

TEACHING TIPS

First Visit

- Be sure to introduce yourself and the Art Masterpiece program to the students. Let them know they will be learning about art-appreciation and elements of art. Be clear that it is not a "how to draw" or "arts and crafts" class.
- Discuss the difference between a reproduction and an original. Many times students think you are holding the actual masterpiece in your hands.

Throughout the Year

- Be on time as the teachers are on a set schedule and going over your allotted time may affect the rest of their day.
- Be prepared but stay flexible in your lesson.
- Write the artists' name and key words on the board as you teach your class.
- Place the date of the artwork in a historical era appropriate for the grade level. (i.e. This was painted around the time of the civil war...)
- Talk to the children on a level appropriate for their age.
- When you discuss the artist bio, touch upon interesting facts. A complete biography is too much information. The students are interested in when the artist lived and died, any unusual facts about their life or information on the artist's childhood.
- Talk about the art medium used (i.e. oils, watercolors, charcoal etc.)
- Be responsible in handling the print or transparency. Make sure you return it and any supplies at the end of your lesson.
- If you cannot teach a lesson, be sure to let your teacher or school coordinator know.



The Art Institute of Chicago

DO NOT LOOK LIKE THIS WHEN YOU TEACH YOUR LESSON!

Philosophy

- Be cheerful and enthusiastic, if you're having fun they will too!
- Asking questions about the artwork will help students share their feelings, use their imagination and stimulate conversation.
- Do more listening than talking. Use open-ended questions with "How" and "Why" to promote their answers.

- To keep the children involved, write their answers on the board to reinforce the lesson and give the kids a sense of accomplishment and inclusion.
- When a child gives an answer, avoid saying "No, that's not right". Say something like, "I hadn't thought about it that way" and then sway the dialogue to the correct answer.
- Be objective. Don't project your like or dislike of an artistic style or piece.
- Accept the children's right to like or dislike a picture. Don't take anything personally.
- Personalize the lesson by adding your own touch. Add information that will help stimulate interest in the artwork. Props like books, prints, music, costumes and art media are just a few examples.
- Don't be afraid to tell the kids "I don't know". If you're not sure of a fact tell them you'll find out and be sure to give them the answer.
- Finish lesson and begin activity while interest is still high.
- Give activity instructions prior to handing out supplies.
- During the activity, walk around the classroom to give praise and clarify directions.
- Be sure to clean up at the end of your activity.
- Reinforce the idea that all students can be artists.

HOW TO STUDY A PAINTING



Metropolitan Museum of Art, New York, N.Y.

Artists paint to express their ideas and feelings that words sometimes cannot explain. Art is a language and we do not all have to speak the same words to enjoy and appreciate art objects.

We can look at each work of art by asking four main questions:

- 1. WHAT DO YOU SEE? (subject)** Describe the subject matter of the work. Do you see people, flowers, animals, etc. Sometimes only shapes are recognizable such as circles, squares, or color like patches of yellow, splashes of green or lines that could be thick, thin, straight, diagonal, etc. Allow the students to express every **FACT** that they see!
- 2. HOW IS THE WORK ORGANIZED? (analysis)** Form is the way the artist uses the elements of art and media to organize the subject. The students are still collecting facts, however your questions now center more around the elements of art, and the media used. For example: what color did you see first? Can you see any shapes in this work?
- 3. WHAT IS HAPPENING? And/or WHAT IS THE ARTIST TRYING TO SAY? (interpretation)** Content is what the painting is really about. It is the message the artist is trying to communicate using the language of art. It could be an idea or theme such as family, or religion or an emotion like fear or love. Ask the students to use their imagination to answer the questions. As the students answer, you may interject and elaborate with actual information about the work of art.
- 4. WHAT DO YOU THINK ABOUT THIS WORK OF ART? (judgement)** Have the students give their opinions about whether they like or dislike the painting and why. Be open to their answers and encourage them to justify their ideas.

ART MASTERPIECE LESSON GOALS

1. Introduce students to an Artist and Art Style (2-4 min)
 - A. Artist biographical info. (Photo of Artist)
 - B. Historical info about the era.
 - C. The story behind the painting, if known.
 - D. Explain the style of art (i.e.: impressionism, pop art, etc).
2. Highlight an Element of Art or Principle of Design (8-10 min)

CLASS DISCUSSION / QUESTIONS

- A. Show how the element and/or principle is illustrated in the print.
 - B. Introduce keywords for lesson.
 - C. Review and build upon previous months key words.
 - D. Mention examples of the element or principle in other contexts – patterns in clothing, rhythm in music, balance in physics, color, shapes, lines they can see in their world.
3. Conduct a “hands-on” experiment or project that reinforces the lesson and allows the students to practice the element, principle and/or “style”. (30-45 min)
 - A. The main goal is for the students to practice what was discussed in the lesson and to re-enforce the elements and style. It’s about the experience – not the end product.
 - B. Vary the type of activity for the project portion of the lesson. Try to incorporate movement, background music, an outdoor setting if applicable.
 - C. Let the students explore a variety of artistic media. Minimize the use of crayons.