

Gustav Klimt Activity

- ❖ Welcome students – as students enter the “Gallery,” hand them each a Press Pass, which they should then fill out with their names
- ❖ In the Gallery, soft music should be playing and the general atmosphere should be similar to one found at a typical Gallery Opening
 - Facilitators might choose to name the gallery, to dress up as the curators/event organizers, to choose music appropriate for such a setting, and to generally set the scene to reflect a gallery setting
- ❖ (Turn down music) Students are asked to gather around the facilitators (aka the “curators), who explain to them that:
 - this is Press Night at the gallery, the night before the official Opening Night, and that the artwork on display is that of Gustav Klimt, famous Austrian artist
 - this is Press Night at the gallery and that the students represent journalists from different Austrian, German, and Swiss media sources (already listed on their press passes)
 - they are welcome to have some sparkling apple juice as they roam around and enjoy the artwork (you may wish to leave these drinks on trays in an obvious spot for students to pick up, or you may walk around with the drinks and serve them from your trays)
 - in ten minutes or so, the group will reconvene to do some activities
 - and, later, Klimt himself will be skyping in to make a short speech and to unveil a piece he will be donating to the gallery
- ❖ (Turn up music) Students now have about 10 minutes to walk around and enjoy the artwork; while serving drinks (if you choose to serve them), facilitators should be available to answer questions and to ask students generally what they think about the artwork
- ❖ After students are given the chance to walk around for about 10 minutes, perhaps ring a bell (or use a bell app), clink a spoon on a glass, or do something fancy to call the group back together. Split the class into two:
 - One group will put together a Klimt biography (one facilitator should be available to this group). At this station will be slips of paper with Klimt’s biographical information on each one (which the students will then have to put in the correct order).
 - One group will begin writing down information about their favorite and least favorite works using their handouts (the second facilitator should be available to this group). At this station should be plenty of pens/pencils and the handouts.
 - After 5 minutes or so, groups switch activities. (Be sure to mix up the biography prompts for group 2!)

- ❖ After another five minutes or so, call students back together and report that it is now time to hear from Klimt himself. However, because Klimt is in Austria at the moment, and was not able to be here in person, he has skyped in.
- ❖ Play video (the video is your actor - we used a German an exchange student, Bernhard, as Klimt) and have students fill out info on their handouts (which they should keep with them from their time at the previous station).
 - The video is of “Klimt” in the woods, talking about what inspires him and what led him to paint the piece he is presenting to the gallery. We used biographical research as well as interpretations and scholarly work about his artwork to inform what he said.
- ❖ Reveal picture (*dramatically*), have students take notes and if time allows, have them work on their gallery report
 - Alternative: Students’ reports can be used as a pre-writing activity from which students can do another in-class activity or homework assignment.

Gustav Klimt - Kunst Aktivität

Name _____ Datum _____

1) Mein Lieblingsgemälde von Gustav Klimt ist

_____.

Beschreiben Sie das Gemälde:

Warum gefällt es Ihnen?

2) Das Gemälde von Gustav Klimt, das mir am wenigsten gefällt, ist

_____.

Beschreiben Sie das Gemälde:

Warum gefällt es dir nicht?

Klimt wird ein Gespräch halten, um sein neues Gemälde vorzustellen. Hören Sie ihn gut zu, und antworten Sie die folgenden Fragen.

3) a. Wer ist Gustav Klimt? Was wissen Sie über diesen Künstler?

b. Würden Sie gern Klimt kennenlernen? Warum oder warum nicht?

c. Falls Sie ihn persönlich kennenlernen könnten, was würden Sie ihn fragen?

4) Was denken Sie über das neue Gemälde? Gefällt es dir? Warum oder warum nicht?