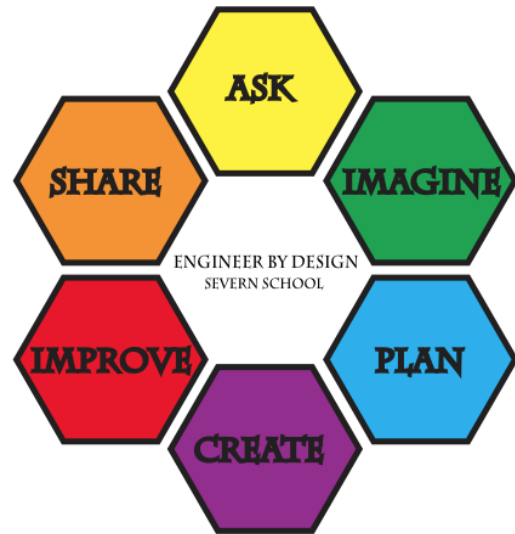


Severn Summer Institute Workshop: Bringing Art Into Your Classroom



Welcome!

We hope this reference sheet is helpful to you today and in the future. Please keep it handy for our workshop day.

Course Title:

Date: July 26, 2019

Teacher(s): Jonnie Friedmann and Mary Ellen Carsley

Participants: *List Removed*

UNDERSTANDING GOALS

1. To encourage teachers to integrate the visual arts their current curriculum into order to foster student engagement, and critical thinking/listening/observing, as well as help students increase their vocabulary and ability to make cross curricular connections.
2. To provide teachers with simple strategies to incorporate the visual arts into their curriculum.
3. To introduce teachers to easily accessible resources that they can use to freshen up a tired lesson plan or introduce a new unit in an engaging way.

OUTLINE

Time on Topic	Topic	Notes, links, resources, documentation	Standards Integrated
9:00am - 9:25	<p>Icebreaker Activity: Music, Movement, and Make Art Activity.</p> <p>Introduction to teaching how to think like an artist TEDxColumbus: Cindy Foley</p> <p>Activity: Looking vs. Seeing a Work of Art Get Your Aprons Out! Make what you see with any of the media provided. Keep these questions in mind as you create.</p> <p>Introduction to Key Questions for Using the Visual Arts in Your Curriculum: What do you see? What surprises you? What do you imagine to be true from looking at the work? What ideas does the work give you?</p> <p>Let's Share Our Work!</p>	<p>https://www.youtube.com/watch?v=ZcFRfJb2ONk</p>	All the activities and strategies presented in this workshop are research based from best practices as outlined by Project Zero from Harvard, and Art of Ed.
9:35-9:45	Break		
9:45-10:05 10:05-10:15	<p>6 min. video Elements and Principles of Art</p> <p>Activity: Make an Art Stew Recipe Ingredients Likes and Loves and Share.</p>	<p>Jim Carey: I Need Color</p> <p>https://vimeo.com/226379658</p>	
10:30 am	Break		
10:45-11:00	Introduce: "DAIE" Describe, Analyze,	Handy Articles:	

<p>11:00-11:45</p>	<p>Interpret, Evaluate Technique</p> <p>Activity: Pick a card, any card. Using reference links DAIE Activity and Share Discussion</p> <p>Wrap up with:</p> <p>Who decides what art means anyway? 5 min. TED-ed video</p>	<p>https://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx</p> <p>https://www.studentartguide.com/articles/how-to-analyze-an-artwork</p> <p>https://www.ted.com/talks/hayley_levitt_who_decides_what_art_means?language=en</p>	
<p>11:45-12:45 p.m.</p>	<p>Lunch</p>		
<p>12:45-1:15</p> <p>1:15-2:00</p>	<p>Meaning and The Artist</p> <p>Toys! Toys! Toys! Introduction to On-Line Museum Resources</p> <p>Activity: Share your toy! Using these resources, select a work of art and write an The Artist's Statement for a Work of Art.</p>	<p>https://www.ted.com/talks/dustin_yellin_a_journey_through_the_mind_of_an_artist?language=en</p>	
<p>2:00-2:30</p> <p>2:30-3:00</p>	<p>Activity: Now It's Your Turn! Using one or more of the different strategies or resources we provided here in this workshop, begin to rework a lesson plan or two.</p> <p>We're here to help!</p>		

3:00-3:15	Tea and snack		
3:15-3:30	Share and Wrap Up		

BIG QUESTIONS for SEEING ART

What do you see?

What surprises you?

What do you imagine to be true from looking at the work?

What ideas does the work give you?

ELEMENTS OF ART

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



Line

A mark made by a pointed tool such as a brush, pen or stick; a moving point.



Shape

A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.



Color

Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name,) Value (shades and tints,) and Intensity (brightness.)



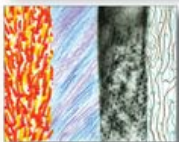
Value

Degrees of lightness or darkness. The difference between values is called value contrast.



Form

Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.



Texture

Describes the feel of an actual surface. The surface quality of an object; can be real or implied.



Space

Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

PRINCIPLES OF DESIGN

Principles of Design

These are the standards or rules to be observed by Artists in creating works of Art; they are how to create and organize Artwork. When elements are utilized with the principles in mind, outstanding Artwork is created.



Balance

A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.



Contrast

The arrangement of opposite elements (light vs. dark, rough vs. smooth, small vs large, etc...) in a composition so as to create visual interest.



Emphasis

Used to make certain parts of an Artwork stand out. It creates the center of interest or focal point. It is the place in which an Artist draws your eye to first.



Movement

How the eye moves through the composition; leading the attention of the viewer from one aspect of the work to another. Can create the illusion of action.



Pattern

The repetition of specific visual elements such as a unit of shape or form. A method used to organize surfaces in a consistent regular manner.



Rhythm

Regular repetition of, or alternation in elements to create cohesiveness and interest.



Unity

Visually pleasing agreement among the elements in a design; It is the feeling that everything in the work of Art works together and looks like it fits.

DAIE: Describe, Analyze, Interpret, Evaluate



- 1. DESCRIBE**
ELEMENTS & SUBJECT
- 2. ANALYZE**
COMPOSITION & DESIGN
- 3. INTERPRET**
MEANING & CONTENT
- 4. EVALUATE**
SKILL & TECHNIQUE

Describe

rectangles, reds, curves, yellow-orange,

Analyze

Radial Design, Strong use of pattern

Interpret

A vibrant mandala with energy

Evaluate

Manadalas should be peaceful and this needs cool colors to provide more contrast and viusal interest



THE ARTISTS'S STATEMENT GUIDE

An artist statement is a usually brief writing by the creator of the work that explains or reflects on the art. It is another way for the artist to communicate his or her ideas about the work.

Directions: Imagine you are the artist of the work. Use atleast 6 full sentences (to make a full paragraph). Think about answering some of these questions:

- What do you want your audience to know about your work?**
- What effect do you want the work to have on your audience?**
- What are some specific choices you made in the work and why?**
- What are some important ideas or feelings your work communicates?**
- What does the work mean to you?**

HANDY ON-LINE MUSEUM RESOURCES

*Search tip: always start at the museum home page and search "education" or "for teachers"
Be sure to check out specific artists/exhibits for targeted learning tools and resources*

Google Art and Culture
<https://artsandculture.google.com/>

Artyclopedia
<http://www.artyclopedia.com/>

The Walter's Art Museum Baltimore, MD

<https://thewalters.org/>

The National Gallery of Art DC

<https://www.nga.gov/>

The National Gallery, London, UK

<https://www.nationalgallery.org.uk/>

Tate Modern London, UK

<https://www.tate.org.uk/visit/tate-modern>

The MET NYC

<https://www.metmuseum.org/>

The Louvre

<https://www.louvre.fr/en>

The Prado

<https://www.museodelprado.es/en>

HANDY ART EDUCATION LINKS

<https://theartofeducation.edu/>

<http://www.pz.harvard.edu/>

...and us!

Jonnie Friedmann and Mary Ellen Carsley

j.friedmann@severnschool.com and m.carsley@severnschool.com