

## Close Study: Close Viewing

### Hung Liu

**Artist:** [Hung Liu](#) (1948, Changchun, China–2021, Oakland, California)



**Work:** Hung Liu, *Sisters*, 2000; Lithograph with chine collé on paper, 22 x 29 3/4 in.; National Museum of Women in the Arts, Gift of the Harry and Lea Gudelsky Foundation, Inc.; © Hung Liu

**Target grade range:** pre-K

**DCPS Curricular Unit:** Sprouting Families

**DCPS Curricular Arc:** Identity/Family

**DCPS Curricular Theme:** Types of families and trees

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 did you see first? Second? Third?**

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 in this artwork overlaps? Touches? Repeats?**

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, **“If we were to re-create this work of art in layers, what would be at the bottom? What would you put on next? What would you add last or on top?”** OR **“What in this artwork seems farthest way from you (in the background)? What seems closest to you (in the foreground)?,”** 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: **Look at the two figures (people) in this work. What are they doing? What might their physical closeness tell us about their relationship?**

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: **Titles sometimes give us clues about the artwork. Hung Liu named this artwork *Sisters* to let us know these figures are siblings. Looking at their faces and body positions, how do you think these sisters feel when they are together?**

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:

- Elizabeth Catlett, *Two Generations*, 1979; Lithograph on paper, 17 x 20 1/4 in.; National Museum of Women in the Arts, Gift of Dorothy Stauffer Lyddon; © Estate of Elizabeth Catlett/Artists Rights Society (ARS), New York

- Swoon (Caledonia Curry), *Dawn and Gemma*, edition AP, 2017; Silkscreen and acrylic gouache on paper and found object (glass and wood), 24 x 32 x 2 in.; Collection of Jordan D. Schnitzer; Photo by Aaron Wessling Photography

## Round 5

Type of Question: Opinion/Application

Sample question: **Imagine you were going to have your picture taken with a family member or a close friend. How might you pose (position your body) to show you care about them?**

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.



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