

# Group-Generated Art Game

Grades 3–8

## Teacher Guide



### Important Notes to the Chaperones:

- Hand out pencils and worksheets to each student.
- Please do not allow your students to write by leaning the paper on Gallery walls. The floors are fine, though!
- You **must stay together** as a group.
- You **must not touch** the artwork. (*Hint: It will be easier for you to do this if you stay in front of each work, facing your students, while you discuss the work.*)
- Everyone **must stay an arm's length away from the artwork.**

### How to Play the Group-Generated Art Game:

- Enter the Gallery, and as a group, select a work of art that is far away. Stop! Have the students individually complete **Activity One**, moving closer to the work when everyone is ready. Use the worksheet as your guide to have each student share his or her ideas, and then move on to the next activity.
- Have fun!
- After the worksheet is completed, if you have time and feel up to it, visit one more work and talk about it as a group. If you feel unsure what to talk about, try starting with this question: *What do you see going on in this work?*
- Then keep asking:
  - *What do you think it means?*
  - *What makes you say that?*
  - *Does anyone see something else?*

*Hint: Try to choose works of art that are large enough for everyone in your group to see if they are sitting in the space in front of it.*

# Group-Generated Art Game

Name: \_\_\_\_\_



## Activity One

### Stand far from a work of art.

Make up a title for this artwork \_\_\_\_\_

Make a guess of what the artwork is made out of \_\_\_\_\_

What year do you think the artwork was created? \_\_\_\_\_

### Get closer . . .

What do you notice up close that you missed from far away?

Now discuss everyone's ideas.

What titles did other students give to the work?

What year did other students think it was created?

Find the label for this work of art.

What is the title the artist gave the work?

Does this change anyone's idea about what this artwork might mean? How?

Look for the year the artwork was made.

Write it in this box:

Write the year you guessed:

What is the *difference* between the two years?

Whose number is the largest in the group?

If the largest number is **even**, make a **right** turn and as a group, choose another work of art for the next activity.

If the largest number is **odd**, make a **left** turn and as a group, choose another work of art for the next activity.

## Activity Two

You have been given the task of deciding where to permanently display this artwork in your school!

Where in the school would you place this artwork?

Give at least one good reason why you chose this artwork for that place.

Share everyone's ideas and reasons.

Is the work you have been looking at a **painting** or a **sculpture**?

Discuss this as a group and come to a consensus.

If the work you have been looking at is a **painting**, go to a **sculpture** next.

If the work you have been looking at is a **sculpture**, go to a **painting** next.

If **you're not sure whether the work is a painting or a sculpture—or if it is neither a painting or a sculpture**—choose one person to close his or her eyes, turn in place three times, open his or her eyes, and choose the next artwork.

Go to that work.

## Activity Three

**Do this activity as a group.**

*Compare* this artwork to the last one you were looking at.

Can you find ten DIFFERENT similarities?

Can you find ten DIFFERENT differences?

Use the space below to count. Cross the numbers off as you talk about them.

Similarities:

1 2 3 4 5 6 7 8 9 10

Differences:

1 2 3 4 5 6 7 8 9 10