

# ART APPRECIATION PROGRAM - Purpose and Guidelines

Spring Hill Elementary School 2008-2009



## Purpose of the Program

The purpose of Spring Hill's Art Appreciation Program is **to give each child the ability to examine, explore, discuss, and learn to appreciate a wide variety of art** in an informal classroom setting.

The technique used for exploring the art together is similar to the "shared inquiry" approach of the Junior Great Books Program. By sharing experiences, viewpoints, and ideas, the group as a whole can reach a better understanding and appreciation of the artwork and the artist. It does not mean accepting another's formula for beauty or interpretation of meaning, but rather actively participating in discussions, exploration activities and "hands-on" art projects, as well as being exposed to art.

**Remember: there is no right or wrong answer for art appreciation -- only a different viewpoint.** It is always important to respect each child's opinion -- and to create a setting in which each child feels free to share a viewpoint while respecting the opinions of others. **Think of yourself as a discussion leader** rather than a deliverer of information.

## Goals

- The **primary goal** of the program is to **expose the children to a variety of art and artists.**
- The **secondary goal** is to **have fun** and make it an enjoyable experience for you and the children.

The Art Appreciation Program is not designed as an art history course, nor is it a studio art course. There is no need to overwhelm the children with an abundance of facts and figures pertaining to the art and the artist. A smattering is just about enough. Encourage the children to *look...to see...to feel...to react...to question.....and to think!* **Involve the students: let them be "detectives" in the looking process.**

## General Information

## **ART APPRECIATION PROGRAM - Purpose and Guidelines**

*Spring Hill Elementary School 2008-2009*

- Presentations are given **once per month, beginning in October and ending in June.**
- The **typical time for a presentation is 45 minutes to 1 hour** -- just check the teacher's expectations.
- Each grade is given a theme for the year. That theme is written at the top of each sheet of the Art Appreciation Schedule of Artists (a.k.a. "the grid").
- **Each class is assigned a specific artist(s) each month** as noted on the grid, depending on curriculum needs or for other reasons. **Do not switch artists** at your own discretion because other class volunteers may be assigned that artist during that month.
- **If there is more than one volunteer for your class, meet together as soon as possible** to discuss how you wish to divide the months. Most volunteers prefer to rotate months. **Set a rotation schedule to follow for the entire year.** Assign each month to a specific volunteer, then mark your calendars accordingly so that each volunteer is sure to remember the months he/she will need to contact the teacher to arrange the presentation.
- To prepare for your classroom sessions, you will need to access the PTO Storage Closet, located at the far end of the cafeteria. If the door is locked, the administrative staff in the office can unlock it for you.
- The teachers expect that **no siblings** will accompany volunteers to the presentations.
- **If you are unable to make the presentation at your pre-arranged time, please let the teacher know immediately.** Swap months with another volunteer or get an alternate to take your place if possible.
- **If you are unable to continue as the classroom volunteer, or need assistance, CALL US!**

### **How to Proceed**

#### **A. Determine the Date** of Your Session

1. **At the beginning of each of your assigned months, contact the teacher** to work out a mutually convenient time for your presentation.
2. Try to be flexible and aware of the teacher's needs. For example, some teachers want their presentations to be held only on Mondays.

#### **B. Identify the Artist** Assigned to Your Classroom

1. Use the "**Art Appreciation Schedule of Artists**" (a.k.a. "the grid") to determine which artist is scheduled to be shown in your classroom for your month.
2. Do not switch artists at your own discretion because other class volunteers may be assigned that artist during that month.
3. Note that sometimes two artists will be shown together.
4. Check out the file and art you need **ONLY** during the month you are presenting it, because other volunteers may need the artwork during another month.

#### **C. Identify the Artwork** and Other Items to be Used

# ART APPRECIATION PROGRAM - Purpose and Guidelines

*Spring Hill Elementary School 2008-2009*

1. Use the “**Art Inventory by Grade**” list to identify the title(s) of the work(s) you will need for your session.
2. Identify any other items needed for your classroom session (e.g., books, calendars).
3. Consider going through and using materials from your own home or doing research on the internet to supplement provided materials.

## **D. Plan Your Presentation**

1. After you determine the date of the session, identify the artist(s) for that month, the titles of the artwork and other items, then you can plan your presentation.
2. Give yourself enough preparation time -- usually at least a week ahead is recommended. Do whatever you need to do to feel comfortable in the classroom.

## **E. Identify Items Needed for Your Session**

### **1. Reproductions**

- i.* Spring Hill boasts a vast collection of reproductions for your use.
- ii.* **Repros are located in the PTO storage closet in the cafeteria – it’s the last door on the right just before the lunch line.**
- iii.* **Art is organized by grade** in wooden storage bins. Each piece is labeled and color coded by grade.
- iv.* **Treat our art work with care.** Do not place items on top of the stored art, so we can protect our investment.

### **2. Folders**

- i.* **Each repro is accompanied by an artist’s informational folder**, located in the tall black filing cabinets which are also inside the PTO storage closet in the cafeteria.
- ii.* **Folders are also organized by grade** and are in alphabetical order within each grade. Look for color coded stickers on the front of the filing cabinet and be sure to place the folder in the correct grade upon return -- usually there are two grades per filing cabinet (except 6<sup>th</sup> grade) so please be sure to get it in the right spot so that the next volunteer can easily find it.
- iii.* Feel free to update or add information to the file folders.

### **3. Other Materials and Sources**

- i.* In the filing cabinets in the PTO storage closet, **you will also find a collection of books, calendars, artist-specific books, general art books (for reference), slides, puzzles, and hand mirrors for creating self portraits.**
- ii.* If these items are available for your artist(s), they will be noted on your grid (the Art Appreciation Schedule of Artists). Use the key at the bottom of each page to identify the type of item(s) available for your use.

## ART APPRECIATION PROGRAM - Purpose and Guidelines

*Spring Hill Elementary School 2008-2009*

- iii. You may want to **search the web** for more material or new ideas. We have a list of art related websites on the wall of the PTO storage closet, above the filing cabinet. We will continue to update the list and welcome any additions.

### F. Check Out Repros, Folders, Books, Calendars, Etc.

1. **Go to the PTO storage closet** to check out your materials. If the storage closet is locked, the administrative staff in the office can unlock it for you.
2. **Be sure to sign OUT *and* sign back IN both the repros *and* the folders.** You must sign out, and sign back in, books and calendars as well.
3. The check-out list is attached to a clipboard, which is kept on top of the low black filing cabinet by the door in the PTO storage closet in the cafeteria. It is important that all volunteers and committee members know the location of the repros, folders and other items at any given time.
4. **Please print clearly** on the sign-out/sign-in list! If something cannot be found, this list serves as our only means of tracking it.
5. It is best to return the items immediately following your presentation. The next volunteer depends on YOU to put things back in the correct location so please be diligent about this. **THIS IS YOUR RESPONSIBILITY!**

### G. Consider Doing a Follow-up Activity

1. Follow-up activities are optional, but **most people choose to do an art project** to finish off their classroom session.
2. Look at what other parents have done by **reviewing the Follow-up Activity Forms** in the artists' folders. You are welcome to use the idea on the form, use most of the idea but add your own twist, or come up with your own fabulous, creative ideas!
3. You can have the students cut and paste, do pencil drawings or sculpture (from wire hangers or clay), use oil pastels, watercolor, other paints and more!
4. Most classes have some supplies (pencils, paper, crayons, colored pencils, and scissors) in the classroom already; check with your teacher.
5. You can also arrange to **borrow supplies** from the art department. E-mail the Art Teacher, Mrs. Ashe at [Carolyn.GoreAshe@fcps.edu](mailto:Carolyn.GoreAshe@fcps.edu) to submit a supply request, including date and time for pick up. **Be sure to return all borrowed items (cleaned and accounted for) immediately after the presentation, so we can continue this tradition.**
6. You might also want to **use supplies in the PTO storage closet** for certain projects: we have canvas paper for painting, Crayola Model Magic Clay (white and colored) for sculpture, and wire hangers for Calder mobiles. If you use these products please be sure to record it on the sheet provided by the supplies. This recording will help us evaluate the success of various types of supplies and materials.
7. Of course, you may also **purchase supplies** on your own. If you wish to be reimbursed, fill out a form in the treasurer's file in the front office. Our budget for supplies is only about \$100 for the year. After those funds are used, there will be no

## ART APPRECIATION PROGRAM - Purpose and Guidelines

*Spring Hill Elementary School 2008-2009*

further reimbursements. Of course, we welcome any donations - thanks for your contributions!

### H. Present the Art

1. **Write out the artist's name** and any vocabulary words on the chalkboard or on a poster you make and bring with you. Let the students say the artist's name together.
2. **Display the reproduction** ("repro") so that all the students may easily view it. Watch out for glare! You have access to an easel, which is stored on top of the filing cabinet in the PTO storage closet. If you choose to use it, please pick it up and return it on the same day as your presentation.
3. **Discuss the artwork.** When discussing size, color and textures of the real piece, explain to the students that you are presenting a reproduction of that original work of art.
4. **Celebrate local museums!** Most works we have in the program can be found in our DC museums. If the original is displayed at a local museum, be sure to tell the children and suggest that they ask their parents to go and see it.
5. Present any factual information casually. Tell a story about the artist's life; use visual aides or props to keep things lively; play games like "I Spy" to engage the students. For dates you might say, "This artist painted in the 1930s, about the time your grandparents were born." Give them a frame of reference.
6. **Let the kids ask questions! Encourage comments, constructive criticism and a lively exchange of ideas.**
7. Give the children time to enjoy (and appreciate!) the reproduction.
8. Adjust your presentation to fit the age group. Be careful not to talk down to the children. Their insights will amaze you. Don't be afraid to say, "I don't know."
9. You create the mood— so, **arrive on time, be relaxed, and be friendly.** Above all, **have fun and encourage the students to do the same!!!**

### I. Do an Art Project

1. **Hand out or have the children pass out all art supplies.**
2. **Explain the project.**
3. **Demonstrate how to do it.**
4. **Help students as needed, but remember there is no one right way to do it.**
5. Have the children write **the name of the artist on their own masterpieces**, or on a separate piece of paper, so they can talk about it at home.
6. Be sure the children **write their own names and the date** on their projects.
7. Let the children take home their own masterpieces to show their families.
8. **Be sure to fill out a yellow follow-up activity sheet** and place it in the artist's folder. Blank activity sheets are kept on the black filing cabinet next to the sign-out/sign-in clipboard in the PTO storage closet in the cafeteria.

## ART APPRECIATION PROGRAM - Purpose and Guidelines

*Spring Hill Elementary School 2008-2009*

### J. Do Something Else

1. You may want to **read from a short children's book** on the artist, especially in classrooms with younger children.
2. For older grades, you may want to **have the students write about the art** as an alternative inroad to expression.

### K. Follow-Up

1. **Thank the teacher** for letting you spend time in his/her classroom.
2. **Sign-in any checked out items.**
3. **Return borrowed supplies.**
4. If you did a project or an activity, **fill out a yellow "Follow-Up Activity Sheet"** and put it in the folder in the PTO storage closet.

### Other Information and Tips

#### Classroom Dynamics

- Generally, the teachers are required to be in the classroom and will handle any discipline issues. The teachers can also help you pass out materials and assist students with projects.
- In the event that a teacher briefly leaves the room while you present, find out what technique the teacher uses to quiet the crowd, for example: rings a bell, turns out the lights, etc.
- Teachers have requested that artwork, pictures, or props not be passed around the classroom, because they distract the students, especially in the younger grades. The teachers enjoy hearing your presentation and are happy to support your efforts!
- **Snacks?** Sometimes a snack can work into the theme of the art in a playful way. For example, if you bring in a still life of grapes, the students could enjoy eating grapes at the end of the session! Check with the teacher first! Some teachers do not want snacks involved. *Be mindful of food allergies.*

### THANK YOU

*For Making the Art Appreciation Program a Success!!!*

Helen Beckner ☐ 703.748.4971 ☐ [becknerfamily@cox.net](mailto:becknerfamily@cox.net)

Kristin O'Brien ☐ 703.942.8624 ☐ [mclean\\_obriens@yahoo.com](mailto:mclean_obriens@yahoo.com)