

# WALTER ANDERSON

## A CRITICISM OF HIS WORK

Student name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Activity #1: Seven Second Art Criticism

Work individually. Look at the picture projected on the marker board. The teacher will take it away after 7 seconds of viewing. List below as many things that you remember from the artwork (include real life subjects, elements of art).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

When the other students in the class name one of your choices, check it off. Be ready to announce one thing when you are called on. Class discussion follows.

### Activity #2: Anderson Print Sort Game

(group of 4 students per envelope)

Work as a group to discuss and help each other. Lay out face up postcards of Anderson's work. Look carefully at each one, then answer the following questions.

How are the artworks all similar or alike?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How are the artworks very different?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Each student in a group should record all of their ideas. Be ready to give a response when class discussion resumes. Class discussion follows.

As a group, divide these descriptors above into categories, such as statements about media, subject matter, form meaning, style, etc. Describe how you sorted them.

Groups: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_