

EDUCATOR INSTRUCTIONS

In our Iconoclasts guided path, students will explore the relationships between global artistic movements. They will investigate how these artists influenced each other, their motivations for creating revolutionary and subversive artworks, and the development of artistic practice from the early to late 20th century.

This workbook is intended to help students prepare for their Glenstone visit or reflect on the experience afterwards. The packet includes a selection of three artworks that are featured on the visit and might be discussed by your guides.

Suggested Use

- Print the packet and share with your students. Students can work on this independently or in small groups.
- Page 1 will ask students to consider what they know about art and artmaking.
- Page 2 offers key vocabulary that will help them look at art and find meaning.
- Pages 3-4 are exercises to practice close-looking by asking students what they see in the artwork, what it makes them think about, and what questions or ideas it makes them wonder about.
- Page 5-6 offer students an opportunity to practice art criticism with Feldman's Model using four stages for making statements about a work of art.

REFLECTIONS ON ART MAKING

Name: _____

When you make an artwork, what kinds of colors, shapes, line, or textures do you like to use?

When you make an artwork, what do you hope someone will see?

How do you feel while you are making art? How do you feel afterwards? How do you feel when someone sees it?

How would you describe your artwork to a stranger?

ART VOCABULARY

During your visit, we will use the elements of design and the principles of art to talk about art.

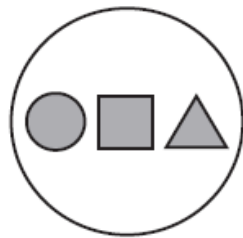
Elements of Art



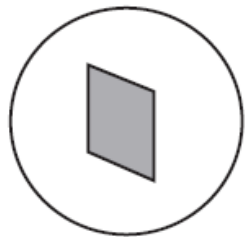
Point



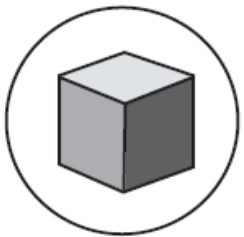
Line



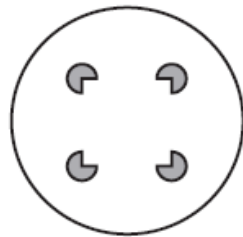
Shape



Plane



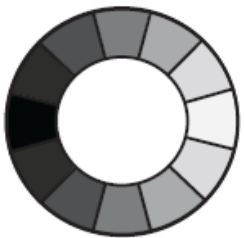
Form



Space



Texture

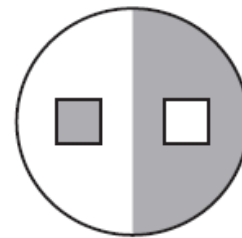


Value

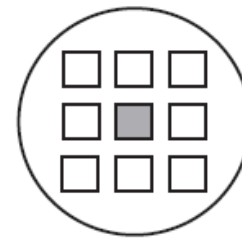


Color

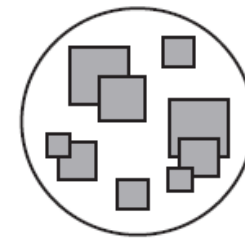
Principles of Design



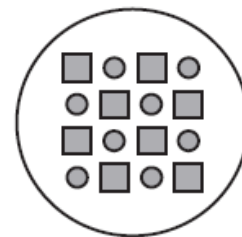
Balance



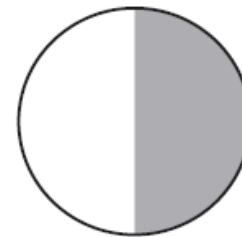
Emphasis



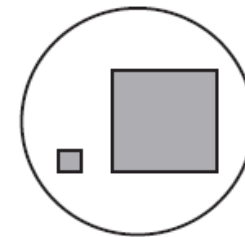
Movement



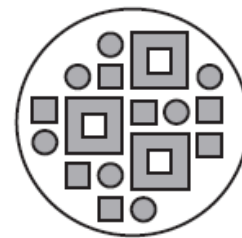
Pattern



Contrast



Proportion



Rhythm

CLOSE-LOOKING #1

Make 3 observations about the artwork below. What does it make you think about? What questions do you have?



Marisa Merz

Senza titolo, n.d.

© Marisa Merz

Photo: Ron Amstutz



I see...



This makes me think...



I wonder...

CLOSE-LOOKING #2

Make 3 observations about the artwork below. What does it make you think about? What questions do you have?



Robert Gober

Untitled Closet, 1989

© Robert Gober, courtesy Matthew Marks Gallery



I see...



This makes me think...



I wonder...

LET'S CRITIQUE ART

At Glenstone, you'll encounter the following work by Lee Krasner.



Lee Krasner

The Eye is the First Circle, 1960

© 2023 The Pollock-Krasner Foundation / Artists Rights Society (ARS), New York

LET'S CRITIQUE ART

Critique Krasner's work by using Feldman's model of criticism.

DESCRIBE: Describe everything you see like colors, shapes, lines, textures, etc.

ANALYZE: What principles of design do you see? How do principles of design create meaning in the artwork?

INTERPRET: What do you think is the artist's intention based on the arrangement of elements?

CRITIQUE: Based on your observations, is this artwork successful?

REFLECT: If this was your artwork, what would you do differently?