

Meet the Masters Classroom Presentation

Be prepared when you enter the classroom. Engage the children in looking and talking about the artwork. Use language they will understand and avoid lecturing.

Show the children the prints and write the artist's name and title of the artwork on the board. You can pronounce the artist's name and ask the children to repeat it.

Allow some quiet time for looking at the artwork. Walk around the classroom holding the prints allowing close observation. Place them in a prominent position while you discuss the artwork and the artist.

Listen carefully and thoughtfully to the children. Repeat their questions and comments so all of the class can hear. Respond in a positive way.

Never be afraid to say "I don't know: that's a good question". This lets the children know that learning about art is an ongoing process and their questions are relevant.

Always make sure the teacher is in the classroom during the presentation.

Avoid questions that can be answered with a simple "yes" or "no". Instead ask questions that require careful looking, thinking, and a thoughtful response.

Keep biographical information, vocabulary and dates to a minimum: only incorporate when the information is necessary to the main concepts you are presenting. However for Junior High age children the use of terms to describe the sensory and formal elements of art during the presentation are important.

Remember your main goal is to instill enthusiasm and interest in looking at art. Keep your Meet the Masters presentation fun and upbeat.

Always tell the children that it is time to clean-up 10 minutes before the end of class. This will give you time to gather art supplies and tidy up the classroom.

Communicate with the teacher about displaying the artwork. Follow through in displaying the children's work is very important in concluding the project.

Make sure that the children write their names on the front of the artwork. The bottom right corner is a good place for the artist's signature.

How to Ask Questions

Ask questions whose answers can be found in the work of art itself. Comparing two different works of art can be useful in learning to look. These are some examples of questions you may want to use.

- What is the first thing you notice?
 - Is there a recognizable subject?
 - What is the subject of the painting?
 - What aspect of the story has the artist emphasized?
 - Is there any movement or activity? What kind?
 - What might have happened just before this scene?
 - What might happen next?
 - Are there any people portrayed? Who are they?
 - Are the people individuals or types?
 - Are they posed or unposed?
 - When would they have lived?
 - How would you describe the location or setting?
 - What season is it? What time of day? What kind of weather?
 - What sounds might you hear?
 - What smells might you smell?
 - From what point of view do we, as viewers, see the scene?
 - How would you describe the mood or feeling of the painting?
 - What did the artist do to convey this mood?
 - How would you describe the composition, or arrangement of elements, in the painting?
Is it simple/complex? flat? three-dimensional?
 - What kinds of shapes did the artist use?
 - What patterns did the artist create?
 - Do the patterns produce a rhythm? How would you describe it?
 - What kinds of colors did the artist use? bright? dull? dark? light? contrasting? harmonizing?
harsh?
 - How do the colors contribute to the feeling or mood of the painting?
 - If the artist had chosen different colors how would it have changed the painting?
 - How would you describe the lines in the painting? thick? thin? careful? fuzzy? strong? curved?
straight?
 - What kind of brush or other instrument do you think the artist used?
 - How would you describe the different textures in the painting?
 - What is the source of light? Is it shown or implied?
 - How does the artist contrast lights and darks?
 - How does the artist use proportion? distortion?
 - What materials did the artist use?
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Meet the Masters - General Discussion Questions

These general discussion questions serve as a reference for further discussion about the artists and artworks in this program. You may want to think about these critical questions when observing a work of art, thus, applying the skills you have learned in this program.

1. What materials did the artist use to create the artwork? Is the artwork two-dimensional or three-dimensional? Explain why?
2. What kinds of lines do you see in the artwork? Do any of these lines produce outlines?
3. Is the work made up of mostly organic or geometric shapes? Point out examples of these kinds of shapes used in the artwork.
4. Find primary colors in the work of art. Find secondary colors. Do you see any intermediate colors? If so, name them. Look for tints and shades. Can you find warm or cool colors? Why do you think the artist made some of these color choices?
5. Describe the textures in the artwork. How did the artist show each kind of texture?
6. Is the work calm or does it show movement? Explain why.
7. Does the artwork show distance? If so, how did the artist make some shapes in the picture seem closer and others farther away?
8. How did the artist show contrast?
9. What kind of balance does the artwork have? What is the effect of this balance?
10. What is the center of interest of the work? What leads your eye to it?
11. How did the artist achieve unity in this work of art?
12. Is the artwork realistic or abstract? Why do you think so?
13. What is the mood of the artwork? How did the artist create the mood?
14. Would you say the work of art is carefully planned? Why do you say so?
15. Tell what ideas or feelings are expressed in the artwork. Does it tell a story? What story does it tell? How did the artist make you wonder about what is going on?
16. What do you like best about the work of art? What do you think the artist did best when creating the work?