

***The most important message you can convey is that art is fun!***

**Original Works of Art vs. Reproductions**  
***(Do the students know the difference?)***

- When artists create a work, they usually make only one. It is called an original.
- Original art is collected and shared in places called museums or galleries.
- When people cannot go to museums, they can see the works by looking at reproductions/photos of works like these or in books.
- At school, we look at reproductions of original works.
- Original works may not be the same size as the reproduction. The colors may look a little different too.
- Ask – where could you go around here to find original works?

**What Is Art Appreciation?**  
***(Things to say to the class...)***

Learning to look at and talk about works by artists...there are special ways to do this.

“Once a month, I will bring another work to share.”

“We will try to remember what we learn about each work.”

**What are the Different Roles in the Classroom?**  
***(Talk these over at the beginning of your session)***

***The Role of the Volunteer Presenter***

- Serves as a discussion leader, not a deliverer of information.
- Prepares by looking at the work and planning questions.
- Reads background information.
- If possible, arranges to bring in other examples of works by the same artist.
- Acts as a curious partner in finding out about the work rather than the one with all the answers. Teaches students to observe by example.
- Provides the students with encouragement and support so that they feel comfortable enough to respond and interact. Emphasizes that there are no wrong answers. Accepts and appreciates

*Spring Hill Elementary School 2008-2009*

input (Note: if a response can be supported by something seen in the work or if it is related to the child's experience, it is appropriate).

- Tries to use accurate, specific language (e.g., “painting” or “drawing” instead of “picture”).
- Entices curiosity. The only wrong thing to do is to bore the children.

### ***The Role of the Student***

- Serves as an active participant. Observes and asks questions. Shares ideas and feelings.
- Acts as a sort of “detective” in the appreciation process and can analyze and discover ways to think about the art.
- Shows a willingness to learn and explore new information by asking questions as well as answering them.
- Completes the activity offered as a follow-up (if any).

### **Art Concepts**

Familiarize yourself with these to be able to discuss the composition.

### ***The Elements of Art***

(Not all are found in each work.)

Line	Shape	Space – depth	Tone - shading, value, contrast
Texture	Pattern	Color	Scale – size of objects

### ***Principles of Art***

Predominance – the element(s) of art that pull a painting together (e.g., color, repetition, size, etc.)

Balance – involves all the elements of art when they are arranged to please the eye

Lines of Direction – your eye should travel into the painting, not out; focal point

Containment – ability to confine the main subject away from the edge of the picture plane

Contrast – warm against cool; dark against light, etc.

Also:

Variety	Emphasis	Proportion
Pattern	Rhythm	Unity

### ***Different Media***

Acrylic Paint	Brush	Crayon	Fresco	Oil Paint
Paper	Pastel	Pen	Pencil	Photography
Pigments	Tempera	Clay	Cloth	

### *Sample Classroom Presentation*

**Materials Needed** - a landscape painting reproduction such as “Winter Scene” by Hendrik Avercamp; a magnifying glass; a small frame, approximately 2”x2”, constructed of cardboard, metal or wood

**Objective** - Discuss the art reproduction – look at it and think visually about it.

**Question** - Who can tell me what the difference is between a reproduction and an original work of art?

**Comment** - When artists create a work, they usually make only one. It is called an original. Original art is collected and shared in places called museums or galleries. In a museum or gallery, the art can be preserved at the correct humidity and temperature; it can also be guarded from theft or damage. When people cannot go to museums, they can see art works by looking at reproductions/photos of works like this/these or in books. At school, we look at reproductions of original works. Original works may not be the same size as the reproduction. The colors may look a little different too.

**Question** - What is art appreciation?

**Comment** - Art appreciation is learning to look at and talk about works by artists. There are special ways to do this. Each time I/a volunteer visit you; I/a volunteer will bring another artist(s) and the reproduction(s) of their work to share. There will be different artists throughout the year whose works we will see. Let’s try to remember what we learn about each work and the artist. Also remember to participate. Ask questions and help answer mine. There are no “wrong” answers. We can appreciate this art work reproduction together. Tell me if you cannot see what I show you.

**Question** - Look at this reproduction closely, what do you see?

**Comment** - This type of painting is called a landscape because it shows a natural scene out-of-doors like people, trees, birds, animals, ice sleds, buildings, etc.

**Question** - Let’s talk about the people. What are they doing? Who are they?

**Comment** - The people are standing around and talking, skating, playing on the ice, working, playing hockey, riding on the ice, etc. They are children, adults, royalty, workers, peasants, etc.

**Question** - What was life like when this artist was living? Can you see this same type of scene today? Why or why not?

**Comment** - There are things that are the same: the buildings, trees, dogs, birds; some of the activities, such as standing around and talking, playing hockey, skating, etc. There are things that are different: clothing, the style of the ice skates, the sleds with horses, the work activities, such as carrying wheat and buckets, etc.

**Question** - Are the people skating on a flooded street, a frozen pond or something else?

**Comment** - They are skating on a frozen canal.

**Question** - Who knows where Holland is? (Point out on a map.)

*Spring Hill Elementary School 2008-2009*

**Comment** - This painting was done by an artist from Holland. His name is Hendrik Avercamp. When the artist was 19 years old, the telescope was invented in his native country, Holland. When he was 31 years old, the pilgrims landed in America. In this painting, he probably tried to paint a winter scene typical of the time in which he lived. In Holland there were and still are numerous canals (waterways) which freeze over in the winter.

**Question** - Can anyone tell us about the geography of Holland and why there are so many canals?

**Comment** - Holland is at/below sea-level; dikes were built to keep water off the land; hundreds of canals are evident throughout the flat land.

**Question** - Let's take turns using the magnifying glass to look at the tiny details in this picture. What do you see?

**Comment** - You can see royal jewels, a bird house, someone looking out a window, etc.

**Question** - Take a good look at all the people. How do the people at the bottom of the painting look different from the ones at the top?

**Comment** - The people appear to be larger, but really aren't; they have more detail; and colors seem clearer and more distinct. These are artists' tricks. The tricks give the picture "perspective" – some things look close, some look very far away even though they are all painted on the same flat surface.

**Question** - How would you describe the weather?

**Comment** - It appears to be a calm winter day.

**Question** - Is there any wind? Why do you think so or not?

**Comment** - We can see a clue by way of the smoke drifting out of a chimney. What good detectives you are!

**Question** - Now, can you tell if the sun is shining at all?

**Comment** - There are shadows in the painting and in order to have shadows, there has to be some source of light, like direct sunshine or bright daylight.

**Question** - Let's pretend this is a real scene and you have just arrived here. How would you feel? What would you like to be doing? Would you choose to be one of the people in the painting?

**Comment** - You had a variety of answers depending on your individual preferences.

**Question** - This painting can be broken down into even smaller paintings, such as the two people skating together in the bottom right-hand corner. Frame the two people to illustrate your point. This smaller painting can be called a portrait because it is primarily about people. What other smaller paintings could we frame?

**Comment** - You found several other smaller paintings inside the larger one.

**Question** - What color do you notice first?

**Comment** - Red is a very dramatic color, it attracts the eye. It is especially noticeable in this painting because all of the other colors tend to be dull. Red is used as an accent color in this painting.

**Question** - What kind of feeling does this painting give you? Would you like to have it in your bedroom?

**Comment** - Feelings are personal. They are always right and up to the individual. This painting can make each one of us feel different things and sometimes there can be same feelings among us.

**Question** - What kind of movement do you see in the painting?

**Comment** - There are birds in flight, smoke drifting, legs and arms in the air, people moving, dogs running, etc.

**Question** - Are you able to pick out any shapes or patterns in the painting?

**Comment** - Noticing shapes and patterns in paintings is one way to appreciate it.

**Closing Comment** - All of your comments were so useful and appreciated. Let's briefly review the items we talked about and get ready for our follow-up activity.

### **Ideas to Stimulate Discussion**

- Check the artist information file folder for ideas!
- Try to engage the children in sharing their thoughts and observations right away. Ask questions to encourage the students to participate. Suggest ways that they "listen" with their eyes. Positively reinforce those who share ideas.
- Remind the students that they must look at a painting many times to get to know it.
- Paintings tell things and communicate feelings. A painting does not have to look like a photograph.
- You may want to try turning the reproduction over before the students have a chance to talk. Ask them to remember as much as they can about the painting: colors, composition, feelings, era, actions, etc. Maybe you will want to make a list of their responses on the board as they talk. Then see what's missing when you look at the reproduction again.
- Look at various parts of the artwork with a magnifying glass.
- What happens if you look at the reproduction sideways? Upside-down?
- Make a small cardboard frame and put it around a small part of the reproduction. What can you see?
- Put colored cellophane over the picture to see what looks different. Is the mood changed?
- Make an up-to-date costume for an "old-looking figure." For example, put a pair of Oshkosh overalls, a clown suit, a party dress, a man's suit on the figure in the reproduction. Paper from a brown paper bag gives good size and color for the "paper doll" outfits. How does that make things appear? Why?
- Try wearing a costume like the one shown in the reproduction when you do your presentation. Does this costume make you seem younger, older, funnier, stronger?

*Spring Hill Elementary School 2008-2009*

- If they don't know the title already, ask the children to give the reproduction one. Why does this title suit the reproduction? What did the artist name the picture? Why?
- Ask children to comment on how the people in the picture might feel or what they may be thinking. How might the artist have been feeling when he worked on it? How does the picture make the view feel?
- If the picture is one of people, have a child position one or more classmates into a facsimile of the painting.
- Would the students like to have this painting in their home? In their bedroom? Why or why not?
- Take some cut-out shapes: triangle, square, circle, crescent.... Hold or have children hold these near the picture. Can the class see similar shapes in the work of art or in the way people or objects are arranged?
- When you present factual information, try to help the children make concrete associations with it. Mention significant events that coincided with the artist's time and work. If a time-line is available to display, point out the relevant time span and have children check on coincident world events. Talk about what life might have been like when the artist was living. How might these factors have influenced his style of painting or his subject matter?
- Many classrooms have roll-down or other types of maps. Use them to locate the artist's home or the place where the original painting can be found. Maybe there is a student who comes from that area who can share information about it with the class.
- Review and repeat! The children's enthusiasm for art appreciation will build quickly as they learn to identify and review things they already know. If some children have difficulty grasping new concepts, this review time can help them catch up by hearing what classmates remember.
- Talk about mood, color, design, textures, technique, the artist, the subject, historical aspects, etc.
- Stimulate the senses: see, hear, touch, taste, and smell.
- **See** – Show other artwork by the artist; a portrait or photograph of the artist; other treatments of the same subject; humorous take-offs of the work. What do you see? What colors do you see? Where does the artist want you to look (focal point)?
- **Hear** – Play music that evokes a mood (ex. a lullaby for Morisot's "The Cradle").
- **Touch** – If an object is portrayed, bring in a similar object to get a feel for the texture (Chagall's "Feathers in Bloom"; difference in textures in Picasso's "Lobster and Cat").
- **Taste** – If the reproduction depicts food, bring in samples to share with the class.
- **Smell** – If the reproduction depicts a vase of flowers, fruit, etc., bring in samples. (If you were standing in the middle of the reproduction, what would you smell?)
- Talk about muscular sensations: How does it feel to hold a banjo? (Tanner's "Banjo Lesson"); How does a frightened horse stand? How is it different from a calm horse? (Delacroix' "Frightened Horse").
- Sharpen their sense of observation by counting, guessing, identifying.

*Spring Hill Elementary School 2008-2009*

- Stir up their imaginations: What would you do/be/say if you could enter this scene? Where would you march in a parade? (Lawrence's "Parade"); what happens at 7:00 a.m. in this town? What about 9:00 a.m.? 4:00 p.m.? (Hopper's "Seven a.m.?).
- Is the artist expressing his opinion and why? Does the style reflect the period in which the artist lived? Share stories from the artist's life.
- Do you like the reproduction? Why or why not? How does it make you feel?
- Develop your own style; take what you like and add your own ideas. Don't be afraid to use your imagination. Be creative!

**Have Some Questions Ready to Ask**  
**(or choose from the following:)**

*Ask questions whose answers can be found in the work of art itself.*  
*Comparing two different works of art can be useful in learning to look.*

- What is the first thing you notice?
- Is there a recognizable subject?
- What is the subject of the painting?
- What aspect of the story has the artist emphasized?
- Is there any movement or activity? What kind?
- What might have happened just before this scene?
- What might happen next?
- Are there any people portrayed? Who are they?
- Are the people individuals or types?
- Are they posed or un-posed?
- When would they have lived?
- How would you describe the location or setting?
- What season is it? What kind of weather?
- What sound might you hear? What smells might you smell?
- From what point of view do we, as viewers, see the scene?
- How would you describe the mood or feeling of the painting?
- What did the artist do to convey this mood?
- How would you describe the composition, or arrangement of elements, in the painting? Is it simple/complex? Flat? Three-dimensional?

*Spring Hill Elementary School 2008-2009*

- What kinds of shapes did the artist use?
- What patterns did the artist create?
- Do the patterns produce a rhythm? How would you describe it?
- What kinds of colors did the artist use? Bright/Dull? Dark/Light? Contrasting? Harmonizing? Harsh?
- What kind of brush or other instrument do you think the artist used?
- How would you describe the different textures in the painting?
- What is the source of light? Is it shown or implied?
- How does the artist contrast lights and darks?
- How does the artist use proportion? Distortion?
- What materials did the artist use?
- Look at this painting for 30 seconds. Now shut your eyes and tell me everything you remember.
- Can you find the primary colors in this painting? How about the secondary colors?
- How do the colors get along? Are they quiet? Noisy? Fighting or friendly?
- Pretend you are two inches tall and you could walk into this landscape. What sounds do you hear? Would you have a long journey? What is around the corner?
- Tell me the story the artist is painting about.
- Are the brush strokes smooth or choppy?
- What do you like most in this painting?
- The story it tells?
- The shape and colors?
- The way it makes you feel?
- What is the first thing you see when you look at this painting?
- Why do you think the artist painted this work so big?
- What shapes do you see in this painting?
- Look at this landscape. What season of the year is it?
- What do you think the artist called this painting? Why?
- Why do you think some objects are near; why did the artist paint some of them far back?
- If you could touch this painting, how would it feel? How does the text the artist use affect the way we feel?

*Spring Hill Elementary School 2008-2009*

- If this painting could make a sound or music, what kind of music or sound would it make? Is it the color, the texture or the subject matter that helps you decide this answer?
- What is the subject of this painting? Is it a realistic painting or is it an abstract? Is the subject the line, form, color or movement? Why do you think the artist chose this subject?
- What patch does your eye take when you look at this painting? Why? What do you see first? Where does your eye move next? Does color have anything to do with this movement? Does line affect the movement of your eye? Does the eye stay within the painting?
- How has the artist achieved perspective? Does he do it with color? Shape? Line? What would happen if the colors were changed? Would these areas recede or come forward?
- Who are the people in this painting? What are they doing? If you could talk to them, what would you say? How do they make you feel? Look carefully at their faces, their hands, their clothes and other details. What are your impressions about them? What is the artist telling us?
- How does this painting make you feel? Happy? Sad? Quiet? Confused? Indifferent? Why? Do your feelings change after you look at it for awhile?
- What would it be like to be inside this painting? Is this painting two- or three-dimensional? How does the artist achieve this effect?
- Why do you like this painting? Why do you dislike it? How would you change it? Why do you think this work and this artist are important in the world? What does this painting teach you?

*(Reprinted from "A Guide for Art Volunteers in the Classroom" produced by the Junior Museum Committee of the Women's Board of the Chicago Art Institute.)*

### *Examples of Follow-up Activities and Projects*

- Children can do a self-portrait looking in a mirror.
- Have children paint on water color paper.
- Paint with oils on canvas to show them how slowly they dry.
- Have children draw pictures using only shapes.
- Show a color wheel.
- Bring more examples of the same artist.
- Have the teacher be the model in front of the class for the students to paint.
- Start one painting and have each child add to it.
- Draw without looking at the paper.
- Color experiments...mix water colors.
- Play...act out something about the artist.

*Spring Hill Elementary School 2008-2009*

- Paint a picture to music. Let arm flow freely.
- Go on a nature walk to observe world around them for color.
- Bring box of textures to feel.
- Bring artist equipment...brushes, palette knife, etc.
- Don't copy; paint what you see and feel from within.
- Have an art show.
- If possible, have an artist do a demonstration.
- Set up a still life and have children paint as is or abstractly; always making sure to stress that their art is important because it shows how they feel.

### *Fabulous and Fun Activities to Combine With Art Styles and Periods*

Many of these ideas are interchangeable from one art period to another.

#### *15<sup>th</sup> & 16<sup>th</sup> Century / Renaissance and Mannerism*

- As a class or individual project, design a banner to hang in the classroom. Design could be made from fabric scraps and glued on.
- Ride a time machine back to the Renaissance. Have students describe what happens along the way.
- Draw your name in block letters. Have a single vanishing point above the name. Draw lines from the tops of the letters to the single vanishing point, creating a three dimensional effect.
- Choose an item to draw; draw it from three different perspectives: eye level, looking down, looking up.
- Sketch your backyard or playground, noting the size of objects close and far away. Is the bush up close really larger than the house far away?

#### *17<sup>th</sup> and 18<sup>th</sup> Century / Baroque and Rococo*

- Bring an historical print to life in a dramatized skit.
- Shade a simple object such as an egg. For a reverse effect: use white chalk or crayon on dark paper.
- After studying an art print of an interior, have the students a picture entitled "My Dream Room"
- Make a texture box to match textures in the art print.
- Do a portrait of a famous man or woman you would like to be.

*Spring Hill Elementary School 2008-2009*

- Make texture rubbings with the side of a crayon on sturdy paper. Try rubbing on wood, cloth, bricks...
- Show how you can make a two-dimensional circle appear to be a three-dimensional ball by using dots and cross hatching to create rounded form.
- Darken a room and with a flashlight light a person's face from different angles including from above and below. Discuss the effects it creates.
- Draw a landscape with a foreground, middle ground and background.

### ***18<sup>th</sup> and 19<sup>th</sup> Century / Colonial America***

- Do a "moment in history" picture. It could be from the past, present or future.
- Play colonial charades. Make a list of legendary American events and have the children act them out.
- Draw a picture of what you think this artist might look like. Show what the artist is doing and where he/she is doing it.
- Make colonial folded paper hats.
- Collect large duck or turkey feathers. Trim the end on a slant and make a small slit in the point. Have the class draw with them.
- Do a portrait of your family.
- Draw your neighborhood from a bird's-eye point of view.
- Draw your neighborhood from an ant's point of view.

### ***19<sup>th</sup> Century / Impressionism***

- Make a list of the colors you see in an Old Master's painting with the color appearing the most at the top of the list. Do the same with an Impressionist painting. Compare the differences.
- What color does each artist use for the darkest shadow and brightest light?
- Chalks take on a brilliant color and will not flake off when you paint the paper with buttermilk and draw with chalk on the treated paper; or prepare a solution of one part sugar and three parts water. Let the chalk soak in the solution for a few minutes then draw with the chalk.
- Taste a still life by bringing in the foods in the painting.
- Learn some French words for common expressions, numbers, names, etc.
- Have students compare the colors of objects under different types of light such as daylight, schoolroom light, fluorescent light and black light.
- Create a picture without using lines.

***19<sup>th</sup> - 20<sup>th</sup> Century / Post Impressionism, Fauvism, German Expressionism***

- Create one happy and one sad portrait on each side of a circle or paper plate.
- Create a design with four colors that are ugly together. Create a design with four colors that are pleasing together.
- Find the primary, secondary and complementary colors in an art print. Do a picture using only one color group.
- Think of a certain color like blue. See how many different names of blue the class can think of. Try reds, yellows, etc.
- Work in the style of the artist.
- Have the students create a painting or drawing to add to one of three murals entitled, "All Things Yellow", "All Things Blue", and "All Things Red".
- Draw lines that create a feeling or mood----nervous, gentle, angry, tense, etc.
- Put a piece of red paper on white paper, then look at the red on brown paper. Which makes the red more vivid? Now put red with its opposite color, green. Colors look stronger when their opposites are present. Try it with purple/yellow and blue/orange.

***Cubism and Abstract Art***

- Make a textured collage. Use natural and manmade items such as sandpaper, leaves broken egg shells, velvet, etc.
- Scrape crayon shavings on a piece of waxed paper. Place a second piece over the shavings. Press the sheets together with a warm iron. This creates a transparent design. Cut out shapes could be displayed in the window.
- After studying a cubist painting, draw or paint something in the room based on the cubist theory of breaking it up into geometric shapes.
- Interpret through movement the feelings found in an abstract painting.
- Pretend you are painting the picture using your body as a paintbrush.

***Mexican Art***

- Create yarn pictures.
- Make tissue paper flowers.
- Have the class design a group mural on a social problem theme such as the energy crisis, pollution, drugs, etc.
- Draw from a live model costumed in Mexican attire.

*Spring Hill Elementary School 2008-2009*

- Have the students draw their interpretation of sadness, fright and anger.

### *Surrealism*

- Create a fantasy figure from an abstract shape cut out by a classmate.
- Do a collage combining parts of different photographs to create an impossible situation.
- Create a picture from an ink blot.
- Cut out parts of a face from different full page photos and arrange them to form a strange and interesting new face. Black and white works best. With younger children it is better to have them glue the fragments on one complete face.
- Have the students draw or paint a dream they have had.

### *20<sup>th</sup> Century / American*

- Interpret through movement the stance of the building or structure in an art print.
- Move like the characters in a painting in both fast and slow motion.
- Use yarn or string to establish the contour lines in a print.
- Design a city of the future.
- If this artist were doing a portrait of you, what would you look like?
- Before the advent of the camera as we know it today, staffs of artists illustrated the news. Illustrate an important current event.

### *Asian Art*

- Talk about artist's signatures. The Asian artist's signature can be a red seal stamped on his work. Have students design their own unique signature, perhaps a vegetable stamp print.
- Make rice paper. Arrange dried petals or leaves on gray paper. Brush lightly with a solution of white glue diluted with water. Write or paint on it when it dries.
- Use a soda straw to blow pools of paint or ink across the square paper. Gently blow until the paint forms a design.
- Make tan gram puzzles. Shuffle around the cut shapes and try to form fish, ducks, etc.
- Learn to make a Chinese word with ink and brush.
- Write a poem, especially Haiku form, to go with the print.

### *Western / Native American Art*

*Spring Hill Elementary School 2008-2009*

- Encourage students to write poems, stories or dramatic improvisations to go with the print.
- Do a 10 second gesture drawing to capture the movement and feeling of what the model is doing. In this action pose there is little time for detail.
- Do a simple sand painting by making a crayon drawing on a piece of sandpaper.
- Cut out large pot shapes from *construction paper* and design it with Native American symbols.
- Make paper tube totem poles.

### *Recipes For a Project or Activity*

#### *Salt Ceramic-Hardening Formula*

1 c. table salt  
½ c. cornstarch  
¾ c. water  
Food coloring

1. Mix salt with cornstarch. Be sure to mix these dry ingredients first to avoid lumps.
2. Stir in water. Add liquid tempera or food coloring if desired.
3. Warm the water slowly over low heat. Stir the mixture constantly until the clay is thick and smooth (4 minutes)
4. Lump the mixture on a sheet of waxed paper or foil and cool.
5. When cool, carefully knead the mixture into a ball to remove any air bubbles.
6. Place the mixture in a plastic bag to keep airtight until needed. This recipe can be doubled and tripled.

#### *Non-Hardening Clay*

1 c. water  
2 T oil  
Food coloring  
1½ c. table salt  
4 c. flour

1. Mix the water, oil, and a few drops of coloring in a cup.
2. Mix the salt and flour together in another container.
3. Add the liquid solution to the dry mixture, a little at a time, kneading until it is mixed thoroughly. If the mixture is stiff, add a few drops of water.
4. Place clay in plastic bags until ready to use.

### *More Presentation Ideas...*

- Wear a name tag with picture of artist
- Give a multiple choice test after presentation for a prize

*Spring Hill Elementary School 2008-2009*

- Dress up as the artist
- Use props (palette, brushes)
- Make a portfolio of art appreciation work over the year
- Provide "Fact Info" sheets to take home
- Provide an "End of Year" summary sheet
- Talk about art vocabulary
- Talk about "art schools," such as Impressionism, Fauvism, Expressionism
- Get up and move around to look at reproductions: "Art is not what you see but what you can make others see." We each have our individual style; we each see things differently.
- Use the county or school library as a resource and bring borrowed books to share. Some examples: [I spy a lion – Animals in art](#) - Devised and selected by Lucy Micklethwait and [Katie and the Sunflowers](#) by James Mayhew (for K and 1st Graders - a story that includes paintings of van Gogh, Gauguin and Cezanne).

### *Websites to Visit*

[www.nga.gov](http://www.nga.gov)

[www.americanhistory.si.edu](http://www.americanhistory.si.edu)

[www.artic.edu/aic](http://www.artic.edu/aic)

[www.metmuseum.org/toah/splash.htm](http://www.metmuseum.org/toah/splash.htm)

[www.wetcanvas.com/Museum/Artists/t/Henri\\_de\\_Toulouse-Lautrec](http://www.wetcanvas.com/Museum/Artists/t/Henri_de_Toulouse-Lautrec)

[www.artlex.com](http://www.artlex.com)

[www.sanford-artedventures.com](http://www.sanford-artedventures.com)

[www.educationworld.com/a\\_curr/webwizard068.shtml](http://www.educationworld.com/a_curr/webwizard068.shtml)

**Thank you for continuing this program for our children!  
Art Appreciation is a 100% volunteer run program and wouldn't exist  
without you!**