

ART INTEREST ^{-A}LYZER



By Vidabeth Bensen

Name: _____ Age: _____

School: _____ Grade: _____

Date: _____

ART is a very personal subject. In order for you to become more familiar with the way you feel about art, we would like you to answer the questions in this ART INTEREST-A-LYZER. This is not a test and there are no right or wrong answers.

Some of the time you spend in art will be devoted to small group or individual projects. We want you to work on projects that are of interest to you, but sometimes you have to do some thinking before you know what really interests you.

Take your time when answering this questionnaire. Think about how YOU feel, not how your friends or classmates may feel. Do not discuss the questions with anyone until you have finished it. Your answers will be completely confidential, but if you want to discuss them later with your teacher or classmates, feel free to do so.

The **ART INTEREST-A-LYZER** is for **YOU** to think about **YOUR** interests in **ART**.

1. Check the following things that you like or would like to do in your spare time:

- _____ Draw pictures
- _____ Paint pictures
- _____ Read about famous artists
- _____ Read magazines about art
- _____ Visit an art museum or gallery
- _____ Experiment with different arts and crafts
- _____ Work with clay
- _____ Watch videos or films about art or crafts
- _____ Visit an artist's or sculptor's studio
- _____ Others _____



2. Pretend that an art group to which you belong wants to raise money to buy art supplies. Each member has been asked to sign up for his or her first, second, and third choices for a project to work on or make and sell at an art fair. Mark your first, second, and third choices below:

- _____ Paint a picture
- _____ Make a sculpture
- _____ Take photos for publicity
- _____ Make a linoleum block print
- _____ Make a silk screen print
- _____ Make a T-shirt design to print
- _____ Make a collage
- _____ Make jewelry
- _____ Mat and/or frame pictures
- _____ Set up the display or exhibit
- _____ Make posters to advertise the fair
- _____ Others _____



3. Your teacher has assigned the class to read a biography and write a report about a famous artist. List below the artists about whom you might like to read:



4. If you could invite any living artist to teach your art class for one week, who would you invite?

1st choice: _____

2nd choice: _____

3rd choice: _____

5. If you could invite any dead artist to come back and teach your class, who would you invite?

1st choice: _____

2nd choice: _____

3rd choice: _____



6. List below some of the subjects you like to draw:

7. What kinds of artwork do you prefer to look at?

_____ Abstract	_____ Realistic
_____ Paintings	_____ Drawings
_____ Sculpture	_____ Prints
_____ Photographs	_____ Other _____

8. If you had money to spend on a piece of art to decorate your room that you would enjoy looking at every day, what would you purchase?

_____ Painting	_____ Photograph	_____ Print
_____ Pottery	_____ Sculpture	_____ Mobile
_____ Other _____		

If you can, specify which piece of art or artist's work you might choose.



9. You think you might like to become an artist when you grow up. There are many careers in art. Which of the following would you be interested in learning more about?

- | | |
|--|---|
| <input type="checkbox"/> Art teacher | <input type="checkbox"/> Museum curator |
| <input type="checkbox"/> Graphic artist | <input type="checkbox"/> Gallery owner |
| <input type="checkbox"/> Illustrator | <input type="checkbox"/> Art critic |
| <input type="checkbox"/> Advertising artist | <input type="checkbox"/> Printmaker |
| <input type="checkbox"/> Interior designer | <input type="checkbox"/> Medical illustrator |
| <input type="checkbox"/> Fashion designer | <input type="checkbox"/> Potter |
| <input type="checkbox"/> Fashion illustrator | <input type="checkbox"/> Industrial designer |
| <input type="checkbox"/> Stage designer | <input type="checkbox"/> Cartoonist |
| <input type="checkbox"/> Costume designer | <input type="checkbox"/> Jewelry designer |
| <input type="checkbox"/> Art therapist | <input type="checkbox"/> Book illustrator |
| <input type="checkbox"/> Photographer | <input type="checkbox"/> Layout artist |
| <input type="checkbox"/> Architect | <input type="checkbox"/> Greeting card designer |
| <input type="checkbox"/> Makeup designer | <input type="checkbox"/> Set designer |
| <input type="checkbox"/> Computer artist | <input type="checkbox"/> Art lecturer |
| <input type="checkbox"/> Free lance artist | <input type="checkbox"/> Exhibit designer |
| <input type="checkbox"/> Poster artist | <input type="checkbox"/> Art historian |
| <input type="checkbox"/> Portrait painter | <input type="checkbox"/> Calligrapher |
| <input type="checkbox"/> Craftsperson | <input type="checkbox"/> Other _____ |



10. Have you ever done any of the following in your spare time after school or on weekends? Do not include any activities that were sponsored by the school or that were part of your regular school day.

- Took private art lessons
- Visited a museum or art gallery
- Spent time at an arts and crafts shop
- Went to an art supply store
- Visited an artist in his or her studio
- Talked to someone about art
- Spent time drawing or painting
- Joined an art club or group associated with art
- Borrowed art prints from a library
- Took a camera along and used it on a trip
- Went out photographing (nature, people, local sights)
- Sketched while on a trip or while visiting an interesting event or location
- Read a book about art or an artist
- Read a magazine about art

ART Interest-A-Lyzer Summary Sheet

Names: _____ **G**rade: _____

Dates: _____ **T**eacher: _____

Major Interests:

Painting: _____

Drawing: _____

Photography: _____

Sculpture: _____

Printmaking: _____

Commercial Art: _____

Art History: _____

Specific Interests:



Primary

Art Interest *A-L* yzer

By Vidabeth Bensen

Name: _____ Age: _____ Grade: _____

School: _____ Date: _____

These questions will help you learn how you feel about Art. There are no right or wrong answers.

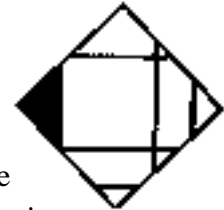
We want you to work on projects that you like in Art. Please take your time answering the questions. Think about them before you put down the answers. Make sure you answer them according to the way you feel, not the way your friends or classmates feel. This is to learn how YOU feel about ART.

1. Check the following things you like to do in your spare time:

- | | |
|--|---|
| <input type="checkbox"/> Color in coloring books | <input type="checkbox"/> Look at books or magazines about art |
| <input type="checkbox"/> Draw pictures | <input type="checkbox"/> Go to a museum |
| <input type="checkbox"/> Paint pictures | <input type="checkbox"/> Try different art materials |
| <input type="checkbox"/> Others | |
- _____
- _____

2. If you could choose an art project to work on, what would it be?

- | | |
|---|---|
| <input type="checkbox"/> Paint a picture | <input type="checkbox"/> Work on a sculpture |
| <input type="checkbox"/> Take photographs | <input type="checkbox"/> Make a silk screen print |
| <input type="checkbox"/> Make a collage | <input type="checkbox"/> Work on a sculpture |
| <input type="checkbox"/> Paint a picture | <input type="checkbox"/> Others |
- _____



3. Which of the following careers in art would you like to know more about?

- | | |
|---|--|
| <input type="checkbox"/> Art teacher | <input type="checkbox"/> Illustrator |
| <input type="checkbox"/> Painter | <input type="checkbox"/> Fashion designer |
| <input type="checkbox"/> Cartoonist | <input type="checkbox"/> Fashion illustrator |
| <input type="checkbox"/> Greeting card designer | <input type="checkbox"/> Photographer |
| <input type="checkbox"/> Stage set designer | <input type="checkbox"/> Costume designer |
| <input type="checkbox"/> Architect | <input type="checkbox"/> Museum worker |
| <input type="checkbox"/> Art historian | |



4. List below some of the subjects you like to draw and paint.



5. What kinds of art work do you like to look at?

- _____ Abstract
- _____ Paintings
- _____ Drawings
- _____ Photographs

- _____ Realistic
- _____ Sculpture
- _____ Prints
- _____ Others



6. Have you ever taken art lessons or attended art classes outside of school?

- _____ Yes _____ No

If your answer is yes, please tell when and where you took these lessons.

7. Why do you like art? _____



ART Interest-a-Lyzer Summary Sheet

Names: _____ **G**rade: _____

Dates: _____ **T**eacher: _____

Major Interests:

Painting: _____

Drawing: _____

Photography: _____

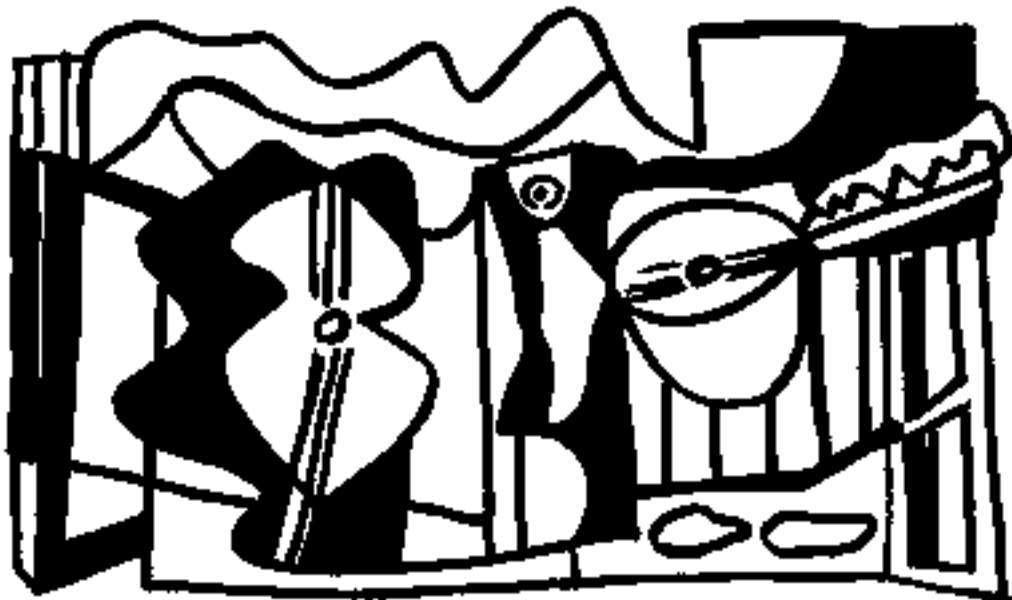
Sculpture: _____

Printmaking: _____

Commercial Art: _____

Art History: _____

Specific Interests:



Directions for the *ART Interest-a-Lyzer*

The *Art Interest-A-Lyzer* can be an invaluable aid for planning lessons in elementary and secondary school art classes and in Talented and Gifted (TAG) Art classes at the either level.

Research and experience indicate that students perform better when they are interested in what they are doing. The *Art Interest-A-Lyzer* is useful for students planning independent projects in art and for class lessons. Without it, teachers may never have known that a football player in their 11th grade art class was keenly interested in interior design. Nor would they discover that a 10th grade girl fascinated by sculpture in public places spent one quarter of the school year designing and making models for sculpture she hoped to have erected on the school campus. Often, students are not aware of these interests until they explore their feelings while answering the questions in the *Art Interest-A-Lyzer*.

Some knowledge of art and art techniques is necessary for students to assess their own interests. Therefore, it would be best to administer the *Interest-A-Lyzer* at the beginning of an advanced course or after a basic course in art has been taken. Some TAG Art classes have been composed of students who had previously been identified as having interest in art. In that situation it could be administered early in the year.

A compilation of the results of the *Interest-A-Lyzer* might team students with similar interests together so they can share ideas and possibly work on a small group project. Discussing the results with students, either individually or in a group, can be very meaningful and is useful to point students in a direction best suited for them.

ADMINISTERING THE *ART INTEREST-A-LYZER*:

The *Art Interest-A-Lyzer* can usually be administered in a class period of one hour or less. Going over the questions first will help students start thinking about their responses. Teachers might want to introduce it toward the end of one meeting and administer it at the following meeting. It should be emphasized that a student's personal opinions are most important, as opposed to those of one's friends or classmates.

SCORING THE *ART INTEREST-A-LYZER*:

The summary sheet suggests areas of specific interests which may become evident from student responses. As you read the completed *Art Interest-A-Lyzer*, add up the responses to the specific categories on the summary sheet. If a student consistently answers questions indicating a preference for drawing, for example, it is safe to assume that drawing is a major interest of that child. You will be able to identify specific interests from students' comments, as well as from the tallies on the summary sheet.

USING THE RESULTS OF THE *ART INTEREST-A-LYZER*:

After the responses to the form have been tallied and conclusions have been made as to student preferences, it is a good idea to have a class discussion enumerating the interests that have surfaced from the answers. Then, groups with similar interests can be formed to discuss possible small group or individual projects that may be presented to the class and the teacher for inclusion in the curriculum. The following chart suggests ways in which the results of the *Art Interest-A-Lyzer* can be incorporated into an art program. Depending on the size of the class and the facility in which you teach, the activities can either be accomplished simultaneously in small groups or by individuals or as class activities. If a student's specific interests are unrealistic, it is important to explain why his or her desires cannot be included (i.e. lack of supplies, non-availability of space, etc.) Whether students proceed to explore their preferences on an individual basis or as part of a small group, the interests of the students will be served. In this way a meaningful and exciting curriculum can be established that will provide satisfying projects for the students and create gratifying results for the teacher.

GENERAL AREA OF INTEREST	SPECIFIC INTEREST	INDIVIDUAL OR SMALL GROUP PROJECTS OR ACTIVITIES
Painting	Murals	<p>Introduce murals and muralists to students.</p> <p>Study history of murals.</p> <p>Visit sites of local murals if available.</p> <p>Visit museums and galleries that may have examples of murals.</p> <p>Discuss areas of school or local community which would be available for the painting of a mural.</p> <p>Students decide on a mural they would like to print.</p> <p>Work up sketches and proposals to include materials, costs of supplies, etc.</p> <p>Present same to authorities.</p> <p>Proceed with project after gaining approval.</p>
Printmaking	Silk Screen Printing	<p>Introduce subject to students.</p> <p>Have students research different types of printmaking and present findings to others in groups.</p> <p>Learn techniques of silk screen printing.</p> <p>Visit local galleries and/or museums that display prints.</p> <p>Visit studio of a local printmaker.</p> <p>Research different products that can be created using the silk screen method.</p> <p>Students decide on a specific project on which to work.</p> <p>Submit sketches to group for decision of final form the project will take.</p> <p>Proceed with project.</p>

The above are two examples of the manner in which the results of the *Interest-a-Lyzer* can be used to incorporate students' interests into the art curriculum. Any subject at all can be pursued in this way and as a result, the students will be able to have a say in developing their own curriculum which will be tailored to fit their interests.