

Virtual Gallery

Goals	Emphasis on acceptance of opinion plurality, leading to mutual tolerance and group work, support of creative thinking and ability to formulate ideas and attitudes, improvement of analytical skills in relation to the analysis of iconographic material
Duration	15 minutes
Difficulty	8th and 9th grade of elementary school, secondary school
Tools and space	Writing materials, markers, group-sized seminar room, photoreproductions of works of art in larger formats, catalogue of questions on individual image reproductions

Structure of educational situation

- Before the seminar begins, we divide the class into 5-6 groups, each group subsequently receiving a photoreproduction of the artwork.
- Students are introduced to the content, goals and structure of the activity.
- Students are then invited to determine and write down what specific feelings the image evokes in them. It is important to write down the feelings in a visible place.
- In the next phase of the activity, students answer questions that the teacher will pass on to each group of students separately.
- Within the group, students discuss questions with each other. The teacher gradually tries to hear at least part of the discussion in each group.
- Finally, the teacher finishes the activity by providing students with more information on individual image reproductions (author, style, year of creation, etc.)

Modification of seminar

- This exercise can also be realised in the form of a larger workshop, where students work in smaller groups and generally also with more artistic reproductions. Each group receives one photoreproduction of the artwork, which is then discussed in more detail (students write down feelings, answer questions). After a predetermined time limit (7-10 minutes) has passed, the group of students moves to another image,

where they will deal with the same questions as the previous one. The end of the workshop should be the final evaluation, where each group evaluates the image in which they last worked and the group's spokesperson assembles the written findings that other groups have reported.

Methodological notes

Vincent van Gogh – The Night Café (1888, Post-Impressionism)

1. How does the image make you feel?
2. Why do you think van Gogh depicted the cafe in this way?
3. What do you think the people in the painting are thinking about?
4. What types of people could this type of cafe target?
5. Who would you like to sit down with? Reason your decision.
6. If you could change one thing in a painting, what would you add, modify or change to make the café more comfortable?



Edvard Munch – Separation (1896, Expressionism, Symbolism)

1. How does the image make you feel?
2. What does the man in the painting feel? What does the woman in the painting feel?
3. How do the individual emotions you mentioned in the previous question translate into the physical form of the figures depicted?
4. What do you think is the reason for the separation of the depicted couple?
5. What role do emotions play in your life?
6. Do you think this is a good painting? Why yes, why not?



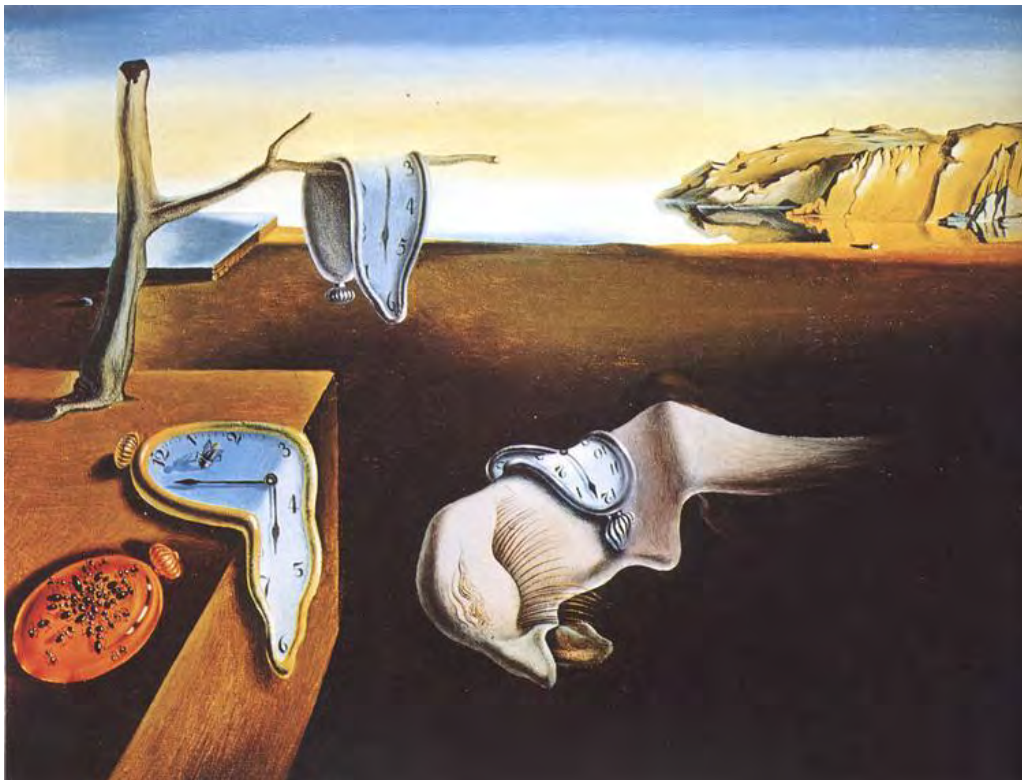
Henri Matisse – Harmony in red (1908, Fauvism)

1. How do you feel about the painting?
2. What is the role of the woman in the painting? What else can be said about the woman?
3. Why do you think the painting is so strongly dominated the red colour?
4. If we were to say that the woman in the painting was Matisse's ladylove, how would that affect your understanding of the painting?
5. Do you think the painting is beautiful? What makes this particular painting beautiful, what makes it less beautiful?



Salvador Dalí – The persistence of Memory (1931, Surrealism)

1. What feelings does the painting inspire in you?
2. What do you think the “faded” clock represents?
3. What did the painter mean by the image for society?
4. What message does the painting convey for future generations?
5. What relation do you think Dalí had to nature?



Conclusion

- In the conclusion, students will evaluate the benefits of the activity. The teacher will provide students with additional information on individual image reproductions and at the same time invite students to share additional ideas and suggestions for the needs of the currently realized activity.