



# JANUS 2017 STUDENT ART BUYING PROGRAM

## Introduction

Thank you for being a part of this amazing art buying experience for your students and your school!

The Janus Capital Group Student Art Buying program is a one-of-a-kind experiential art education program that is designed to help students explore the many facets of art, as a personal preference, as a reflection of culture and as a business, through in-class discussion, as well as a hands-on art-buying opportunity at the Cherry Creek Arts Festival (CCAF). You will also find a PowerPoint with attached materials for classroom activities and brainstorming sessions.

These in-class activities will help you lead a discussion with your student body around the type of art that best represents your school. The ideas generated from this exercise should guide your students in determining what criteria your three student art-buyers should use when selecting art from the CCAF for permanent installation at your school.

Included in this guide are suggestions on how to facilitate this in-class exercise. The topics will promote discussion around art movements and medias, as well as how art can embody a personality, evoke mood and reflect culture.

## Set the Stage

1. Start the discussion by explaining to your students how the Janus Capital Group Student Art Buying Program works: your school has been selected to participate and receive a budget, donated by Janus Capital Group, to select and purchase art for permanent installation at your school. Teachers and students are encouraged to include the entire student body in exploring what kind of art would be appropriate and appreciated at your school. Your school will have three students that take all of this information and represent their student body at the Cherry Creek Arts Festival.
2. Open the Student Art Buying PowerPoint to begin your brainstorming in-class activity.
3. Use the discussion topics below to lead a discussion around art as a personal preference, as a reflection of culture and as a business.

4. Explain to your students that from this discussion they should formulate a plan for how their student art-buyers will select the piece(s) that best represent their school. Consider the following when formulating the art-buying plan:
  - a. Determine your criteria for selecting an art piece(s) based on:
    - 1) Theme (something that's meaningful to the school)
    - 2) Physical display of the art piece at the school
    - 3) Media to be selected
  - b. Define the art-buying process and your thoughts on the best approach to use when dealing with artists and negotiating a purchase of their artwork.
  - c. Each student group will be asked to present their art piece to a panel and public audience at the CCAF in order to provide an opportunity for students to develop their public speaking and presentation skills. Spend some time discussing a possible outline for explaining their selection at the CCAF.

## Discussion Ideas

- 1) Art Movements – Open one of your brainstorming sessions with a discussion about the different Art Movements. Talk about which one appeals to your students and which one your students might seek out at the event.

*An art movement is an artistic style seen in the intentions of works that is followed by a group of artists during a specific period of time.*

- 2) Artistic Media: Give students a chance to discuss the different disciplines of art they will see represented at the CCAF, as well as which they like best and why. There are 13 different media categories at the festival.
- 3) What does art mean to you? Here are some questions to jump-start your brainstorming sessions. They should help your students determine what type of artwork they will seek out to purchase for your school:
  1. What are some of the ways you can find personality in art?
  2. What are some of the elements in a piece of art that would enable you to explore that art's personality? Elements such as the artist's choice of line, color, shape or form, texture and value are all examples of elements an artist might use to express himself/herself. For more information, check out: [www.artsconnected.org/toolkit/explore.cfm](http://www.artsconnected.org/toolkit/explore.cfm)
  3. Do you think artists use specific colors to create a certain mood? What are some examples of this? What emotions or feelings do you feel from the color red? Blue? Etc.
  4. What are your school colors? What do they mean to you and your school?

5. What are some of the core values of your school? These values might be exemplified in your school's mission statement. How can these values be represented in the piece of art you select?

6. Are there any human characteristics that describe your school? How can these help you to decide what type of artwork to choose? For example, if your student body is very diverse and has great respect for its community, you might select an abstract work that is full of bold colors that hold a certain balance.

7. Think of words that describe the spirit of your school or student body. Brainstorm a list of words that create a clear visual picture for you. How can you relate these words to the different art media: ceramics, digital art, drawing, fiber, glass, printmaking, jewelry, metal-works, mixed media, painting, photography, sculpture, wood?

8. Some artists get ideas for their work from poems and songs. Do you have a school song or motto that would help you to choose a work of art?

9. What is the cultural representation of your student body? Would you like your piece of artwork to represent this in any way?

10. What type of artwork would inspire your student body as a whole? Would it mean more to them if there is a story behind the artist and his/her work? What type of themes do you use when you create your own artwork?

11. Where in your school will you display your piece of art? Is there an empty spot that is crying out to be filled with inspiration? Would a two-dimensional piece fit on an empty wall, or is there a certain space that needs something three-dimensional? Will it be seen by students as well as visitors?

- 4) Explore art on the Web: For an interactive approach to your discussion, please go to the Arts Festival's website [www.cherryarts.org/exhibiting-artists](http://www.cherryarts.org/exhibiting-artists). Here your students can view images of all of the 250 exhibiting artists' work and get a feel for which artists they like best. Simply click on a media and view an image of the artist's work in that category and their personal website.

**Other suggested links:**

[www.artsconnected.org/toolkit/explore.cfm](http://www.artsconnected.org/toolkit/explore.cfm)

[www.education-world.com/arts/](http://www.education-world.com/arts/)

*If you create other discussion topics or techniques during this process that you find especially successful in your classroom, please share them with us. To make a suggestion for next year's Janus Capital Group Student Art Buying Program study guide, please email [education@cherryarts.org](mailto:education@cherryarts.org).*

The Janus Capital Group Student Art Buying Program will take place at the Cherry Creek Arts Festival on Saturday, July 1<sup>st</sup> from 9:30 a.m. – 2:30 p.m.