

# Teaching the Program

An art experience must never be rushed. Sufficient time must be permitted for planning, organizing, elaboration, execution of the work, presentation, and discussion of student thoughts and ideas.

It is suggested that classes attempt to deal with only six projects in every module. The completion of each project will entail viewing and discussing recommended slides, experimenting with media and techniques, learning about design elements and principles, creating the art work, exhibiting the results and reviewing the whole process from beginning to end. These steps are described below:

! **View and discuss prescribed art works** in terms of subject matter, medium (materials), techniques, design, and the student's individual response to the work. An overview sheet to accompany each slide is found in the appropriate module section of this guide. The overview sheet gives the artist's name, title of work, medium, size, date, and credit line. It also includes discussion starters oriented toward subject matter, design, techniques, and mood. Teachers should **ask questions** to elicit this type of information rather than supply the information directly. The ensuring discussion may take many directions not accounted for in this publication. This is to be expected and should be encouraged. The overview sheet sometimes provides an artist's comment on the work. Besides adding technical information, these often provide interesting and insightful views of the artist as a person.

! **Explore and experiment with the medium of the session** (if it is new or being used in a new way). Although specific activities are sometimes suggested, the intention is that students and teachers work together to discover the characteristics and limitations of various media. That is why it is a good idea to post samples of the experiments and discuss the results. All the students will have the opportunity to share their findings and learn from the experience of others.

! **Explore the theme** of the session through observation, discussion, and even research, if appropriate. Six major themes (people, the built environment, the natural environment, activities, animals, and mechanical objects) provide an abundance and variety of potential subject matter. Themes are listed in the next session of this guide. In each module, some new aspect or subtopic of each major theme may be explored. Verbal exchange of ideas is very important at this stage.

! **Create an artwork** based on the theme and using the medium of the session. At least one-third to one-half of the time allotted to each project should be spent on the studio portion. Students should be permitted time to work without interference unless they encounter some difficulty.

**!** **Exhibit and discuss (critique)** as a group the students' art work in terms of the student's intentions and the results.

Students may be asked to point out things they like in their own work, things they discovered, problems they encountered, and things they would change. Every work will have some positive aspects and other students will gladly contribute what they like about the work and ways they solved problems. The discussion will provide opportunity for students to summarize the whole experience, and to share it and learn from the experiences of others.