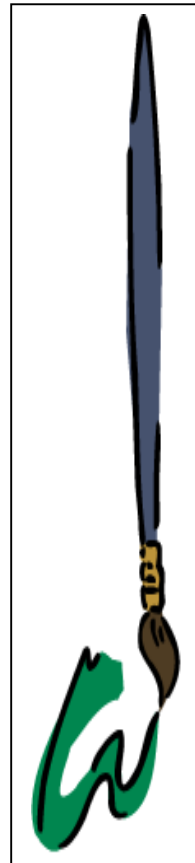


Art 101

Teacher Resource Packet



This Teacher Resource Packet contains ideas and suggestions for preparing your students to visit the Museum of Texas Tech University. Completing the activities is highly recommended. A glossary is provided in this packet.

Call our reservations line at **(806) 742-2456 at least 2 weeks in advance** to book your tour.

Please ensure that each student brings a pencil and Matrix 1 & 2. Clipboards will be provided upon arrival. Please return clipboards prior to departure.

During their visit to the Museum, you will guide students through a critique of one artwork. This activity will take about one hour. Please feel free to linger in the galleries and critique a second work of your choice.

Pre-visit Classroom Activities

Prior to your visit, discuss the Elements of Art with students. Look at artworks incorporating the elements. Create your own work using the elements of art.

Elements of Art:

- Color
- Value
- Line
- Shape
- Form
- Texture

In class, explain the Principles of Art. Artists organize the elements of art through the principles of art to create a unified design in their work. Each element can be applied through each principle, and an artwork can be examined by analyzing both the elements and the principles of art.

Art 101 Program Objectives:

- To provide students with a model for critically analyzing artworks
- To gain an understanding of artworks
- To gain an understanding of Impressionism as an art form

Principles of Art:

- Balance
- Emphasis
- Harmony
- Variety
- Gradation
- Movement
- Rhythm
- Proportion

Visit to the Museum

While at the Museum, guide students through a critical examination of one artwork by completing Matrix 1 & 2. There is a script for leading discussion in the Museum at the end of this packet.

Please bring one copy of each Matrix per student, and one pencil per student.

You may wish to examine a second artwork while at the Museum, or have students work in small groups to examine another artwork.



Photo courtesy Bill Mueller

The Harvester by Harvey T. Dunn located in the Diamond M Gallery, west wall

Post-visit Classroom Activities

Activity:

Conduct research on the artists whose paintings were examined at the Museum. Respond to the following questions:

When was the artist born?

How old was the artist when the painting was created?

Did the artist influence other artists or artworks?

Where was the work created?

What significant historical, political, social, or economic events occurred at the time the work was created?

Does the artwork fit within the parameters of the style (i.e. cubism, abstract expressionism, impressionism, etc.)

What other types of works did the artist create?

Are there other works in the same style by other artists?

Activity:

Create a work in the same style as one of the artists/artworks examined at the Museum.

**Call the Education
Division at 742-2432
to inquire about
displaying students'
artwork in Gallery 5.**

Glossary

Balance the way that art elements are arranged to create stability in a work; can be symmetrical or asymmetrical

Color an art element containing the three properties of hue (the color name such as red or blue), intensity (the purity and strength of a color, such as bright orange or dull orange), and value (the lightness or darkness of a color)

Complementary colors colors that are directly opposite each other on the color wheel (such as red and green, blue and orange, violet and yellow)

Emotionalism A theory of art emphasizing the expressive qualities of a work, such as feelings and ideas.

Emphasis combining elements to emphasize the differences between the elements or to create centers of interest within the work

Form an element of art that has height, width and depth (is three dimensional)

Formalism a theory of art emphasizing the work's visual qualities, particularly the organization of elements of art through the use of the principles of art

Gradation a gradual change in the use of elements, such as a change from dark to light values, or a gradual change from small to large shapes

Harmony the combination of elements to highlight their similarities, achieved through repetition or simplicity

Imitationalism a theory of art emphasizing the literal qualities of the work, if it is representational of, or looks like something seen in the world

Line the continuous mark made on a surface by a moving point

Movement a way of combining elements of art to produce a sense of motion

Proportion the relationship of elements to each other and to the whole

Rhythm the combination of elements to product a sense of movement, such as the placement of repeated elements

Shape an enclosed space defined by color, line, value, and texture

Space the area around, above, between, below, or within things

Subject that which is represented in an artwork

Texture the surface quality of an artwork, or its' "feel" such as smooth, rough, bumpy, soft, rough, etc.

Unity the quality of wholeness of an artwork that is achieved by the organization of the elements of art using the principles of art

Value the lightness or darkness of a color; sudden or gradual changes has visual impact

MATRIX 1

Impressions

Description

MATRIX 2

About the artist:

Title of Painting:

Year:

About the Painting:

1. What impression does the artist leave you with?
2. How does the artist give you an impression of the scene rather than an actual rendering?
3. Where does the texture of the work look the thickest? Why did the artist use that technique?
4. Notice the use of colors. Which colors stand out? Why? Are they complementary?
5. Notice the use of light. How does the artist create and use light in this painting? Where is the sun?
6. What message does the painting communicate to you?

Script for Initiating Discussion During Museum Visit:

(Teacher can speak the words in bold font)

We will start with Matrix 1. As I ask questions, write down your responses in the spaces provided. Remember, we will all see the same artwork but through different eyes. Our past experiences and cultural perspectives will shape our responses.

{2-3 minutes} **In the Impressions space, quickly write down a few words that come to your mind when you see the work. What is your immediate reaction to the work?**

{10 min.} **In the Description space, write down every detail, big and small, that you see.**

What do you see when you look at this artwork?

Look at the details more closely in case you missed something in the shadows.

When was the artwork made?

Where?

Write down the name of the artist.

Get Matrix 2.

Look at the painting again and try to fill out the matrix as best as you can.

{15 min.} **What grabs your attention in the work?**

What do you think the artist worked particularly hard at while making this piece?

What is the artist's personal style? For example, does he use bold colors, dark outlines, blurred edges, long brush strokes or short dabs and dashes?

What qualities do you see in the work? For example, is there dripping paint, messy lines, are colors placed next to their complementary colors to make the brights look brighter?

What is the focus of the work?

What are the overall qualities of the work?

{15 min.} **What do you think the theme or subject of the work is?**

Why do you think the artist created this work?

What does the work mean?

Is the artwork symbolic of an idea? Is it a metaphor for life?

Is there anything in your life that the painting reminds you of?

What ideas are represented in the artwork (peace or chaos, bravery, social injustice, etc.)?

What mood does it convey?

{5 min.} **Review what you wrote as your first impression of the artwork, in Matrix 1.**

Have your thoughts or feelings about the work changed since your first impression?

If so, how have they changed?

What made you change your mind? If not, can you now explain your first reaction?

What do you think of this artwork now that you have spent some time observing and researching it?