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Teacher notes:
Please make sure each student has pencil and a copy of the Viewinng Guide to use during the videoconference.
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Teacher Information Guide

The Cleveland Museum of Art Distance Learning Program

Contemporary Art
Grades 4-12

Program Objectives:

*Students will learn and understand...*

1. Today, artists from all over the world use diverse ways of expressing creative thought. They may use traditional materials or unexpected ones. They may choose any style, any mood, and derive ideas from any source—such as the world around them, current events, or the works of past artists.

2. A contemporary artwork is the product of a series of thoughtful, artistic decisions, even if it appears spontaneous or abstract.

Common Core State Standards Applicable:

*English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects-
4th Grade*

CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.4.3
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

*5th Grade*

CCSS.ELA-Literacy.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6th Grade
CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.W.6.7
CCSS.ELA-Literacy.WHST.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

7th Grade
CCSS.ELA-Literacy.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.W.7.7
CCSS.ELA-Literacy.WHST.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8th Grade
CCSS.ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.W.8.7
CCSS.ELA-Literacy.WHST.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10
CCSS.ELA-Literacy.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
CCSS.ELA-Literacy.W.9-10.4
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.W.9-10.7**
**CCSS.ELA-Literacy.WHST.9-10.7**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Grades 11-12**
**CCSS.ELA-Literacy.RI.11-12.7**
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.ELA-Literacy.SL.11-12.1**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.RH.11-12.4**
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**CCSS.ELA-Literacy.W.11-12.4**
**CCSS.ELA-Literacy.WHST.11-12.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCAA.ELA-Literacy.W.11-12.6**
**CCAA.ELA-Literacy.WHST.11-12.6**
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-Literacy.W.11-12.7**
**CCSS.ELA-Literacy.WHST.11-12.7**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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**National Education Standards:**

*For Fine Arts - Visual Arts (grades K-4, 5-8, 9-12):*

- Understanding and Applying Media, Techniques, and Processes
- Using Knowledge of Structures and Functions
- Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
- Understanding the Visual Arts in Relation to History and Cultures
• Reflecting Upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
• Making Connections Between Visual Arts and Other Disciplines

*For Language Arts - English (grades K-12):*

• Evaluation Strategies
• Communication Skills
• Communication Strategies
• Applying Knowledge
• Developing Research Skills

**Prior to the Lesson:**

*Middle School – High School*

Each student should select two artists from the following list. Search the internet and/or use the library to research the lives and works of these artists. Each student should write at least two paragraphs on each artist based on their research. Students may wish to bring their written work to the videoconference.

*List of artists to research:* Chuck Close, Red Grooms, Louise Nevelson, Jackson Pollock, Lee Krasner, Robert Arneson, George Segal, Andy Warhol, Alexander Calder, Liza Lou, Vik Muniz

**Important:** An optional interactivity during the videoconference helps students develop plans for their own contemporary art projects. You may choose to have your students complete these projects and present them to the class later, but it is not required.

**Selected Vocabulary:**

**Abstract** – Art in which the depiction of real objects in nature has been altered or discarded entirely and whose aesthetic content is expressed in a formal pattern or structure of shapes, lines, and colors. (Also called *non-objective, or non-representational.*

**Abstract Expressionism** – A style of non-representational painting that combines abstract form and expressionist emotional value, developed in New York in the 1940’s and epitomized by the work of Jackson Pollock.

**Asymmetrical** – The absence of precise symmetry (balance of size, form, or arrangement of parts) in a work of art.

**Composition** – The combination of parts to form a whole.

**Contemporary** – The period in art history encompassing post-World War II to the present.
Figurative – In the pictorial and sculptural arts, it relates to artistic representation by means of animal or human figures.

Perspective – The art of depicting or drawing objects so as to give the impression of distance and depth.

Photorealism – A style of painting developed in the 1970's in which works are painted with such meticulous attention to detail that the image appears to be a photograph.

Pop Art – A style of art derived from commercial art forms and characterized by outsized replicas of items of mass culture such as comic strips, popular foods, and brand-name packages. Pop Art was developed in the 1950’s and is epitomized by the work of such artists as Andy Warhol and Roy Lichtenstein.

Realistic – Representation of objects as they appear (also called naturalistic, representational).

Silkscreen – A print made using a stencil process in which an image or design is superimposed on a very fine mesh screen and printing ink is squeegeed onto the printing surface through the area of the screen that is not covered by the stencil.

Still life – A representation of inanimate objects in a painting, photograph, or other work of art.

Symmetrical – Having the correspondence of size, form and arrangement of parts on opposite sides of a plane, line or point.

Teaching Extensions:

High School or Elementary

1. Have students make black & white self-portraits in the style of Andy Warhol, first using black marker, ink, paint or chalk to create a line drawing of their heads on 8 ½” x 11” paper. Photocopy the portraits, and then give the originals back to the students. Using just three or four colors or either marker, chalk, or paint, have them block in areas of color on their original self portraits (for example, hair, skin, lips, eyes). Hang up all the portraits on the wall to create an effect similar to Marilyn x 100. (Add the teacher’s self-portrait if you need to even up the number.) Refer to the image of Warhol’s Marilyn x 100.

Materials List: 8 ½” x 11” heavy paper, pencil, black markers, color markers or chalk, tempera paint, gouache, paint brushes.

High School

2. Write a brief comparison of Red Groom’s Looking Along Broadway with Anselm Kiefer’s Lot’s Wife. In what ways are these two artists’ views of the human condition different?

Images are included in this packet, you can also see Groom’s work on the museum’s website here and Kiefer’s work here.

Elementary

3. Have each student create his or her own sculpture using a shoebox filled with cardboard cutouts, found objects, small toys, etc. Have the students use perspective to show what is near and far. Refer to the image of Red Grooms’ Looking Along Broadway.
**Materials list:** shoeboxes without lids, cardboard or posterboard cutouts, found objects, small toys, paint, brushes, glue.

4. Use the image of Jackson Pollock’s *No. 5, 1950* and Lee Krasner’s *Celebration* as an inspiration for students to make their own action painting on a sheet of posterboard. After the paintings are completed, give each student a sheet of paper larger than their painting. Students will decide where to mount their painting by moving the painting around on the larger sheet of paper. When the student finds a pleasing position for the painting, he or she will place a pencil mark at each corner of the mounting sheet where the painting should be aligned (a registration mark). The student should then measure the borders on all sides of the painting, noting the size of the borders both in inches and in centimeters. Glue the painting into position.

**Materials list:** posterboard, tempera or thinned acrylic paints, blunt paint brushes, sticks, old toothbrushes and straws for dripping paint onto the painting surface, paper for matting larger than 24” x 30”, rulers, pencils.

**Suggested Reading:**

*High School...*


*Elementary School...*


**Related Websites:**

WRITING ABOUT ART (Elementary Level)

You become the Art Critic!

Pretend your job is to look at famous artworks and judge them. Answer the questions below about an artwork you viewed in today’s presentation.

1. DESCRIBE-
   Who is the artist? ____________________
   What is the title of the artwork? ____________________
   Date created? ____________________
   Medium (Materials Used)? ____________________

   Subject Matter:
   Circle the type of artwork this is:
   Drawing  Painting  Sculpture  Photography  Digital Media

   Fill in the blank using one of the words below.
   This artwork is ______________.
       Abstract  Realistic

   List any objects you see in this artwork (ex. apple, boy, pond, dog):
   ____________________  ____________________

   Put a check beside any of the Elements of Art used in this artwork:

   _____ Line (vertical, horizontal, diagonal, curvy, zigzag)
   _____ Shape/Form (2D, 3D, geometric, organic)
   _____ Space (overlapping, object going off page, area around objects)
   _____ Color (primary, secondary, warm, cool)
   _____ Value (lights-tints and darks-shades of one color)
   _____ Texture (how things look or feel, smooth/rough, shiny/dull)

2. ANALYZE
   -What is the first thing you see when you look at the artwork? ______________
   -What does your eye move to next? ______________ and after that? ______________
   -Is everything in proportion (the right size compared to other items)? Yes or No
   -Do you see any patterns (items repeated) in this artwork?
     If so, draw the pattern you see in the box:
3. Interpret
In 3-6 words, describe how this artwork makes you feel (happy, sad, excited, etc.). Write in the boxes below.

Why do you think the artist created this work of art?

4. Evaluate
Is this a good artwork? On a scale of 1 to 10 (10 being the best), how would you rate this piece? (Circle your answer)

1  2  3  4  5  6  7  8  9  10

WHY did you pick the number you did?

Is this an artwork your family would hang in their home?
YES    NO

WHY or WHY NOT?
Writing About Art

Learning to write about art is a helpful tool in understanding it. Once the observer knows what to look for in a piece of artwork, it becomes easier to both write about and understand the work. Art critics use a process known as DAIE (Describe, Analyze, Interpret, and Evaluate) to critique an artwork. Listed below is a guideline that will help you engage in this process.

DESCRIBE:
1. *What do you see? What is this picture about?*
   - People
   - Objects
   - Scene – time and place
   - Action – what is going on?

2. *How is the work made? What materials, tools, or process are used? What elements has the artist manipulated? The following list may be helpful.*
   - Oil, watercolor, pastel, ink, clay
   - Palette knife, brush, pen, chalk, etching, screen printing
   - Color, value, line, shape/form, space, texture

ANALYZE:
3. *How is the artwork organized? Do certain aspects stand out to you? How does your eye move over the piece? Is there any type of pattern or rhythm created in the work? Are elements proportionally correct (right size comparatively)?*

INTERPRET:
4. *How does the work make you feel?*
   - Happy, sad, anxious, angry, nostalgic, adventurous
   - Are the brushstrokes rough or smooth, or are they evident at all? Are the colors hot or cool?
   - Is the subject matter active or quiet? Are the lines flowing, irregular or discontinuous?
In addition to analyzing the work, it is also important to do a little research about the artist such as when and where the artist lived. What were some of the things the artist was concerned about and how is this apparent in his or her work? Were there things in the artist’s life that inspired him or her? In short:

5. **What can you learn about the artist?**
   - What country is the artist from?
   - What can you find out about his or her experiences?
   - What ideas or feelings is the artist suggesting?

**EVALUATE:**

Finally, play the role of the art critic. Art criticism is based on a number of things. Think, for example, about the style the artist is using. You may want to consider the following approaches the artist may have taken:

*Realism*: The artist accurately describes the subject matter – the art looks real.

*Formalism*: The artist has experimented with shape, color, space in an unusual way.

Now put it all together! You decide-

6. **Has the artist succeeded in doing what you think he or she tried to do? Explain your opinion with why you feel the way you do about the artwork.**
The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________
Your School______________________________________________________________
School Address (with zip code) _____________________________________________
E-mail Address __________________________________________________________
Grade/Class of students (e.g. 10th grade French) ____________________________
Program Title ___________________________________________________________
Program Date ___________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree  4= Agree  3= Neither Agree nor Disagree
2= Disagree       1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.
   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.
   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   (circle one)  
   Yes        No
   If no, why?_________________________________________________________________

8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.
   (circle one)  
   Yes        No
9. Why did you choose The Cleveland Museum of Art Distance Learning? 
   (circle one) 
   a.) Price Point 
   b.) Quality of lessons 
   c.) Selection of lessons 
   d.) Ease of working with CMA 
   e.) Other 

10. How did you hear about The Cleveland Museum of Art Distance Learning program? 
    (circle all that apply) 
    a.) CMA inservice 
    b.) CILC 
    c.) TWICE 
    d.) Conference 
    e.) Brochure 
    f.) The Cleveland Museum of Art website 
    g.) The Teacher Resource Center 
    h.) Other 

11. Do you have any additional comments about the distance learning lesson? 

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please return the completed teacher evaluation form to: 

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106  

Or fax to Dale Hilton at 216-707-6679
Selected Images

*Marilyn x 100*, 1962
Andy Warhol (American, 1928-1987)
Screenprint ink and synthetic polymer paint on canvas
1997.246
Looking Along Broadway towards Grace Church, 1981
Red Grooms, (American b.1937)
Mixed media (alkyd paint, gatorboard, celastic, wood, wax, foam-core)
1991.27

Lot’s Wife, 1989
Anselm Kiefer, (German b. 1945)
Oil paint, ash, stucco, chalk, linseed oil, polymer emulsion, salt and applied elements (e.g., copper heating coil), on canvas, attached to lead foil, on plywood panels
1990.8
Number 5, 1950
Jackson Pollock, (American 1912-1956)
Oil on canvas
1980.180

Celebration, 1960
Lee Krasner, (American 1908-1984)
Oil on canvas
2003.277
Viewing Guide for Contemporary Art  
The Cleveland Museum of Art  
Distance Learning  

Name __________________________

Please use this viewing guide to help you remember the material discussed.

<table>
<thead>
<tr>
<th>About this art</th>
<th>Questions for later:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image 1" /></td>
<td>What’s the title?</td>
</tr>
<tr>
<td></td>
<td>Who made it?</td>
</tr>
<tr>
<td></td>
<td>How was it made?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for later:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you describe this work of art? Would you use words such as <em>realistic</em> or <em>abstract</em>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><img src="image2" alt="Image 2" /></th>
<th>What’s the title?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who made it?</td>
</tr>
<tr>
<td></td>
<td>How was it made?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for later:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is this work similar to Red Grooms’ <em>Looking Along Broadway Toward Grace Church</em> (1981)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><img src="image3" alt="Image 3" /></th>
<th>What’s the title?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who made it?</td>
</tr>
<tr>
<td></td>
<td>How was it made?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for later:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What emotions do you think the artist was trying to express?</td>
</tr>
<tr>
<td>What’s the title?</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Who made it?</td>
</tr>
<tr>
<td>How was it made?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s the title?</th>
<th>What effect does the size and surface of this sculpture have on the way you react to and interpret this piece?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made it?</td>
<td></td>
</tr>
<tr>
<td>How was it made?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s the title?</th>
<th>How does this work differ from traditional sculpture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made it?</td>
<td></td>
</tr>
<tr>
<td>How was it made?</td>
<td></td>
</tr>
<tr>
<td>Image</td>
<td>What’s the title?</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

**YOUR TURN!** - On the back of this page sketch or write a description of a famous person who is important to you. How would you represent them and their social significance in a painting or sculpture? What style of art would you employ and what attributes would you include so that viewers understand the statement you are making about that person? How will you title this work – literally, like Close, or figuratively, like Arneson?