



Possible Activities to do with the Mobile Art Gallery

Experiencing Original Works of Art

Objective: To see and appreciate a work of art in its original state and to appreciate which qualities make it original. “An original work of art is like experiencing another human being.” An artwork has a presence, an individuality, and it has an immediate effect on the viewer. It is also a precious object because of the immediate imprint of the artist.

Questions: To explore this point, ask students how they would feel if a friend gave them a photocopy or tracing of a rock star’s autograph. Would they prefer the original or one of the copies? Why?

Pick an original piece from the collection and ask students to describe what they see, just factual information. After they have described the work you can move on to questions about how aspects of the piece work: how they relate to one another, how they express an idea or feeling. You will want students to comment on basic elements such as shapes, areas of color, textures and locations in space. They can analyze the composition of the piece and discuss why the artist used specific color, light and technique when creating it. Where are you the viewer ‘standing’ in relation to this scene? How does your eye move through this piece? Why? What colors stand out? How does the artist use light and shadow throughout this piece?

Ask the Experts

Art: You may want to ask your own art teacher to provide some key examples about how to view and appreciate art. They may be able to assist in a variety of ways including learning more about various processes and techniques.

Spanish: Can your teacher of Spanish or her advanced students connect with your students and the use of bilingual cards? Can your own students show off their knowledge of Spanish?

Science: Create a scavenger hunt with students trying to locate and write down all the different materials used to make these pieces of art. Ask them to identify those they

know and those they don't- do some research on the unknowns. Ask the science teacher to help explain properties of certain materials eg: the temperatures of extreme heat needed to turn glass into molten glass for blowing and sculpting, or the different ceramic glazes and the way the heat reacts with the chemicals to produce the final product, or metal glazes such as a Patina which rusts copper for the desired look of the artist.

Writing Exercises

Connecting with Art: Allow students to wander throughout the MAG after they have heard the docents and let them explore quietly on their own. Ask them to pick out two of their favorite pieces and to write several sentences on why those appealed to them. Or select one they liked and one they didn't like.

Creating a Narrative or Character Study: Ask students to select a piece of art that has a person or object in it and ask them to write a paragraph biography or background on the person or object. Or have the teacher select a piece of art and ask students to write about the person or the object and see how many different stories might come up. This can be done in small teams as well.

Press Release: Have students imagine that they are writing a small article for the school newspaper or the local newspaper about MAG. Discuss the principals of who, what, when where and why then have them write a press release. Some of these could be in the school paper or submitted to the local paper.

Reading Exercises

Understanding: Using the brochures with each piece of art, read one or two aloud to the class and ask questions to see how well students listened.

Vocabulary: Are there words in the description cards that students don't know? Have them work together in teams to make up a list of words and look up 5- 6 and re-write the definitions.

A bit of Spanish: Ask students to look at the Spanish language side of the card first, and see if they can make out the words they recognize. Can they decipher the meaning before looking at the English side?

Math

Budgeting: The MAG pieces do not come with the prices listed. You might create a price list of your own and using this ask students to work with a limited budget to select pieces for the school.

Expenses: Ask students to discuss all of the costs that might have gone into creating a piece, marketing the piece, the hours of labor, transportation, etc. to get the MAG developed.

Space: Measuring the display stands and cases, how much room does MAG require and if you were to put it in a smaller space, how could that be arranged?

Discussion Questions

- Social Science- do any of these reflect a different time or culture? How do they relate to us today?
- What is the meaning behind some of the titles?
- Why are some pieces entitled: Untitled?
- What would be a good title for some of the Untitled ones?
- Do any of these seem like they might be controversial? Objects to be censored?
- Why can't we all touch the pieces? (Oil from hands leaves a destructive residue, even clean hands; some pieces are fragile as well.)
- Which piece of art would your mom or dad like best?

Additional Ideas

- Invite a local artist in to talk about the process of creating their work.
- Ask senior centers, recreation centers, local churches to come and see the collection in your school.
- Host a meeting- faculty, departmental, district in your temporary art gallery.
- Ask the art teacher to arrange for some student display of art as well.
- Have students create posters advertising MAG and put them on display around town.
- Use the art to inspire poetry, short stories, movement and music.