

# Ten questions to Ask Students about Art

Get the dialogue going, and let their ideas lead the way...

1. What do you see?
2. What did you see, hear or sense that made you say that?
3. Do you see more? What more can you find?
4. How does this work of art make you feel?
5. If you were the artist, how would you have made this? What different materials and processes would you use?
6. Does anything you see in this work of art remind you of something else you have seen or experienced?
7. What is this work of art about? Is there a message that goes beyond the subject matter?
8. What is the title of this artwork? How does the artwork relate to the title? If you could rename the artwork, what would your new title be?
9. Compare and contrast this work of art with:
  - another work of art in the Collection
  - another work of art you find while researching in a book or on the Internet
  - another work of art in a famous museum
  - an illustration you find in a book
  - a current events article
  - a story, poem, song or novel you have read, heard or written
  - an event in history
  - a famous person or someone you know
  - something you would find in nature
  - a modern or ancient invention
  - geometry, algebra or calculus
  - Anything! The possibilities for comparison are endless!
10. How does this work of art relate to you?



# Ten Ways to Use Art In Your Classroom

A work of art is only the beginning...

1. A work of art can be a story (poem, play, song) starter.
2. A work of art can be a take off point for research.
3. A work of art can begin a discussion about history, society and culture.
4. A work of art can create a connection to current events, a social issue or a political theme.
5. A work of art can be a point of comparison to other people, places and times.
6. A work of art can inspire a calculation, scientific investigation or technological discovery.
7. A work of art can improve skills in looking and seeing.
8. A work of art can teach about people.
9. A work of art can be beautiful, ugly, challenging, inspiring or confrontational.  
A work of art can stimulate thinking.
10. A work of art can be an inspiration to make more original works of art.



# One Dozen Questions About Contemporary Art

Contemporary art brings to light many issues which span the history of art. Use these questions as a take off point for discussions with your students! *(Please note that some of these questions are more appropriate for upper level grades and some are appropriate for all levels.)*

1. Does contemporary art reflect society, individuals, or particular groups in society? Or, all of these?
  2. Can art that doesn't last really be considered art?
  3. Does art have to be beautiful? Why or why not?
  4. What does art communicate? Should art have a message?
  5. Is popular culture art?
  6. How has the role of the artist in the world changed over time?
  7. What is the relationship between tradition and contemporary art?
  8. What is the relationship between technology and contemporary art?
  9. Should some contemporary art be censored?
  10. Why do artists make art?
  11. How is contemporary art different than other movements in art history?
- Thinking about these issues may lead to the broadest question of all:
12. *What makes it art?*

# Ten Artist's Quotations

A good take off point...

1. "Creation is a patient search."

*Le Corbusier, architect*

2. "A man draws with his brains and not with his hands."

*Michelangelo, painter, sculptor, architect*

3. "The element of risk is part of the challenge of art."

*Robert Blair, painter*

4. "No amount of skillful invention can replace the essential element of imagination."

*Edward Hopper, painter*

5. "Every child is an artist. The problem is how to remain an artist once he grows up."

*Pablo Picasso, painter, sculptor*

6. "Art is in harmony parallel with nature."

*Paul Cezanne, painter*

7. "Every good painter paints what he is."

*Jackson Pollock, painter*

8. "Creativity takes courage."

*Henri Matisse, painter*

9. "Art should be something that liberates the soul, provokes the imagination and encourages people to go further. It celebrates humanity..."

*Keith Haring, painter, sculptor*

10. "Sometimes I've believed as many as six impossible things before breakfast."

*Lewis Carroll, author*



James A. Michener Art Museum  
138 South Pine Street Doylestown, PA 18901  
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# Top Ten from the Michener Art Museum

What makes the Michener great...

## **Walter Emerson Baum (1884 – 1956) • *The Narrows, 1936***

One of the few Pennsylvania Impressionists born in Bucks County, Walter Baum painted the Pennsylvania landscape in the styles of Impressionism and American Realism. He was one of the founders of the Allentown Museum of Art, the Kline-Baum Art School in Allentown and the Bucks County Traveling Art Gallery.

## **The Bucks County Prison**

The massive stone walls and warden's house that make up the core of the Michener Art Museum today began as the Bucks County prison in 1884.

## **Daniel Garber (1880 – 1958) • *A Wooded Watershed, 1926***

Daniel Garber's *Wooded Watershed*, painted for Pennsylvania's Sesquicentennial, is the largest painting in the Museum.

## **Thomas Hicks (1823-1891) • *Portrait of Edward Hicks, 1836***

Thomas Hicks was best known for his naturalistic portraits, many of which depicted celebrities including Abraham Lincoln, George Washington, and Charles Dickens.

## **Paul Keene (b. 1920) • *Street Quartet, n.d.***

In his work, Keene has created new icons of black urban life in his anonymous portraits of jazz musicians. He has documented the movement and vitality of city life.

## **William Lathrop (1859 – 1938) • *Chilmark Moor, 1930***

William Langson Lathrop helped to establish the Pennsylvania Impressionist community of artists soon after he moved into Phillips' Mill in New Hope in 1899.

## **James A. Michener (1907 – 1997) • *Bucks County Office***

James Michener was a Pulitzer Prize-winning author of novels, short fiction, and nonfiction, much of which was based on his extensive research and travel. He is considered one of the most prolific and popular writers of the 20th century. The James A. Michener Art Museum is named after him.

## **George Nakashima (1905 – 1990) • *The Nakashima Reading Room***

George Nakashima was a master woodworker and furniture maker whose spiritual mission was to bring out the character of his wood. The George Nakashima Reading Room was designed by Mira Naskashima-Yarnell in 1993. It is a highlight of the James A. Michener Art Museum.

## **Edward Redfield (1869 – 1965) • *The Burning of Center Bridge, 1923***

Among the New Hope Impressionists, Edward Willis Redfield was the most decorated.

## **Ben Soloway (1900 – 1978) • *Rae Seated, 1935***

Ben Soloway had an international reputation for his canvases, watercolors and drawings in a wide variety of genres and styles, yet was part of no school or movement.



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# Top Ten Buildings

Significant architectural works...

## **Angkor Wat • Angkor, Cambodia • early 12th century**

Angkor Wat is a temple that was built for King Suryavarman II as the state temple in his capital city.

## **Brunelleschi's Dome • Florence, Italy • 1420-1436**

The distinctive dome of the Basilica di Santa Maria del Fiore of Florence, Italy, was built by Renaissance master Filippo Brunelleschi. The octagonal design was ingenious and unprecedented.

## **Chartres Cathedral • Chartres, France • 1220 - 1260**

Chartres Cathedral is located about 50 miles from Paris, France. It's exemplary Gothic design includes flying buttresses, rising spires and delicate stained glass windows.

## **The Chrysler Building • New York, New York • 1928-1930**

The Chrysler Building is a skyscraper and distinctive symbol of New York City, standing 1,046 feet high. The Chrysler Building was the first structure in the world to surpass the 1,000-foot threshold.

## **The Dome of the Rock • Jerusalem • 687-691**

The Dome of the Rock is a notable Islamic shrine in what Muslims call the Noble Sanctuary and which Jews and Christians call the Temple Mount.

## **Fallingwater • Bear Run, Pennsylvania • 1935**

Fallingwater, also known as the Edgar J. Kaufmann Sr. Residence, is an organically designed modernist house built over a waterfall by American architect Frank Lloyd Wright.

## **The Pantheon • Rome, Italy • 125 AD**

The word Pantheon derives from the Greek, meaning "Temple of all the Gods". It was built in Rome as a temple to the seven deities of the seven planets in the state religion of Ancient Rome.

## **The Parthenon • Athens, Greece • 5th Century BCE**

The Parthenon is a temple of Athena, the Greek goddess of wisdom. It was built on the Acropolis in Athens. It is a fine example of classical Greek architecture.

## **St. Basil's Cathedral • Moscow, Russia • 1555-1561**

St. Basil's Cathedral is a multi-tented church on the Red Square in Moscow traditionally perceived as symbolic of the unique position of Russia between Europe and Asia.

## **The Taj Mahal • Agra, India • 1631-1634**

The Mughal Emperor Shah Jahan commissioned the construction of the Taj Mahal as a mausoleum for his favorite wife. It is made entirely out of white marble.



# Top Ten Artists

## Grades Kindergarten through Three

### **Pieter Brueghel the Elder (1525-1569) • *Children's Games*, 1560**

Pieter Brueghel was a Flemish painter and printmaker known for his landscapes and peasant (*genre*) scenes.

### **Thomas Cole (1801-1848) • *View on the Catskill, Early Autumn*, 1837**

Thomas Cole was an American artist and founder of the Hudson River School, an American art movement that flourished in the mid-19th century that was concerned with the realistic and detailed portrayal of nature.

### **Edward Hicks (1780-1849) • *Peaceable Kingdom*, 1834**

Edward Hicks was an American naïve painter and Quaker, most well known for his history painting and for painting over 60 versions of the story of Isaiah called *The Peaceable Kingdom*.

### **Fernand Léger (1881-1955) • *The City*, 1919**

Fernand Léger was a French painter, sculptor and filmmaker. His large paintings celebrated people and machines, featuring thickly contoured tubular forms painted in clear, flat colors.

### **Henri Matisse (1869-1954) • *The Dessert, Harmony in Red*, 1908**

Henri Matisse was a French draughtsman, printmaker, sculptor and painter noted for his use of color and his fluid, brilliant and original drawings of women, still life and views through windows.

### **Louise Nevelson (1899-1988) • *Rain Garden II*, 1977**

Louise Nevelson was a Ukrainian-born sculptor who lived in New York City, known for her work with found objects and her abstract "boxes" grouped together to form new creations.

### **Jackson Pollock (1912 – 1956) • *Number One, 1950 (Lavender Mist)***

Jackson Pollock was an influential American painter and a major force in the abstract expressionist movement.

### **Pierre-Auguste Renoir (1841-1919) • *Girl with a Watering Can*, 1876**

Pierre-Auguste Renoir was a French artist who was a leading figure in the development of Impressionism.

### **Rembrandt Harmenszoon van Rijn (1606–1669) • *Self Portrait*, 1661**

Rembrandt is generally considered one of the greatest painters and printmakers in European art history and the most important in Dutch history.

### **Michelangelo di Lodovico Buonarroti Simoni (1475-1564) • *David*, 1504**

Michelangelo was an Italian Renaissance painter, architect, sculptor and poet. His output in every aspect of his life was remarkable, from the *Pieta* he carved at age 24, to painting the fresco on the ceiling of the Sistine Chapel when he was 33 and designing Peter's Basilica in Rome when he was 61.



# Words to know

## Art Vocabulary for Grades Kindergarten through Three

**ABSTRACT** – art that is not realistic, though it can be based on something real.

**COLLAGE** – art that is made by combining different types of cut and torn paper.

**COMPOSITION** – the arrangement of the elements in a work of art. More simply, where an artist arranges things in his or her creations.

**DOCENT** – a museum guide who usually works for free.

**FRAME** – the support element that surrounds a work of art usually made of wood or metal.

**HORIZON** – the line in the furthest distance where the land or sea seems to meet the sky.

**PALETTE** – the tool used by an artist on which he or she mixes paint. It can be made of wood, metal, marble, ceramic, plastic, glass or paper, and it sometimes has a hole for the thumb to make it easy for an artist to hold while working.

**PEDESTAL** – a support for a sculpture.

**PORTRAIT** – any form of art expression that features an animal or a person as its main subject matter.

**REALISTIC** – a style of art that shows places, events, people or objects as the eye sees them.

**STILL LIFE** - a composition featuring inanimate objects such as flowers or food or vases. Objects in a still life cannot get up and walk away by themselves.

**TWO-DIMENSIONAL** - artwork that is flat and measured only by height and width. Two-dimensional art is sometimes called “2-D.”

**THREE-DIMENSIONAL** - artwork measured by height, width and depth. Three-dimensional art is sometimes called “3-D.”



For the Chaperones  
Thank you  
for volunteering your time....

Thank you for volunteering to be a chaperone for your school's visit to the James A. Michener Art Museum. Your role is important in facilitating a smooth and enjoyable visit for your group.

Please stay with your assigned group throughout the visit, during lunch, and at the Museum shop. Students follow your example.

While in the Museum, please make sure your group follows museum decorum. The docents are your students' educational leaders. In the event of misconduct, we hope that chaperones and classroom teachers will step in so that the rest of the group will not be disrupted.

Thank you for helping us create a successful museum experience for both you and your group. We appreciate your cooperation.

Enjoy your visit!



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