

Close Study: Close Viewing Jaune Quick-to-See Smith

Artist: [Jaune Quick-to-See Smith](#) (b. 1940, St. Ignatius, Montana)

Work: Jaune Quick-to-See Smith, *Indian, Indio, Indigenous*, 1992; Oil and collage on canvas, 60 x 100 in.; National Museum of Women in the Arts, Museum purchase: Members' Acquisition Fund; © Jaune Quick-to-See Smith

Target grade range: 3-5

DPCS Curricular Unit: Art & Advocacy

DPCS Curricular Arc: Transformation/Bridging

DPCS Curricular Theme: Creating art that connects to individuals and communities for the purpose of inspiring social change.

Note: Annotation is a key feature of Close Study, ensuring that students are engaged in the process of evidence gathering. Annotation can take a range of forms across grade levels and disciplines. Annotation can provide assessment information as to each student's depth of comprehension. Additionally, it can be a useful tool for launching critical discussions. Encourage students to annotate this work physically or virtually.

Round 1

Type of Question: General Understanding/Responses

Sample Question: **What do you see in this artwork?**

Guidance: The goal of this conversation is to generate a range of student responses to the work. There is no wrong answer, but rather the idea is to open the conversation and create an environment in which students see the value of both their own opinion and the possible range of opinions.

Round 2

Type of Question: Key Details

Sample Question: **What stands out to you? What draws your eyes to those areas?**

Guidance: The conversation should focus on gathering evidence from the image; formal and technical evidence, as well as evidence based on the imagery. Student responses should include discussion of specific visual aspects of the work. You may ask guiding questions such as, **“What figures and words do you see?”** OR **“How would you describe Jaune Quick-to-See Smith’s color palette (color choice)? Where might you see these colors in the world?”** OR **“What tools and gestures do you think the artist used to add color to this artwork? Can you mimic the motions you think the artist made?”** pushing students to focus on the visual aspects of the work and how they might begin to support the responses discussed in Round 1.

Round 3

Type of Question: Structure

Sample Question: **What elements does Jaune Quick-to-See Smith repeat?**

Guidance: This discussion should focus more specifically on how the structure of the work is supporting the students’ interpretations of the work. This conversation might be around compositional strategies, the use of evocative visual designs, or the inclusion of distinct features.

Round 4

Type of Question: Intent/Inferences

Sample Question: **Jaune Quick-to-See Smith is a Native American artist, educator, and political activist whose expressive mixed-media artworks address how native groups have been and continue to be treated in the United States. How do you think Smith feels about this treatment? What evidence can you point to in her artworks that supports your inference?**

Guidance: Unlike the intentional omission of information in other rounds, prior to asking students to respond to this question, the teacher should provide some context for the work. This context should come in the form of another visual work. The nature of the context should promote the goals of the overall lesson or unit. This work might be:

- Another work by the same artist
- A work that serves a similar purpose in a more familiar context
- Another work from the same school, movement, or genre

Possible Contextual Works:

- Details of *Indian, Indio, Indigenous*
- Jaune Quick-to-See Smith, *Trade (Gifts for Trading Land With White People)*, 1992/1992; Oil and mixed media on canvas, 86 x 170 in.; Chrysler Museum of Art, Museum purchase in

memory of Trinkett Clark, Curator of American and Contemporary Art, 1989-96; © Jaune Quick-to-See Smith; Photo accessed from [Google Arts & Culture](#)

- Jaune Quick-To-See Smith, *State Names*, 2000; Oil, collage and mixed media on canvas, 48 x 72 in.; Smithsonian American Art Museum, Gift of Elizabeth Ann Dugan and museum purchase; Photo accessed from [Smithsonian American Art Museum's website](#)

Round 5

Type of Question: Opinion/Application

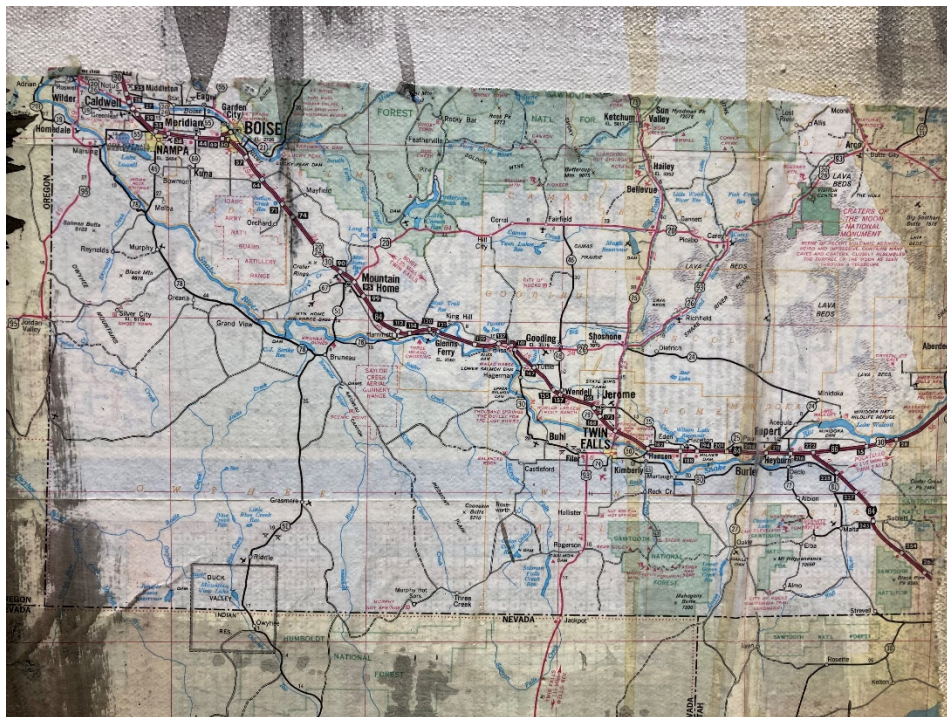
Sample question: **If you were to create an artwork about an issue that is important to you, a) what issue would that be, b) what elements and techniques would you use in your artwork to express your feelings about that issue, and c) who would you share it with?**

Guidance: This round is asking students to internalize the knowledge and information built in the previous rounds by using the concepts generated to visualize a work that applies to a personal goal of communication. The direction of this question is directly related to the broader thematic goal of the lesson or unit.



Jaune Quick-to-See Smith, *Indian, Indio, Indigenous*, 1992; Oil and collage on canvas, 60 x 100 in.; National Museum of Women in the Arts, Museum purchase: Members' Acquisition Fund; © Jaune Quick-to-See Smith

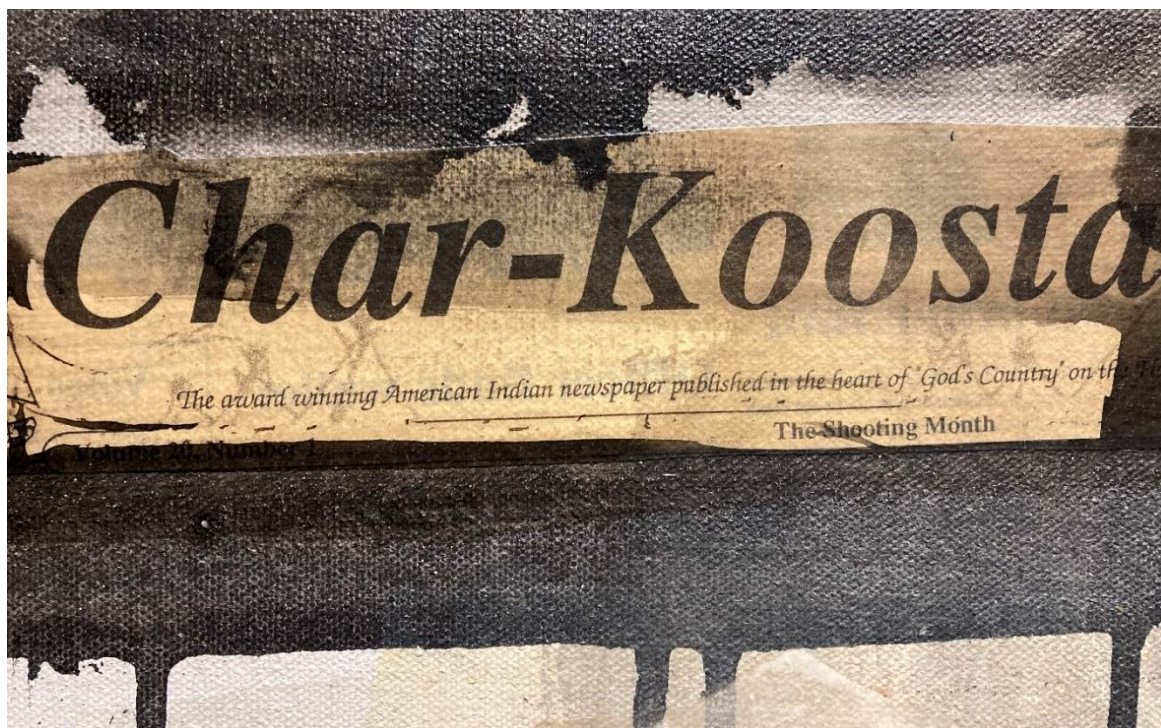
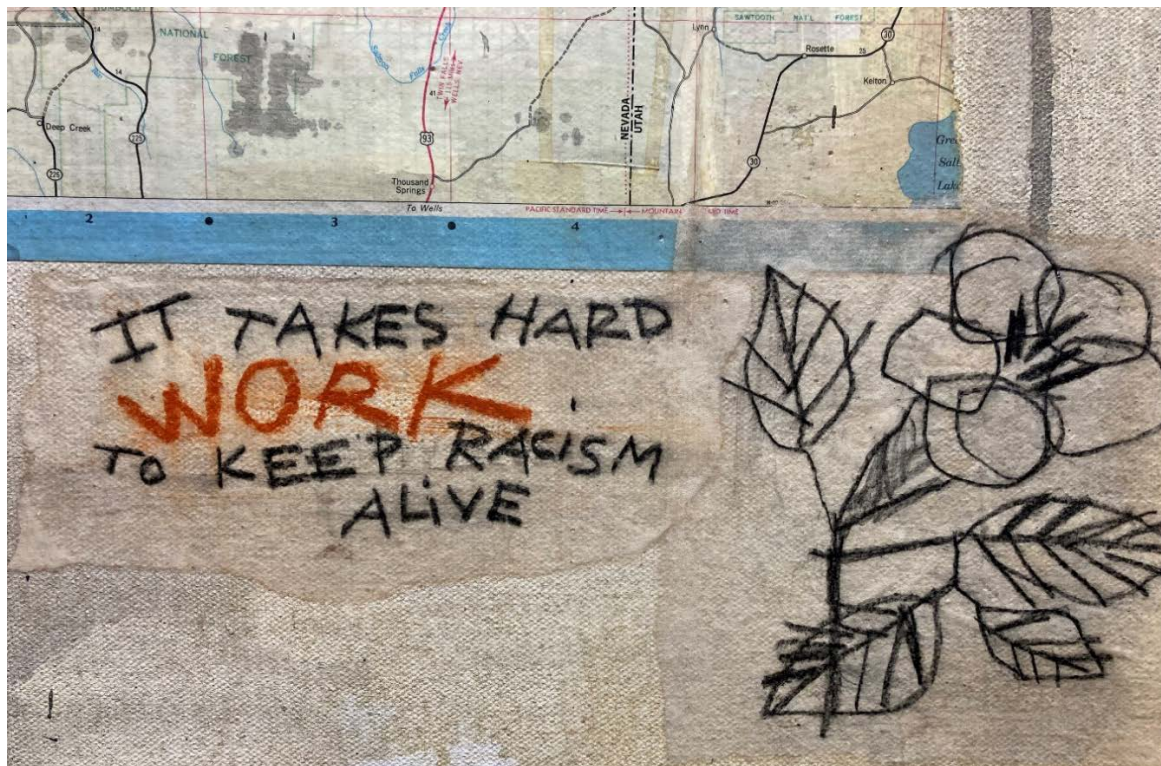
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Details of *Indian, Indio, Indigenous*

Top: Artwork title, drawing and photograph of Native American men, Blondie comic strip, and phrase "Money is GREEN it takes precedence over nature."

Bottom: Road map of Idaho.



Details of *Indian, Indio, Indigenous*

Top: Phrase "It takes hard WORK to keep racism alive."

Bottom: Masthead of [Char-Koosta newspaper](#), the official newspaper of the Flathead Indian Reservation.

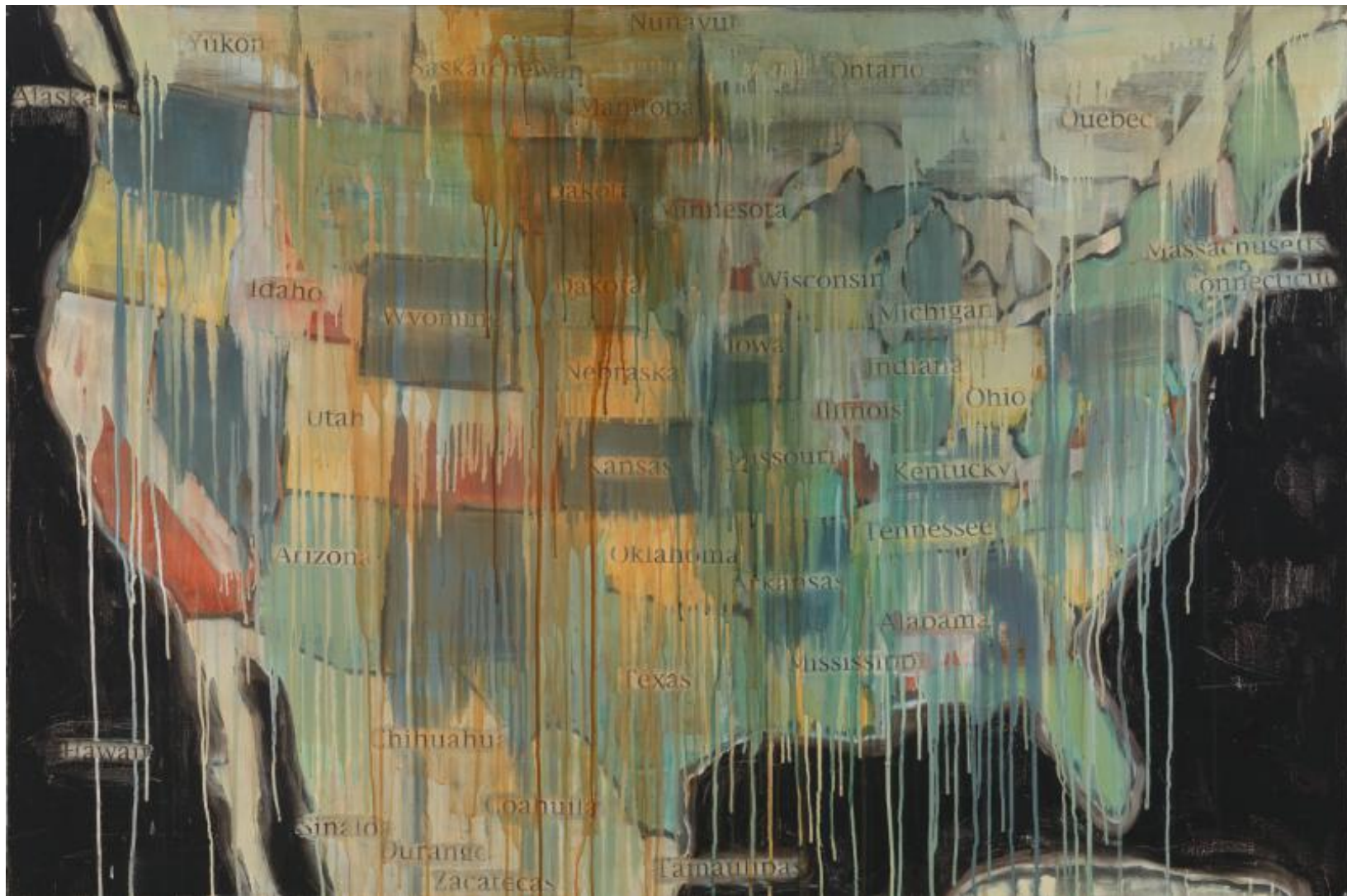


Details of *Indian, Indio, Indigenous*—
application of pigment and layering of
materials.



Jaune Quick-to-See Smith, *Trade (Gifts for Trading Land With White People)*, 1992/1992; Oil and mixed media on canvas, 86 x 170 in.; Chrysler Museum of Art, Museum purchase in memory of Trinkett Clark, Curator of American and Contemporary Art, 1989-96; © Jaune Quick-to-See Smith; Photo accessed from [Google Arts & Culture](https://artsandculture.google.com/view/AGL6Z44TQW8)

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Jaune Quick-To-See Smith, *State Names*, 2000; Oil, collage and mixed media on canvas, 48 x 72 in.; Smithsonian American Art Museum, Gift of Elizabeth Ann Dugan and museum purchase; Photo accessed from [Smithsonian American Art Museum's website](https://www.siamuseum.org/)

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