Periodically within an art classroom a student may be asked to discuss their work, especially within the advanced/upper class level. Sometimes these students think to themselves, I’m an artist, why should I have to talk about what I’m making? I just want to make what I’m making.

- Within teaching an advanced studio course, I found that sometimes a student would have a hard time formulating their “5 minute elevator speech” relating to what their artwork is about and why they do it.

- Why should an art student be able to articulate their work? When an art student leaves the classroom and is out in the “real world” as an artist defending their work, applying to exhibitions, grants, graduate school, etc., this skill of thinking verbally becomes extremely imperative. To be successful within their field of study, the artist will have to demonstrate their efforts not only with the level of their art work, but through verbal description.

- In collaboration with each of their art projects, students also filled out a C.A.R. Form (“Contemporary Artist Research Form”). They responded to the following prompts: “My instant associations”, “language used to describe artists work,” “ideas mirrored in my own work,” “How I will describe my project during my final critique.”

Hypothesis: The continuation of completing a C.A.R. Form with each project to research the vocabulary of contemporary artists work will help increase levels of confidence and skill in the areas of...

- students discussing their own work
- discussing peers work
- speaking skills
- artistic vocabulary

“Each time I talk about a piece, I get more comfortable discussing my own work.”

“Discussing my work got a lot easier with the C.A.R Form, it was just easier finding and building my vocabulary, it also helped a lot in my BFA crit.”

Final data collection will take place at the end of Spring 2014 semester.

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