Arts Experience Instructions: Art Exhibit

This assignment is about experiencing an art exhibit or gallery show as fine art, rather than just as entertainment, and about participating actively and knowledgeably as a visitor.

Selecting an Exhibit
Browse the list of recommended exhibits for the Cedarville area, or conduct your own search. In order to qualify for course credit, the event must be a professional-level art show; either a one-man show or a group exhibit will qualify. If attending a professional event is not possible, then a college-level faculty art show will satisfy the requirement. No high school productions or student exhibits will be accepted. If you’re in doubt, err on the “high” side, or ask your TA. Once you have found the exhibit you wish to attend, get a ticket, and attend the exhibit.

Before You Go
Print out the checksheet below for this event and take it with you to the exhibit; the checksheet is meant to help guide you about how to approach this experience. The checksheet is basically a paper copy of the online form. Taking notes on the checksheet at the exhibit will give you a “dry run” before you submit your report online.

To get the best grade on this assignment, get the whole experience. Do some homework about the exhibit you’re about to see; hit the website of the museum or gallery and check out their facilities, programming, and bios of the artists (if applicable) in advance of your visit. Many museums and galleries offer free discussion sessions with the artists, where you can ask questions about their work. Attend this if it’s offered; meet the artists if at all possible, or ask questions of the curator or volunteers.

After Your Visit
Submit the Online Report form before the due date, using the Checksheet you filled out at the exhibit.
Check Sheet: Art Exhibit

1. What gallery did you attend and what was the nature of the exhibit?

2. What was the date you attended this exhibit?

3. About how much time did you spend in the exhibit?

4. If the museum had a featured exhibit (or if you went to gallery exhibit of current works), what was the featured artist’s work like (cite some obvious style traits)?

5. Did you feel that one main point of view was being expressed? If so, what do you think it was? If not, what contributed to the lack of a point of view?

6. Was there a bio or “artistic statement” on the featured artist? If so, did it help you understand his/her motivation for doing this type of work, and did you feel that the statement helped you to understand the exhibit better as a viewer? Or if such a statement was not available, do you think it would have helped?

7. Choose either question A or B, below:
   a. If you went to a museum, pick any two pieces you saw, from two different artistic movements, and explain not only how they differ, but what, if any, things they have in common (either traits of the works themselves, or traits these different artistic periods held in common).
   b. If you went to a current exhibit of living artists, how was their work different from one another’s? How was it alike, if so? If you went to a one-person show, what two works were the most different from one another, and why would they have been so different?
8. Discuss one painting, sculpture, or installation you admired from a technical point of view, whether you agree with it philosophically or not.

9. Discuss one painting, sculpture, or installation you might have reacted to as being “stupid” or “pointless” before taking this course, but which now makes sense to you, (even if you don’t like it) because you see what the artist is trying to say. Do you feel that the piece makes the artist’s point well, even if you disagree with it?

Choose two of the following three genres and answer the questions for each.

10. Landscape:
   a. Give some background on the school or movement with which the artist is associated. What elements of the style show that this particular work belongs to that movement?
   b. Given the title of the work, the style in which it is done, and the point of view the artist seems to be expressing, what seems to be of uppermost importance to the artist in this work?
   c. Is the artist painting primarily what s/he sees, or what s/he knows? What makes this evident to you?
11. Portrait or figure work:
   a. Give some background on the school or movement with which the artist is associated. What elements of the style show that this particular work belongs to that movement?
   b. Given the title of the work, the style in which it is done, and the point of view the artist seems to be expressing, what seems to be of uppermost importance to the artist in this work?
   c. Is the artist painting primarily what s/he sees, or what s/he knows? What makes this evident to you?

12. Sculpture or installation:
   a. Give some background on the school or movement with which the artist is associated. What elements of the style show that this particular work belongs to that movement?
   b. Given the title of the work, the style in which it is done, and the point of view the artist seems to be expressing, what seems to be of uppermost importance to the artist in this work?
   c. Is the artist painting primarily what s/he sees, or what s/he knows? What makes this evident to you?
13. What was the most surprising thing you saw in the exhibit, and why do you think a serious art museum or gallery would value this?

14. In your opinion, what value would attendance at fine arts events (like this one) have for a young person who is studying art? For one who is not?

15. In your opinion, what place does a cultural event like this have in the life of a believer? Cite a passage of scripture to support your conclusion.

16. What was your favorite painting, sculpture, or installation, and why? Why (or why not) would you take a friend or child to a similar performance?