

annotation

The majority of art students experience a range of emotional and sensory responses to the collections. They find that objects have the power to trigger a chain of associations and feelings. Sketchbooks can function as a repository in which these fleeting feelings are caught and reflected upon. This section shows some of the ways in which sketchbooks can be used as a creative diary, not only recording object data but also thoughts and ideas generated from discussion with friends.









We had a conversation about the knife, it went like this: I feel the lighting and the mood is theatrical, with the roof and the environment up here. I don't like it... they're very violent these weapons... vicious Looks like it was used to hit someone over the head - I'd hate that (to do that or have it done to me). It's a throwing knife from Africa. Difficult to draw, the light keeps changing on it. The engraving isn't that conversation It reminds me of an agricultural tool, something you'd use observation Melody says: Die 4



Here is a conversation we had about the barkcloth: I felt very cosy sitting here, it feels warm, the textures... safe, comfortable. It's difficult to see the detail. At first I thought it would be easy shapes, colours, geometric - but there are lots of diagonal lines that shapes, colours, geometric - but there are lots or diagonal lines triat connect, so I had to think about the whole thing. Hard to get my head round it. By looking I can see it's painted over the top, not woven. Who made it? By themselves? Did they lay it out and do the whole thing in one go? The one in the middle, with the curl, made me think of ferns in New Zealand, even Andy says: 23

conversation observation



tobject analysis observation



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smell do they small dusky or Smelly - Old wines on the wind. 'ee The pathons. bumpy + ridged one of the posts is so Smooth - I think the prom who made it must have gone our it again + again, Smoothing away all the bumps. 23

observation + imagination

acknowledgements

The Pitt Rivers Museum Handbook is a collaborative effort, and the Museum's Education Service is indebted to all those who have offered advice and support. Thanks to Declan McCarthy, Suzy Prior, Chris Jarvis, Flora Bain, Phillip Grover, Christopher Morton, Kate White, Kate Webber, Jeremy Coote, Alice LePage, Sian Mundell, Mike O'Hanlon, Caroline Cheeseman, Clare Harris, Malcolm Osman, Orla Crean, Geoffrey Lawson, Jane McDonald, Jan Ruddock, Emma Bush, Hannah Dingwell, Alison Fincher, Selda Kilic, Solange Mateo, Tabassum Rasheed, Beth, Martha Swales, Erica Tso, Freddy Sachs, the Education Service at the Design Museum, the Waddington Galleries, the Bloomberg Space and the Licensed Victuallers' School.

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Page 12: Two masks from the museum's teaching collection.

Page I3: Indian textile made from a recycled sari (2002.40.3).

Page I5: Clockwise from top left: black capped kingfisher (copyright Oxford University Museum of Natural History), Asian fairy bird (copyright Oxford University Museum of Natural History), woman dancing by qinn.anya, photo available from www.flickr. com under a creative commons attribution and share-alike licence, black gold white brown by dryfish, photo available from www. flickr.com under a creative commons attribution licence, Hoopoe (copyright Oxford University Museum of Natural History), male peacock with feathers full strut by respres, photo available from www.flickr.com under a creative commons attribution licence, rainbow lory (copyright Oxford University Museum of Natural History), pearled puple eyeshadow with feather lashes by dreamglow, photo available from www.flickr.com under a creative commons attribution licence.

Page 21: Mask. Papua New Guinea (1906.74.1). Andaman islands and Australia (1884.33.52, 1884.60.20-21, 1898.75.60-61).

