

Key Ideas

- Reasons should be given for liking or not liking works of art.
- Three reasons or criteria used by many art experts in judging works of art are *well-made*, *good design* and *unique*.
- Children can use these three criteria to judge their own artwork and the artwork of others.

Program Summary

Don takes THE BIG A children to an art gallery where gallery owner Bill Traver and a group of artists are getting ready for a show. The children are excited as they look at a variety of art forms. As Traver discusses several works of art with the children, he encourages them to give reasons for why they like or dislike a particular work. He then explains the criteria he uses in selecting pieces for his gallery.

Invited by Bill Traver to exhibit their own art at the gallery, the children return to Don's studio to choose their best work. An animated sequence reinforces the value of using criteria to judge one's own work. From the gallery experiences, three criteria for judgement emerge: Is the artwork well-made? Is it well-designed? Is it unique? With some assistance from Bill Traver and Don, the children make good choices for their exhibition and give reasons for liking them.

Key Words

criteria—reasons used in judging works of art.

Three criteria appropriate for young children are well-made, good design and unique.

well-made—good craftsmanship; skillful use of materials and tools; durability.

good design—successful composition (good use of balance, repetition/variety and focal point); well organized; everything goes together; the shapes and colors are right for each other.

unique—unusual; different; creative; original; it says something about the artist; it shows the artist's thoughts and feelings.

exhibition

Featured Artwork

In My Shoes; Liza vonRosenstiel; 1985; Oil on canvas; H: 66" x W: 65"

Fourth of July Throne; Wally Warren; 1986; Wood and mixed sculptural media; H: 65" x W: 36" x D: 30"

The Harbinger; Flo Perkins; 1986; Glass; H: 14" x C: 11"

In The Desert; Flo Perkins; 1986; Glass; H: 12" x C: 6"

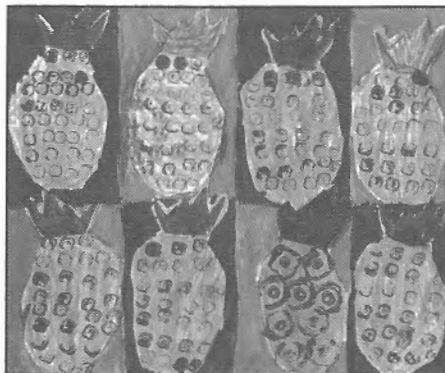
Orcas; Alfredo Arreguin; 1985; Oil on canvas; H: 72" x W: 48"

Realto; Alfredo Arreguin; 1985; Oil on canvas; H: 48" x W: 48"

Agra; Alfredo Arreguin; 1985; Oil on canvas; H: 48" x W: 48"

Before the Program

Ask your students about their own artwork or that of artists. Can they say which ones they like best? Can they say why they like some and not others? Explain that this program will help them understand how to judge art.



After the Program

Recall the Program

Ask your students to name the three criteria or reasons used in judging art. Write the criteria on the board. Discuss and define each.

Discuss Ideas for Creating Art

Explain that the class will not create art following this program. Instead, they will practice judging works of art.

Respond to Art

Display a variety of reproductions of artists' work in the classroom. Also display real art objects brought in by the students. (For example, vases, small sculpture, fabrics, record album covers, posters or tableware.) Invite them to play "I'm An Art Critic." Divide the class into teams of three students each. Each team pretends to be a group of art critics who like artwork because it is "well-made," "a good design" or "unique." Direct each team to examine the display of artwork and to identify those that best meet its criteria. Each team then explains the reasons for its choices to the rest of the class.

Invite the class to play the same game to judge their own artwork. Does anyone's artwork meet all three criteria? Invite an art expert to class to discuss his/her criteria for judging art. The person could be an artist, art critic, art historian, art gallery director, philosopher or aesthetician. Ask the expert about other criteria for judging art in addition to the three explained in this program.

The class could also find out how others judge works of art. A checklist could be designed for students to interview their parents, teachers and students in other classes, and members of the community. (See "Checklist II" in the Appendix for an example.)