substitutes, or “stand-ins,” for things from their life on Earth. They are called *mingqi* (pronounced **ming-chee**), which means “spirit articles.”

These two drummers would have been part of a festive parade of brightly-painted figures representing the entertainers, warriors, and servants who would serve the deceased (the person who died) in the afterlife. What might these *mingqi* tell us about who was buried with these objects and his place in society?

Good to know! The most famous *mingqi* were discovered in China about 50 years ago by farmers digging a well. They are the thousands of life-size clay soldiers that make up the Terracotta Army of the First emperor of Qin (pronounced **chin**) from the third century BCE – over 2200 years ago! He was also buried with life-size terracotta chariots and horses, and archeologists also found life-size models of acrobats, musicians, and other non-military figures buried nearby.



Title:

Culture:

What kind of animal is this?

How do you think the artist made this object? What materials do you think the artist used?

Describe what the animal is wearing. Why do you think it is dressed this way?

This object was originally used as part of clothing. What do you think its purpose might have been? (Find the answer in the label).

Good to know! This tiny sculpture depicts a horse belonging to an historic Japanese warrior called a **samurai** (sam-er-eye). These warriors wore elaborate armor and their horses wore costumes and decorations, known as **regalia** (ruh-gale-yuh) to show their owners' importance.



Title:

Culture:

Describe what you see here. Look at the outside of the bowl. What kind of lines do you see? What kind of shapes? How has the artist created pattern? Is it regular or irregular? How has the artist used symmetry? Now look at the inside of the bowl. What do you see?

In China, the bat is a positive symbol. This is because the word for bat, *fu*, sounds just like the words for “blessings” and “riches” (even though the written characters are different). Combined with the word for red, *hong*, which sounds like the word for “vast” (or “great”), the red bats create a wish for vast blessings and wealth. Imagine eating or drinking from this bowl – as you finish what’s in the bowl, the wish is revealed!

Good to know! *Fu* and *hong* are examples of **homophones** (homo = same, phone = sound): words that sound alike, but are spelled differently and have different meanings. What are some examples of homophones in the English language?



Title:

Culture:

Describe what you see here.

How has the artist arranged the flowers (the **composition**) and butterflies to create order and balance for our eyes? Notice that each block has the same design, but it is reversed, like a mirror image. This is called reflective symmetry.

Each pillow depicts flowers that represent the different seasons: a peony (spring), a lotus (summer), a chrysanthemum (autumn) and a camellia (winter). Together, they symbolize wealth and honor throughout the four seasons. The butterfly adds even more meaning and shows us the love of wordplay often seen in Chinese art: the Chinese pronunciation for “butterfly” is a **homophone** (meaning it sounds like) for the word for “duplicate”, so it offers double the wishes expressed by the flowers.

Good to know!

These are actually pillows! Historically, Chinese pillows were often made of hard materials like stone or ceramic. Sleeping on them made it easier to keep elaborate hairstyles from getting mussed, and they also kept the sleeper more comfortable. Hollow ceramic pillows like these could be filled with warm water in the winter and cool water in the summer.



Title:

Artist:

Describe what you see here.

This is Alice Lee, a character from the novel *Woodstock, or The Cavalier: A Tale of the Year Sixteen Hundred and Fifty-one* written by Scottish author Sir Walter Scott, in 1826.

Set during the English Civil War, *Woodstock* is a romantic tale of lords and ladies, love, war, and duty – much like stories we still tell today. Alice is the daughter of Sir Henry, who was loyal to the king. Her love interest, Colonel Everard, was on the side of the rebels, so they were forced to be apart during most of the story (but are happily reunited in the end!).

When this portrait was painted during the Victorian Era (the reign of Queen Victoria in Great Britain in the 19th century) people wore flowers or floral jewelry to express their feelings. Paintings depicting characters from stories were also popular during this time, so artists often used flowers to tell us something about them. Alice wears two flowers: a pink carnation in her hair and a forget-me-not pin on her dress. According to the Victorian flower language, the pink carnation means “I’ll never forget you,” and the forget-me-not symbolizes true love and memories, both perfect choices for a young woman separated from her own true love.



Title:

Artist:

Describe what you see here.

A portrait is a picture of a person. Most of us have had our portrait made at one time in the form of a school photo. Hundreds of years ago, before photography was invented, people had their portraits painted by an artist. The sitter in this portrait “commissioned,” or hired, the artist to paint it.

How does the artist tell the viewer about the sitter? Does he give us any clues in the sitter’s facial expression, his clothing, or his surroundings? How would you describe this person? What can you tell about his personality, or position in society? Is this someone you might know?

The sitter in the portrait is Colonel William I. Williams, who fought in the War of 1812 with the Connecticut Militia. Later he was an editor of a newspaper in Utica, New York, which the artist shows by including the red pen case (this was before computers!). His place in society and well-to-do status are also shown by his stylish appearance — the short coat and high ruffled neckcloth, as well as the high hair and sideburns were very popular in the early 1800s — as well as the luxurious fabrics and accessories.

Good to Know! For some artists – especially before the invention of the camera – making a portrait look as realistic as possible is very important. One of the ways an artist does this, and shows off his or her skill, is to show a variety of textures in the clothing, the hair, the accessories, and other objects. We call this **visual texture** because the surfaces are made to look like something they are not (it’s really just paint!) and we can only imagine how they would feel if we touched them in real life. Where do you see visual texture in this painting? Describe how you think the various textures would feel if you could touch them in real life. (soft, hard, smooth, rough, cold, fluffy, stiff, scratchy, etc.).

Carl Hall Gallery (downstairs)



Title:

Artist:

Describe what you see here.

Imagine you are in the painting. How do your senses respond: What do you hear? What do you smell? What do you feel (touch)?

In the works we just looked at, the artists used lines for their subject matter, so they were easy to find. Here the artist uses line in a less obvious way, but it is just as important. Look for the many lines in this painting. Some are more obvious, others are less so (the cattails, dragonflies, logs, fish, leaves, etc.).

Describe the types of lines you see. Notice how many diagonal lines the artist has used, as well as curved and even squiggly ones. Imagine if instead, all the lines were straight, and vertical or horizontal. How would that change the scene? Would it seem more active or less? Explain.



Title:

Culture:

Describe what you see here. What forms do you recognize? What else do you notice?

What do you think the artist's message is?

The artist who created this sculpture is interested in the way humans and nature are connected, and how the actions of one can affect the other. She started with a salt lick. (A salt lick is made of mineral deposits that provide animals with nutrients they need. They are found in nature, but also made by humans to be placed where animals can find them). After carving the salt lick into the shape of a hand offering a plum, she placed it in the Oregon wilderness where it was worn away by a variety of animals licking it, as well as by the weather. The artist then retrieved the transformed sculpture and cast it in glass, using a technique that created a surface that looks encrusted with salt.

Now, look at the sculpture again. What do you think the artist's message is? Has the way you see the sculpture changed? Do you think the way it was made is important in understanding the work? Explain.

Good to know!/Something to think about:

This sculpture is one of several made from carved salt licks depicting or representing parts of the human body, and is part of a series the artist, Malia Jensen, created in 2019-2020. The project includes a 6-hour video of the animals interacting with the salt-licks – encouraging us, the artist says, “to consider our place in the natural world.” What do you think is your place in the natural world?



Title:

Artist:

Describe what you see here. What is the focus of the painting? Is it the room with the television? The hallway? The stairway? What makes you say that?

What kind of mood has the artist created and how has he done this? Is it a warm, welcoming scene or is it a little mysterious? Does it seem like there is anyone in the room? In the house? Explain.

The artist uses only the primary colors and a few basic shapes in his painting – find the primary colors and three geometric shapes. He also uses **tints** (made by adding white) and **shades** (made by adding black) to create light and shadow. Find a tint and a shade of the primary color yellow.

Pretend *you* are standing in the room with the television. Describe the sights and sounds. What are you doing in there? Something makes you walk out into the hallway – what is it? Where do you go next? Why? What do you find when you get there?

The artist has not included a lot a detail in this painting -- does this help you tell a story or does it make it more difficult? What would you add to help you tell your story?



Title:

Artist:

How is this work similar to the work next to it? How is it different? What kind of details has the artist added that were missing from the first work?

Based on the details the artist has given us, create a story:

Describe the setting. What is the mood? What creates this mood?
Who are the main characters? Where do they live? Who do they live with? What makes you say that?
What are they doing? WHAT IS IN THE DRAWER?!

Which story was more fun for you to create – this story or the one in the first work? Do you like having more details, or fewer details? Why?



Title:

Artist:

Describe what you see here.

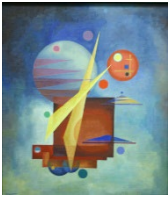
What shapes do you see? Where do you see lines? How has the artist created pattern? Where do you see flowers? (Don't forget to look on the top of the cap!).

The artist, George Rodriguez, uses a lot of flower decoration in his work, and he sees them as a treat for the viewer, saying "they're a 'thank you from me for investing in looking at the piece closer and longer.'"

He compares the life cycle of flowers – the way they blossom and expand to show us more of themselves – to the process of looking, seeing, and getting to know a work of art: the more time we spend with a work of art, the more we see and understand. He also likes that because his flowers are made from ceramic, they can last forever!

Something to think about:

Dreamer shows us a student who has completed their studies and is celebrating in their graduation cap and gown. George Rodriguez was inspired by the many immigrants who come to this country to seek the American Dream, which is the idea that through determination and hard work, everyone has the opportunity to become successful and happy. What is *your* dream?



Title:

Artist:

Describe what you see here. What shapes do you see?

The artist has created a sense of three-dimensional depth – the shapes look like they are going back into space – through overlapping and the use of different sizes (smaller shapes appear to be farther away, even when they are right next to larger ones).

Match the shape to the distance:

Orange circle

Farthest

Blue circle

Closest

Yellow triangles

Middle

Good to know! The yellow triangles are called **scalene** triangles because they have no equal sides or equal angles.