I. Introduction of Meet the Masters

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Anne F. French, APR
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Meet the Masters

Introduction

This manual is designed as an introduction to the Meet the Masters program and as a useful reference. The information on the following pages has been prepared to aid you in understanding your role and responsibilities in the program. It will also help you to discover techniques to use in the classroom with the children.

REMEMBER that your function as a Meet the Masters volunteer is to guide the children on an adventure in seeing. It is not to present a general survey of art. The teacher is to remain in the classroom during your presentation.

Above all, you and the children should have an enjoyable experience in the world of art. Through this program and your involvement with the children, you will find that learning to appreciate fine art is worthwhile and fun.
Meet the Masters

Program Synopsis

WHAT IS IT?

Meet the Masters is a volunteer art history and art appreciation program intended to acquaint children with the world of art. Meet the Masters seeks to cultivate a sustained awareness and interest in art by exposing children to selected prints.

WHO ARE THE MEET THE MASTERS VOLUNTEERS?

Volunteers are members of the community, parents and grandparents, who have a genuine interest and enthusiasm for bringing fine art to the young. No teaching or art experience is required.

WHAT DO VOLUNTEERS DO?

Trained volunteers make presentations on the lives and works of master artists in the classroom. These presentations, using reproductions of the artists’ major works, last about 20-30 minutes. Each classroom will have a Meet the Masters presentation about every six weeks.

HOW ARE VOLUNTEERS TRAINED?

Training workshops in the fall prepare volunteers for their school experiences. A prepared packet of information on the artist and the print are provided, including sample questions for discussion with the class.

WHY IS MEET THE MASTERS IMPORTANT?

Awareness of art is important for all children, not just a privileged few. For some children, this will be their only exposure to fine art.

Children who are exposed to art appreciation will become the adults who support the arts and art institutions in the future.

Meet the Masters promotes an awareness of the arts in our community. Through the increased activity and interest of volunteers, parents, faculty members, and administrators, knowledge of the arts will be expanded.
Meet the Masters Volunteer

Meet the Masters is an art history and appreciation program for elementary students. Meet the Masters volunteers are guides for students as they embark on their adventure into the world of art. By presenting prints of fine art to classes, Meet the Masters volunteers help students understand and appreciate works of art.

QUALIFICATIONS: Clear speaking voice, interest in art, ability to relate to students, creative flair, punctuality and reliability.

NOTE: Pre-service training will be provided for Meet the Masters volunteers.

DUTIES: The Meet the Masters volunteer works under the direction of and in cooperation with the volunteer coordinator, art, and classroom teachers.

Activities include some of the following:

Presenting pairs of art prints to classes of students;

Pointing out the artists' use of color, shapes, texture and movement;

Highlighting significant aspects of artists' style and life;

Leading student discussions about the art prints - their differences and similarities;

Helping students to look at the art prints with understanding and sensitivity;

Encouraging students to examine their opinions about art.
Meet the Masters

Framework for Meet the Masters

Meet the Masters has been organized for use in Kindergarten through Grade Five. Prints of major artworks have been selected to complement the Social Studies curriculum at each grade level. The subject matter of these prints fit into the following categories:

- Kindergarten: Pictures are Fun
- Pre-First: Self
- Grade One: The Family
- Grade Two: Adventure
- Grade Three: City and Country
- Grade Four: We All Lead Different Lives
- Grade Five: American History: Living in America

The program has been designed to accommodate five or six classroom visits. During each visit the volunteer will present two prints to the class. These 'pairs' have been selected for interesting discussion about the Social Studies' topic and the artwork itself. Each print has an information sheet to guide the volunteer in the presentation. Included is a short biography of the artist. This is designed to inform the volunteer - not to be read to the children. Volunteers should choose the information that they feel would catch the children's interest.

There is a description of the artwork provided for the volunteer. This summary points out the style and details of the print. The information should be enough for the volunteer to lead the class discussion comfortably.

Sample questions for discussion are provided for each pair of prints. They are designed to bring out differences and similarities in the prints. The questions may be about style, subject matter, feelings or may relate to the Social Studies' curriculum. These questions are only suggestions. Some volunteers may find that they may like to add questions of their own, or the class discussion may lead to an entirely different point. This is acceptable. The idea is to look at and talk about artwork. There are no right or wrong answers.

Related activities have been included with the information as a follow-up exercise for classroom teachers to use as enrichment at their discretion.
Meet the Masters

Development of Meet the Masters

For several years, the community has worked with principals and teachers on plans and ideas to bring additional art programs into Broward County Schools. These programs have had a common goal - to enrich and add to the existing art programs. Many educators, interested community leaders and parents believe that a strong need still exists for more art appreciation programs in our schools, especially at the elementary level.

Students need many experiences interacting with works of art produced by masters from the past as well as the present. Art appreciation is viewed as an important and integral part of the art program in Florida and Broward County. At the high school level art appreciation is integrated into all art courses. At the middle school level art appreciation is an integral part of the scope and sequence and is reflected in the course title - Arts and Crafts/Art Appreciation, 1, 2, 3, 4, 5, and 6. At the elementary level, art appreciation has been addressed at the district level in the Meet the Masters Program. The elementary art teachers provide a two and three-dimensional program of study which incorporates art appreciation weekly.

School districts nationally have found that an art appreciation program with volunteers presenting the language and concepts of art in elementary classrooms to be a valuable adjunct to the art curriculum offered.

The goal of the Meet the Masters program is to present an art appreciation program to elementary school children by volunteers associated with participating schools. Art is an essential part of the curriculum for all students. The Meet the Masters volunteers will introduce selected artists and their paintings. These presentations also help children to develop an appreciation and understanding of social and historical influences on art.

Specifically, Meet the Masters is designed:

- To develop in children an appreciation of art by helping them learn to look at various kinds of artwork.
- To acquaint students with well-known artists and their works. Specific periods or styles of art are featured so children may gain knowledge of man's visual heritage.
- To value art as an important real and human experience.
- To develop personal creativity in the children.
- To provide community-conscious volunteers with a means of improving the quality of life for themselves, their families, and their community in general.
- To help build art audiences and patrons of the future - as an integral part of our culture.
II. Presentation of Prints
Presentation Techniques

1. The best presentation begins with genuine enthusiasm. When you are confident and prepared you will feel relaxed.

2. Take time to prepare your talk. Do some pre-planning and purposefully look at the picture. Be sure of what you want to lead the children into discovering in the picture. This will make it possible for you to be flexible in changing the order of your talk. If the children's participation and comments make it necessary, you will be prepared. Your prepared presentation should be close to 15 minutes.

3. On your first visit, tell the children who you are, and your purpose for being there.

4. Emphasize that what you are showing is a reproduction, not the original. Mention that the size of a reproduction is not the size of the original. Discuss the purpose and need for reproductions. Mention that more people can enjoy it, the artist can speak to people all over the world and that the cost is more reasonable etc. See Appendix.

5. Be sure to tell the students that one of the most important things about a painting is that no one can tell us what we should think about it. Encourage them to express their honest opinions. There are no wrong answers or feelings. Lead the class in describing the picture.

6. Be as creative and original in your approach as you can. Prepare your presentation with the age of the children in mind. See the grade level characteristics in the appendix.

7. You might begin your talk with a question to show the class that this is a conversational situation. Give a talk, not a lecture. Remember you are sharing art for enjoyment.

8. Use the Dialogue Technique, by asking questions such as:
   - What do you see in the picture?
   - How do you feel about the picture?
   - What colors do you see?
   - Why do you think the artist used that color to show this?

9. Lead children to discover the elements of art - line, form, color, and texture. (See Appendix)

10. Help children understand that the artist is communicating with them through visual language to tell how he feels and what he is trying to express. A painting can tell us a story in a language we all understand.

11. Encourage the children to explore pictures on their own. They could visit local art galleries or check out art books from the library.

12. Always include a summary at the end of your presentation. Review the major points of your presentation with the children.

13. Be sure to ask if there are any questions after presenting each picture. Also ask for questions at the end of the total presentation. Don't be afraid to say you don't know the answer. You might ask "What do you think?" or "Let's see if we can find out."
Meet the Masters

Hints For A Successful Presentation

Preparing for your presentation:

1. As soon as you know your schedule of classes, set up a time to meet with these teachers. Visit the classrooms to familiarize yourself with the physical arrangements.

2. Put a reminder slip in the teacher's mailbox the week before your visit.

3. In the lower grades (K-2) the teachers may be willing to allow their students to draw. If so, ask the teacher to make sure each child has crayons and paper when you arrive. BE SURE to show 2 or 3 of the children's drawings before you leave.

4. Being able to call the children by name will add to your success. Ask the classroom teacher if name tags or desk 'name plaques' will be supplied. If nametags are not possible, ask the teacher to make a seating chart so you may refer to it from time to time.

5. Gather any props you want to use in your presentation; drape cloth for paintings, poems, globe or map, or other pictures by artists.

6. Find out if your artist(s) relate to the class curriculum.

7. Go over your proposed schedule and double check dates and times.

Your presentation:

1. Arrive at least 15 minutes early and sign in at the office. Contact the school if you cannot attend. Wear your nametag or Meet the Masters T-shirt.

2. After knocking, walk into the classroom.

3. Show you're happy to be there. Look at the teacher and the students. Have a smile on your face and in your voice. Speak distinctly and directly.

4. Use the chalkboard to write the artist's name and title of the print.

5. Don't detract from your talk by reading notes or holding up a book.

6. Encourage the children to become involved. Never laugh at or ridicule the questions or opinions of the children. You want them to feel free to express themselves.

7. Explain to the children that looking at fine art is an adventure in seeing. It can take us to places we've never been. We can see people we will never meet. We can see how people lived and dressed in another age.

8. Do not hurry. Take your time and be at ease. This is enjoyment time for the children and you.

After your presentation:

Complete your evaluation form, giving your ideas and suggestions. Any additional research or hints can be put in the envelope on the back of the print. Sharing information helps everyone.
About The Artists

A brief biographical sketch of each artist is included in this Meet the Masters manual. A duplicate of this information is also on the back of each print. This information was written for the adult volunteer, not for the student. Meet the Masters volunteers are encouraged to find out more about the artist and the print through their own research.

Ask the children if they know the artist. If not, tell them the name and write it on the chalkboard in large letters. Have the children repeat the artist’s name after listening to your pronunciation.

Have the children look for the signature on the print.

Tell the artist's nationality and where he lived (use a map or globe). Tell the children if he was married, and how many children he had. If information is available and appropriate, tell how he died. Children usually ask for this. Remember personal tidbits bring the artist to life.

A detailed biography is too boring for the students - tell unusual facts about the artist's life, work and personality. They will remember Michelangelo when they remember that he painted the Sistine Chapel ceiling while lying on his back. They will remember van Gogh when they remember that he cut off his ear.

Place the artist in history, using historic events that children know. "He was painting this picture when Columbus was discovering America."

Remember to compare and contrast this artist to other artists from previous Meet the Masters presentations.
Meet the Masters

About The Prints

A short description of each print is included in this manual. A duplicate of this description is also on the back of each print. Meet the Masters volunteers are encouraged to learn more about the print through their own research.

When showing the print:

Carry it around the room so the children can see it up close.

Find a place to display the print (chalkboard ledge).

For a little drama, drape a large dark piece of cloth over the painting while discussing the artist's background. When it is finally removed with a flourish, the children sense a special excitement.

Permit the class to enjoy looking at the picture before continuing.

Ask the students to guess what they think is the title of the painting. They really enjoy this at any age and often come up with the exact title.

Ask the students the following questions:

What medium did the artist use - oil, watercolor, pencil, etc.?

What is the focal point of the painting? (Where did the artist want the viewer to look and how did he accomplish this?)

What feeling do they get from looking at this picture?

Do they like the painting? Why? or Why not?

How do the colors used affect the painting?

For students in grades 3, 4, and 5, ask the following questions:

Where is the original displayed? What medium and support were used? (Oil on canvas, tempera on panel.)

When was it painted? How long did it take to paint it? Was it finished? What was happening in the world or in the artist's life while it was being painted?

What type of painting is it? Landscape, still life, or portrait?

Who were the models?

What do the costumes tell us?

Is there a theme taken from history, mythology or religion?
Meet the Masters

Additional Questions

Questions have been provided for you to go with each set of pictures. However, if you would like to add more questions, or substitute other questions, the following list may be of help:

- What is the subject of the painting? Why did the artist paint it? What did he/she want to say? To record an event or history; to tell a story; or to suggest a feeling?

- What do you see first? Where does your eye move next? Does color have anything to do with this? Does line?

- Would you like to be inside the painting? Does the painting make you feel you are there or just watching? How does the artist accomplish this?

- Who are the people? Would you like to talk to them? What would you ask them?

- Does the picture tell a story? If so, what does it tell us.

- How does the painting make you feel? Why?

- Does the artist use perspective? Can you point to where he used it?

- Is there movement or motion in the painting? How do you think the people would move?

- What sound does this painting make?

- What clothes are the people wearing? How are they similar or different from yours?

- Do you think the artist is kidding us? Why?

- Do you see light? Do you see shadows? What colors are used for light and shadows?

- Do you like the painting? If not, how would you change it?

- What would happen if we turned the picture upside down? Would it look better or worse?

- What is your favorite color? Can you find it? It may be hiding or not mixed yet.

- Does this picture make you feel warm or cool? What colors make it feel warm? Cool? You can do the same for happy and sad colors, exciting and calm colors.

- Ask which is their favorite painting and why; take a vote.

- Does the painting remind you of a place you have visited?

- If there is a container (box, building, etc.) in the painting, ask what they think is inside.

- Have the children name everything in the painting.

- Look for repeated shapes and lines. Point to these repeated shapes in the pictures.
Meet the Masters

Evaluating Your Visit

SELF EVALUATION -

Do I enjoy myself and do I let the children know it?
Do I stand and address the group with confidence?
Does my voice carry to the back of the class?
Do I dress neatly and unobtrusively?
Do I avoid distracting mannerisms?
Am I dependable, punctual, and accurate?

ATTITUDE TOWARDS THE CHILDREN -

Is my vocabulary suitable for the age group?
Can I relate what the children see to what they may know from their own experience?
Do I let the children know that their own observations are valuable?
Do I refrain from lecturing and encourage their participation in discussion?
Am I flexible enough to follow their lead and interests in the discussion?
Can I make the children really look at the painting?
Do I compliment children for their participation in the discussion?

PRESENTATION -

Do I plan my presentation?
Do I include comparisons?
Am I aware when to limit a discussion?
Do I realize I can't possibly use all the materials?

CONTENT -

Am I well acquainted with the information on the artist, print and questions for discussion?
Am I careful not to give misinformation if I don't know the answer? Did I say, “I don’t know,” rather than try to bluff it?

INDIVIDUAL GROWTH -

Do I try to expand my own knowledge?
Have I ever consulted the suggested reading?
Do I attend gallery tours, workshops, etc.?
Do I take the time to acquaint myself with the art institutions in my community?

REMEMBER . . . I am not an art historian . . . I am here to help the children learn to see.

ARE THE CHILDREN LEARNING SOMETHING?

ARE THE CHILDREN ENJOYING THEMSELVES?

WILL THEY WANT ME TO COME BACK?
Meet the Masters

Example of a presentation appropriate for 1st and 2nd grades.

Breezing Up
by Winslow Homer

(Watercolor - 24" x 38")

Initial presentation: I introduced the Masterpiece Program and myself. Discussed original painting/reproduction. Showed tools of the artist: watercolors, palette, palette knife, brushes (let them feel the brushes).

Today we are going to look at a watercolor painting by Winslow Homer

Mr. Homer lived over 100 years ago. He was a famous American painter who lived in the East. During the Civil War, he worked as an illustrator for a magazine. He was an illustrator for a magazine named Harper’s Weekly. After the Civil War, he painted a series of pictures of children and country life. In 1883, he moved to Maine and began a series of watercolors of the sea and its people. “Breezing Up” is one of these paintings.

Now, everyone carefully look at the reproduction of Mr. Homer's painting and think about what you see.

What do you think this painting is about? Do you see movement? What would be a good title?

Tell title: Breezing Up. What do you think 'breezing up' means?

What do you see first? What colors did Mr. Homer use? How do these colors make you feel? Would you like to be in the painting? Who are the people? What have they been doing? Would you like to talk to them?

If the painting could make a sound, what would you hear?

Do you like this painting? Why or why not?

The original painting hangs in the National Gallery in Washington, D.C.. I hope if you are ever there, you will ask your parents to take you to see Breezing Up by Winslow Homer.

Thank you!

Karen Campbell

Comments & Suggestions

Keep it short and simple for 1st and 2nd graders. Make sure the children have ample time and opportunity to react to the painting. The children especially enjoyed the discussion of colors and how they make you feel.
Meet the Masters

Example of a presentation appropriate for 3rd and 4th grades.

**Portrait of Don Manuel**
by Francisco Goya
(pronounced Goi-yah)

The painting we are going to look at today is by Francisco Goya. He was a great Spanish artist who lived 150 years ago. Like Picasso, he took his first art lessons from his father. (Picasso is mentioned because the children had a chapter about him in their reading book and were quite interested in his life and work.) According to legend, Goya's artistic talent was first noticed when he was a child. He was found drawing with a lump of charcoal on the walls of his village in northern Spain. From poverty he grew up to be one of Spain's greatest painters.

This is what Goya looked like (show self-portrait). He was a court painter. This means that he painted portraits of the King and the royal family. (Show painting of royal family with Goya in background.)

He was successful as a court painter. It is said that Goya was also a good singer, swordsman, boxer and dancer. He loved to go to bullfights and ran around with a rather wild crowd.

When Goya was 30 he got married. This really didn't change his lifestyle. While his wife stayed home and bore him 20 children, Goya continued to run around with dancing girls, musicians and matadors. However, Goya did love his children very much. Sadly enough, only 1 of the 20 lived to be an adult (show portrait of his grandson).

Like Picasso, Goya was very fond of women! The Duchess of Alba was attracted to Goya. He liked her, too. However, she also liked other men. Goya was jealous! (Show portrait of Duchess.) In this portrait of her, he signed his name in a special way - at her feet in the sand he wrote 'Solo Goya' (only Goya). She wears two rings - one says Alba and the other Goya.

When Goya was 50, his wild lifestyle came to an end. He became ill. He was sick for a long time. When he finally recovered, he was deaf. He moved into a house that became known as 'The Deaf Man's House.' (By this time both the Duchess of Alba and his wife were dead.) At Deaf Man's House, he painted dark paintings that showed the horror of war and nightmarish scenes. Goya died at age 82.

The painting we are going to talk about today is a portrait which Goya painted earlier in his career and not one of the nightmarish scenes! (Take drape off print. I have found it helpful to place a large dark piece of cloth over the print while discussing background information. The children think it is very dramatic when the drape is finally removed!) Goya painted this when he was 41 years old. If you go to New York, you can see it at the Metropolitan Museum of Art. It is painted with oil on canvas and is about 40" x 50."

Who is this person? Is it a boy or girl? His name is Don Manuel. How old do you think he is? Look at his clothes. What fabric was used to make them? (Pass around fabrics - piece of velvet, piece of white lace, piece of white satin.)

Try squinting and see if this helps you see the light and dark contrasts. Do you see how Goya has drawn our attention to Don Manuel's pale face? His dark hair stands out against the brightly-lit back-ground.
Meet the Masters

Portrait of Don Manuel Presentation, Continued

Does the painting seem to glow to you? Do you think it might be the contrast of light and dark colors?

Remember in the portrait of the Duchess of Alba that Goya signed his name in an unusual way. (in the sand at her feet) He has signed his name in an unusual way in this portrait too. Can you tell me where? (Calling card in bird's beak.) I will leave the magnifying glass in your classroom so you can take a closer look.

Does the scene look peaceful to you? Look at the black and white cat staring at the bird (a magpie). What is the cat thinking? Look carefully. How many cats do you see? Some people think Goya painted the cat's evil expression as a way of telling about the evils of his day.

If you could talk to Don Manuel, what would you ask him? Do you think Goya shows his love of children in this painting?

If you were painting a portrait of Don Manuel, what pets would you like for Don Manuel to have? You will have a chance to do this on a paper I will leave for you. I'll look forward to seeing what pets you have given Don Manuel in your drawing.

Before I leave, who can tell me the name of the artist? Who can tell me the title of this painting?

Thank you for being such a good audience.

Brenda Rayman

Materials brought into class for this presentation:

Drape for print (large piece of dark fabric)
Book - 'Francisco Goya' by Eric Young (to show other examples of his work)
packet of fabrics
magnifying glass
Francisco Goya (written on large piece of paper)