



Director's Corner

Happy New Year to our Children's School family and friends!

As we prepare for our whole school exploration of Art and Artists, I have been reflecting on what counts as art. The Encarta® World English Dictionary on my computer offers the following definitions at the top of their list.

art (n)

1. *the creation of beautiful or thought-provoking works, for example, in painting, music, or writing*
2. *beautiful or thought-provoking works produced through creative activity*
3. *a branch or category of art, especially one of the visual arts*
4. *the skill and technique involved in producing visual representations*

(npl) arts

1. *the activities enjoyed for the beauty they create or the way they present ideas, for example, painting, music, and literature*

Though each of these definitions helps shape the concept of art, each culture, each generation, and each person may view creativity, beauty, thought, and enjoyment through a unique lens. Sensitivity to such differences develops by focusing dialogue on descriptions of a piece's composition or an artist's technique, rather than using judgmental terms. Reflecting on an artist's intentions and feelings, as well as the feelings and thoughts aroused in the viewer, fosters the important skill of taking alternate perspectives.

As we consider ways to encourage art appreciation through the upcoming unit, we can all begin to think about artists, artwork, and their meaning in our lives. We can start by looking anew at the art in the places where we live and work.



Mrs. Simpson displays this painting by her maternal grandfather, Raymond Miller, in her family room. Sharing it with me prompted her to reflect on her grandfather as a person and an artist.



One of my favorite pieces of art is the weaving of the world that hangs in my foyer. I remember that the cotton was spun and dyed by blind artisans and the piece woven by a deaf artisan that I visited in a studio in Malawi, Central Africa.

(Director's Corner continued)



The Children's School's main hallway is decorated with a collaborative creation by a former kindergarten class when they were exploring the style of Jackson Pollock and comparing it to that of other artists, such as Claude Monet.

In preparation for the Art & Artists unit, please share your family's art favorites with us. If you have access to a digital camera, please take a photograph of one or two of the pieces in your home or neighborhood that you especially enjoy. Annotate the picture with your name and a brief description of its significance to you. We'll collect these to share with our school community during the unit. We look forward to being artists together at the Family Festival on Thursday, February 28th.

May you and your family find new ways to be creative in 2008!

Positive Discipline Pointer

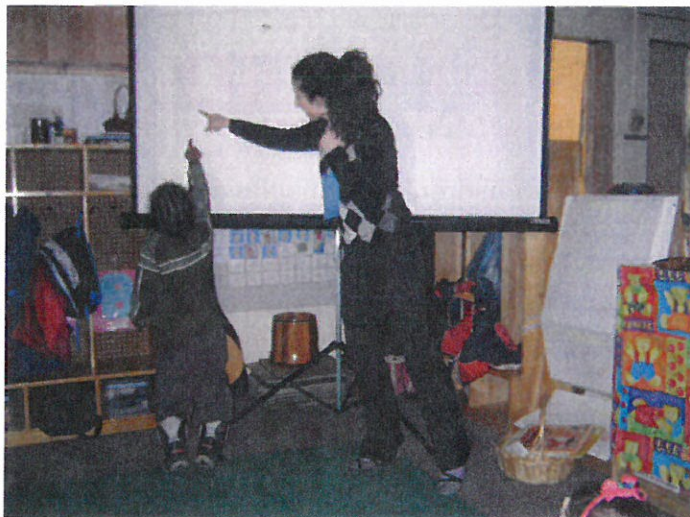
Many families hesitate to offer open-ended art experiences for their children at home for fear of the mess, such as marker on the wall, paint on the floor, pom poms everywhere, etc. The key to minimizing these problems is to be well prepared and to introduce materials gradually and with explicit guidelines for use. Newspaper and masking tape are the essential supplies for covering tables and floors, cafeteria trays for keeping materials handy on the table, and clear storage bins for organizing supplies. Start with simple options, such as a variety of papers, scissors, glue sticks, and writing implements, such as colored pencils and markers. Clear rules about using scissors only for paper (i.e., not skin or hair), writing only on paper, working only in a specific area, etc. can be easily explained and monitored while children are doing drawings and collages. As they demonstrate their responsibility for following the rules and storing materials properly, introduce new options such as stickers and rubber stamps, stapler and hole punch, and varied collage materials such as feathers, yarn, etc. Children will enjoy making simple books by stapling paper together. Begin the foray into painting with bingo markers and then progress to small amounts of tempera paint with a separate brush for each color. They can get interesting effects by painting with recycled materials such as pine branches, old toothbrushes, or sponges cut into shapes. Since the children have all used these materials at school, you might begin discussions of appropriate use by asking about experiences and expectations here and then reinforce or add your own guidelines. Though we always suggest emphasizing the creative process rather than the product, children do love to see their work displayed. Consider adding a bulletin board or a clothesline and clothespins to your art area. Taking the time to build these structures into the art opportunities you provide at home will enable both you and the children to feel comfortable to explore the tools and materials. Have fun!



Director's Corner

In collaboration with educators from the Carnegie Museum of Art, we have begun to introduce our unit on Art and Artists to the 4's friends by observing a variety of 2-dimensional and 3-dimensional pieces and then drawing the children's attention to the artists' use of lines, shapes, colors, and textures.

We started by inviting museum educators, Jillian and Johnny, to visit our school, share slides of artwork with us, and help us make sketchbooks to use on our subsequent museum trips. We then met Jillian, Johnny, and another new friend, Emily, at the museum.



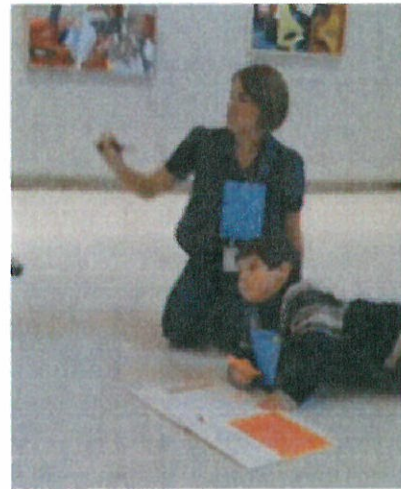
With sketchbooks in hand, we moved to three different areas within the museum's Scaife galleries to discuss and sketch two different paintings, a mobile, and a metal relief wall that had originally been on a large boat. In addition to learning to observe and appreciate each piece, the children had opportunities to express their understanding through drawing and then to participate in an open-ended collage activity of their own design. We have another visit planned in a few weeks.





The kindergartners will start a similar process later this week, and the 3's team will create similar experiences for their groups within our school. All of the groups will be exploring the elements of art in a variety of ways throughout the unit, with emphasis on specific artists.

Watch for the children's art displayed throughout the school and even in the windows facing out into the parking lot.



We hope that you will take the time to share your family's art favorites with us. If you have access to a digital camera, please take a photograph of one or two of the pieces in your home or neighborhood that you especially enjoy. Annotate the picture with your name and a brief description of its significance to you. We've received a picture of Maya with a beautiful quilt made by her mother, and we'd love to create a display of family favorites to encourage the children to talk with their friends about the art they see in their own homes and neighborhoods.

Be sure to mark your calendar to join us for the Family Festival on February 28th so that you can create your own art

We're on the Web! See us at: www.psy.cmu.edu/childrensschool

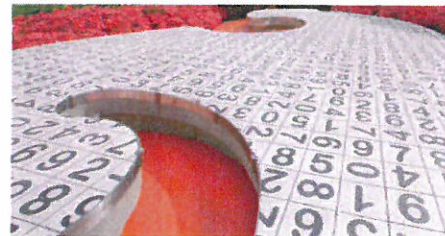
Art Corner



*Kraus Campo
By artist Mel Bochner and
landscape Architect Michael Van
Valkenburgh.*

The “Kraus Campo” is a unique garden on the Carnegie Mellon University campus. It combines art with landscape design. This garden is located between the College of Fine Arts building and the Tepper School of Business (not far from our school). It is a great space for you and your family to explore!

In the middle of the garden sits a 25 by 60 by 3 foot, tile-covered platform based on the shape of a French curve (a tool common to artists, architects and engineers). Black numbers are imbedded in white tiles that cover the platform.



Have a picnic lunch in the garden this spring or plan a play date. Be sure to explore this wonderful garden with your child!



An interesting part of the garden for those who can read: Look for an inscription in tile on the back wall. It is a quotation from the philosopher Ludwig Wittgenstein. It has been transcribed word-for-word in reverse order, a simple form of encryption. The quotation, when deciphered, reveals itself as a metaphor for the garden as a labyrinth.



March Web Artists

Alok S., Kate N., Luke H., Joseph A., Blake B., Jacques M., Madison Z., Zachary P., Harrison P., Lucy A., A.J. B., and Alex L.



**Have a
wonderful
Spring
Vacation!**

(March 10–14, 2008)

Piet Mondrian's Cubism by the Four Year Old Classes!

Unit Plan for ART & ARTISTS Theme
(Classroom Portfolio Section 2.A.10)

Carnegie Mellon Children's School
Whole School Theme 2008
Estimated Timing: 4 weeks in February

• Key Conceptual Focus & Vocabulary

Topic Area

2.G.02c Physical Science

2.J.01 Appreciation of the Arts

2.L.11 Social Studies, Geography, History

Vocabulary

Scientific Terminology 2.G.08

Arts Terminology 2.J.04

General Vocabulary Development Opportunities 2.D.04

“Art is a creative activity that requires original thinking, planning, and doing.”
Top Ten Things to Remember When You Teach Art (www.kidsart.com)

Children's School Developmental Objectives emphasize:

Artistic Expression & Appreciation - cultivating each child's ability to express ideas and emotions through art, music, movement, and drama.

For visual arts, the emphasis is on experimenting with art elements in a variety of media to yield increasing representation and expression, both when working individually and in a group. Viewing diverse pieces and identifying artists' styles and techniques fosters appreciation.

Skills from other domains of Developmental Objectives are also central.

Discovery & Exploration

Exploring the visual arts strengthens children's senses and builds skills of observation, particularly with respect to features of shape, color, texture, etc. These features can then be used for comparing and contrasting, sorting, counting, etc. Children can experiment with art media and techniques, as well as generate hypotheses about artists' intent, methods, etc.

A research study conducted with kindergartners at the Children's School by Haley Vlach and Sharon Carver demonstrates the significant impact of minimal observation coaching on children's graphic representations (see attached).

Physical Capabilities

Art typically strengthens fine motor, eye-hand coordination and tool use skills, but gross motor skills can also be developed as children work while standing and moving or on large projects.

Communication

Oral expression is central to discussions about art, but the key is to connect the visual representations with their meaning. Skills for using illustrations to help with story understanding and analysis can aid comprehension, and then those skills can transfer to choices children make when illustrating their own writing.

Self-Esteem & Independence

Skills related to emotion and empathy are crucial in the arts, as well as skills for confidently describing your own perspectives and identifying with family and community.

Interaction & Cooperation

Using art materials appropriately requires following rules and directions, sharing and taking turns, and persisting with the task (and then cleaning up). Appreciating others' work requires a respect for differences, the ability to take other perspectives, and the disposition to work together in a productive manner.

NOTE: State arts goals for preK and early elementary school are attached.

Refer to children's non-representational creations as "designs" and discuss them by referring to the elements of art below.

How to Teach Art to Children (Evan-Moor Educational Publishers)

Seven Art Elements

Line – the path made by a moving point, named by place in space

Vertical – a straight up and down line

Horizontal – a straight line that runs side to side

Diagonal – a slanted line

Parallel – two lines run next to each other & never intersect

Can also be thick, thin, solid, broken, bent or curved into zigzag, wavy, looped, curly, scalloped, etc.

Shape – an area that is made by a line that touches at the beginning and end

Geometric Shape – fits into mathematics

Organic Shape – comes from nature, does not fit math

Positive Shape – the one outlined

Negative Shape – the one left in the background

Color

Primary Colors – cannot be made by mixing others (red, yellow & blue)

Secondary Colors – made by mixing two primaries (orange, green & purple)

Cool Colors – green, blue & purple

Warm Colors – red, orange & yellow

Tint – variety of a color with white added

Shade – variety of a color with black added

Hue – colors of the color wheel

Complementary Colors – straight across from each other on the color wheel

Contrast – using light colors next to dark colors

Value – the use of lights and darks in artwork, any hue on the color wheel can have an infinite number of values or tones

Full Value = strong and bright hue vs. muted by adding water or white as working with black, white, and all the grays clearly demonstrates

Texture – feel and appearance of a surface – rough, smooth, bumpy, fluffy, prickly, grainy, etc.

Create texture via repetition of lines & shapes, varied paint tools and techniques, working in three dimensions via

collage, etc.

Form – a three-dimensional object

Geometric forms add a dimension to geometric shapes
(e.g., cylinder and sphere vs. circle, cube vs. square, etc.)

Space – makes a flat image look like it has form

Create space by overlapping, changing size, and using
Perspective

The rest of the book includes 24 activities linking these elements to the work of famous artists and related exploration activities (includes various time periods and cultures).

Oxford First Book of Art (Gillian Wolfe, Oxford University Press, 1999)

Painting (watercolor, tempera, oil, etc.)

Print Making (stenciling, ...)

Drawing (including architectural)

Collage / Mosaic

Sculpture

Ceramics

Textile (embroidery, weaving, felt making, appliqué)

Each has tools and techniques to be explored

Plus additional terminology, such as ...

Portrait (front view, profile) / Landscape

Background / Foreground

Broader View of Artists re: all of the arts

To Be an Artist (Maya Ajmera & John D. Ivanko)

Make art as expression of feeling and sense of wonder

-> touch lives, open hearts & minds to possibilities

(drawing & designing, making music, dancing, writing, acting,
sculpting, stitching)

“To be an artist means sharing your artistic flair for others to appreciate. To be an artist means celebrating who you are and how you see the world around you. Anyone can be an artist!”

ArtWorks for Kids glossary is included to emphasize key vocabulary.

- Central Resources (books, artifacts, etc.)
(linking books to themes 2.E.04, artifacts, etc.)

The KidsArt.com site has lots of information and links to many resources that you can purchase.

Non-Fiction

Colleen Carroll series (Abbeville Publishing Group)
Each with 16 artists & their paintings (plus bios)
How Artists See Weather 1996
[sun, wind, snow, rain]
How Artists See Play 1999
[sports, games, toys, imagination]
How Artists See People 1996
[boy, girl, man, woman]
How Artists See Families 1997
[mother, father, sister, brother]
How Artists See Animals 1996
[mammal, fish, bird, reptile]
Note to Parents and Teachers is attached.

The Usborne Introduction to Modern Art
Story of modern art – clear and simple
Also a web-linked book to connect to online galleries, etc.

Museum 123 (Metropolitan Museum of Art)
5 paintings per number, each with some key aspect to be counted
Museum ABC (Metropolitan Museum of Art)
Each letter corresponds to one word (A apple, B boat, C cat, D dance, E egg, etc.) and has 4 paintings with diverse representations of that object.
Vincent's Colors (Metropolitan Museum of Art)
Book of Van Gogh paintings with simple text highlighting colors
Romare Bearden: Collage of Memories (Jan Greenberg, 2003)
We also have a poster with activity ideas about Bearden, and he lived in Pittsburgh for a time.
Getting to Know the World's Greatest Artists series (Chicago, Children's Press)
Picasso (Venezia, Mike. 1988)

Paul Klee (Venezia, Mike. 1991)
Gauguin (Venezia, Mike. 1994)
Chagall from A to Z (Sellier, Marie. Translated from the French by
Claudia Zoe Bedrick. New York: Peter Bedrick Books, 1996)
Art Activity Packs (Mila Boutan)
Matisse, Cezanne, Monet, VanGogh, Picasso

What Do Illustrators Do? (Eileen Christelow, Clarion, 1999)

The Art of Shapes for Children and Adults (board book)
(Margaret Steele and Cindy Estes)

Scholastic Books

What Do Artists Use? (Susan Canizares & Samantha Berger)

Crafts (Betsey Chesson & Pamela Chanko)

In a Painting (Susan Canizares & Daniel Moreton)

[use for introducing "Art Detective"]

Apples (Samantha Berger & Betsey Chesson)

[counting book from 1-10 apples with 10 paintings]

Patterns (Samantha Berger & Daniel Moreton)

[great to connect with lines & shapes]

Colors of _____ (series)

• Ghana, China, the Navajo, Australia, Kenya, Mexico, France, Japan

There are also many books about colors, color mixing, rainbows, etc.

Stories about Artists

Camille and the Sunflowers: A Story about Vincent van Gogh

(Anholt, Laurence. Hauppauge, New York: Barron's, 1994)

Li'l Sis and Uncle Willie [re: William H. Johnson]

(Everett, Gwen. Washington, DC: Smithsonian Inst / National Museum of Art, 1991)

Linnea in Monet's Garden

(Bjork, Christina. New York: R&S Books, 1987)

Fiction

Mouse Paint (Ellen Stoll Walsh, Voyager Books, 1995)

Harold and the Purple Crayon (Crockett Johnson, Scholastic, 1955)

My Crayons Talk (Patricia Hubbard, Scholastic)

Peter's Picture (Valeri Gorbachev, Scholastic, 2000)

Regina's Big Mistake (Marissa Moss, Houghton Mifflin, 1990)

The Art Lesson (Tomie dePaola, Putnam, 1989)

Anna's Art Adventure (Bjorn Sortland, Carolrhoda Books, 1999)

Remember, EVERY book with pictures can be an example of art, with individual art elements and overall style evident across pages, books with the same illustrator, etc. For example, Eric Carle used fingerpaint collage techniques with vibrant colors and clear shapes. Photographic illustrations could also be explored for their artistic properties.

NOTE: We have requested a wide range of supplemental books (fiction and non-fiction) from the library. The ones they can provide will be available on 2/1/08.

Teacher Resources

Arts Play (Leon Burton & Kathy Kuroda, Addison Wesley)

Activity ideas plus a wonderful discussion of creativity (see attached section)

Creative Art for the Developing Child (Clare Cherry, Fearon, 1972)

Great description of a creative art program (see attached section), plus diverse ideas for painting, collage, clay, woodworking, and print making

Snow-Day Reading Packet of Articles (previously distributed)

- Applying Theory to Practice: Using Developmentally Appropriate Strategies to Help Children Draw (Loretta I. Healy, *Young Children*, May 2001)
- Thinking about Art: Encouraging Art Appreciation in Early Childhood Settings (Ann S. Epstein, *Young Children*, May 2001)
- Take-Home Art Appreciation Kits for Kindergartners and Their Families (Christin Mulcahey, *Young Children*, January 2002)
- Nurturing the Language of Art in Children (Judith Dighe, Zoy Calomiris, and Carmen Van Zutphen, *Young Children*, January 1998)

How to Use Child-Sized Masterpieces for Art Appreciation (Montessori Approach)

ArtWorks for Kids (Evan-Moor Educational Publishers)

Ideas for printing, painting, weaving, recyclables, nature & clay
Helpful Glossary of Art Terms! (see Concepts & Vocabulary section)

The Usborne Art Treasury

Art from around the world, plus projects influenced by each artist's methods or ideas

Masterpiece of the Month (Teacher Created Resources)

Concepts linked to Art Elements

Each lesson links a famous painting to an activity for children to explore similar style / technique

Let's Meet Famous Artists (McGraw Hill Children's Publishing)

Activity idea and background info re: 19 Artists

Art: A Creative Curriculum for Early Childhood (Creative Associates, 1979)
Interesting discussion re: room arrangement, material storage, etc.
Ideas for printing, painting, collage, weaving, and puppets

• Focus Activities (discussion / problem solving opportunities 2.D.06 & 07)

Circle Time Ideas

Web of Ideas about Art, adding elements as you introduce them

Introduce the Art Elements, with related samples

Non-Fiction & Fiction Books about Art

Songs

Group Activities

How many kinds of lines, shapes, colors, etc. can the group name?
(start lists and keep adding throughout the unit)

Use class chalkboards, white boards, clipboards, etc. so everyone
can experiment with the art element concepts

Distribute cut-out lines / shape, etc. and have children add to a group
collage

Art Hunt – Where is art around the school? In our building? On our building?

Take the classroom camera and make a book or bulletin board to show
your discoveries.

Memory Games – Art Ditto & American Art Ditto

24 Piece Puzzles

(Background Info and Lesson Ideas for each puzzle are attached)

The Starry Night (Van Gogh)

Sunflowers (Van Gogh)

Girls at the Piano (Renoir)

Water Lilies (Monet)

The Boat Builders (Homer)

The Dance Class (Degas)

Parrots Window (Tiffany)

Children on the Beach (Cassatt)

Activities with Child-Sized Masterpieces – Set 1 (Easy)

Extend with Postcard Book Collection including (Gauguin, Renoir, Dali,
Homer, Degas, Picasso, Kahlo, Rembrandt, Cassatt, Kandinsky)

Lots of games and building materials with shapes and colors

New ones:

Qwirkle (strategy game with attribute sequences of color & shape)

Connectagons (multicolored construction toy with patterns)

“Can You Hear It?”

Metropolitan Museum of Art book with CD helps children link pictorial music with great works of Art

The Changing Countryside / The Changing City

Artist Jorg Muller portrays the same landscape at intervals of about three years over a 20 year period from the 50s to the 70s – could spark lots of interesting observation, reasoning, and problem solving

• Theme Emphasis in Existing Centers (2.A.08e, 9.A.07b rotation of materials, 2.A.12 play integrated into themes)

Put art prints throughout the school, hallway, classrooms, library, kitchen, etc. so there are lots of opportunities to play “Art Detective” (essentially the “I Spy” of art with questions about art elements, as well as setting, season, characters, expressions, actions, etc.). Use the book, *What’s in a Painting?* to introduce the game.

NOTE: Calendars are an inexpensive source of prints. For the page a day calendars, get two of the same to make matching games.

Put books about art and artists in the library corner.

Add decorating materials to the housekeeping center – wallpapers, fabric for tablecloths, etc., plus materials for flower and still life arrangements.

Add matting / framing materials to the writing center. Provide materials to create lines that are different thicknesses, edges to draw curved and bent lines, stencils for shapes, etc. Use colored pencils and other materials that provide more color variety than markers.

Add prints of interesting architecture to the building center, as well as paintings with lots of block like shapes.

Prepare a science center with prisms, color wheels, and other supplies to explore color. There are lots of books to support this exploration.

Arrange color-mixing experiments in the water table. The water table could also be used to do rubbings of texture, cutting with scissors that have different lines, etc.

The kitchen is a great place to talk about color and space regarding food, its preparation and arrangement. While baking, there could also be color mixing experiences.

Put a variety of materials in the sand table for children to arrange as collages, then photograph the children’s arrangements. Add dowel rods of various lengths to encourage children to create lines of symmetry.

The light table will be great for exploring color, and the woodworking table will help with explorations of line, shape, and form.

• Key Projects (2.C.03 for fine motor, 2.A.11a-e for extended projects of different types)

Obviously, lots of ART! Use famous art samples, still life arrangements and other models, with a wide variety of media and techniques.

Each class will likely focus on a few artists, works of art, etc., and/or take their inspiration from art they find on campus or in the community. One example of the latter was done by the 3's in 2007 re: *Walk to the Sky*.

Background and lesson ideas for the following artists can also be found in this section. Each team will decide on particular foci and can then find numerous resources on the web for those artists / styles. The sections on Romare Bearden and Georgia O'Keeffe offer examples of the "inside scoop" packets available from the National Gallery of Art in Washington.

Piet Mondrian
Claude Monet
Norman Rockwell
Sonia Delaunay
Douglas Florian
The Limbourg Brothers
Grandma Moses
Georges Seurat
Pierre Renoir
Jaune Quick-to-See Smith
Charles Demuth
Emmanuel Taiwo Jegede
M.C. Escher
Marc Chagall
Romare Bearden
Georgia O'Keeffe

• Technology Activities (2.H.03 tech to extend, integrate, enrich)

Top Ten Online Art Museums for Kids

<http://www.kidsart.com/tt0101.html>

The National Gallery of Art site has AMAZING online art experiences for painting, making collages, creating symmetrical images, etc. Explore!

The Museum of Modern Art has an extensive on-line collection at <http://www.moma.org/collection> and an Art Safari with 4 multicultural pieces re: animals to be explored and then related on-line creation opportunities.

The KidPix software is also interesting for art explorations if you don't have access to the internet.

• Theme Emphasis on Playground (2.C.04)

The playground is a perfect place for LARGE art with a focus on process more than product. The challenge is that the unit is planned for February, so the weather is unpredictable.

If wintry, we could do ice collages with varied color dye, glitter, and decorative items frozen in the ice. If we get a lot of snow, then we can do prints, sculpture, etc.

If not, then using brushes and rollers with water to paint on the concrete surfaces encourages experimentation.

Large painting can also be done by clipping paper, cloth, or cardboard to the tennis court fence.

Chalkboard / Chalk on the Sidewalk options:

- Provide varied colors & types of chalk

- Offer large stencils, rulers, etc., as well as varied chalk tools

 - (The kindergarten just got a chalk spirograph set.)

- Post reminders of the relevant elements of art (e.g., line, shape, color)

Weaving Options:

- Weaving on Wooden Structures with natural materials

- Weaving on metal frame or construction fencing

Collage Options:

- Provide natural materials for arrangement and rearrangement on large pieces of wood left from the cabinet installation

- Could go on walks to collect materials to add to the set

• Theme Emphasis in Gym (2.C.04)

Reinforce the elements of art via movement and sound.

Walk along different types of lines (like a tightrope or balance beam).

Play games with different color and shape cues.

Compare sound value (loud / soft) with color value.

Weaving with Bodies

(series of activities from *Art: A Creative Curriculum for Early Childhood*)

• Diversity Emphasis (2.L.03)

Emphasize art from different eras in different cultures in different places around the globe. Note similarities and differences between techniques, styles, etc.

The “How Artists See” series is intentionally multicultural.

The “Colors of _____” series is organized by country and includes color words in different languages

African American Artists:

Romare Bearden: Collage of Memories (Jan Greenberg, 2003)

We also have a poster with activity ideas about Bearden, and he lived in Pittsburgh for a time.

Calendar pictures of paintings by Jacob Lawrence laminated for hanging throughout the school

Also emphasize diversity of styles, perspectives, etc. that artists even in the same place might use to represent the same idea, emotion or object. The Museum ABC's is a great book to demonstrate that point.

Discuss how people with physical disabilities can develop alternate techniques for creating art (e.g., hold a brush with teeth or toes).

• Adaptations for Special Needs (2.L.06)

We have a child with visual difficulty that involves not seeing well close up. We may need to fashion longer painting tools for him so that he can actually see the art he is creating. Alternatively, we may need to focus more on using touch to help him experience art.

For children with gross and/or fine motor issues, there are lots of options for alternate tool use (e.g., rip vs. cut) but also many opportunities for extra practice. Using art materials is good for children with sensory integration challenges, plus many of the activities can be done standing rather than sitting. The extra emphasis on labeling with words and photos will be great practice for the gifted child and helpful support for children learning English as a second language or with memory / language challenges.

• Parent Involvement (8.B.01)

Suggest doing the Oakland Art Walk, which includes several Carnegie Mellon pieces (Jean ordered copies of the brochure / map re: Pittsburgh Art in Public Places and joined an email distribution re: art activities in Pittsburgh). We added an "Art Corner" to our monthly whole school newsletter.

Invite families to photograph their favorite piece of art from home and make a "Family Favorites" bulletin board at school.

Invite parents with artistic talent to share their interests with children via samples, demonstrations, and activities.

Sherry Roberts (Maya – am 3's) hair designer
Andi Irwin (Rose – pm 3's) artist
Jessica O'Brien (Bobby – am 4's) designer
Melissa Ferrari (Max – pm 4's) interior designer
Paul & Lisa Simone Shea (Paige – K) architects
Jennifer Marks Soltis (Tyler – K) seamstress

Parents who volunteered to contribute to the Art & Artists Unit on the family involvement form:

Anisha Shah
Lorrie Cranor (Maya – am 4's) quilting
Jennifer Marks Soltis (Tyler – K) docent artist
Catherine Aceto (Jonathan – K) fabric art
Rodes Nanny – Karen – professional artist

Also have materials from Matisse classes at the Art Center
Shea – architecture with art emphasis, Florence / Renaissance Artists

Invite families to contribute interesting materials for art projects.

Family Festival of Art (Thursday, 2/28/08, 4:30-6:30pm)
(Alternatively "Art Party")

Displays - to be determined

Activities - to be determined

Could also have variety of artists working while the festival is in progress

• University Connections (2.L.05, 8.B.01)

Fine Arts Department – Connection with Karen Ferguson (x2349, ksf) who provided info on the art in the CFA building, as well as the University Center (mural by Douglas Cooper, hands sculptures by Joseph Mannino, and story tiles by Erika Bonner) – See attached packets.

Staff “Art Walk” in the University Center found the following pieces:

Outside the building – Landscaping, Architecture & light fixtures, Walk to the Sky, Relief sculptures of arms, ceramic tiles in a repeated pattern, different shape windows, stained glass, tartan flag

Basement – Posters, Photographs of the campus, murals of Pittsburgh parks and bridges, “Faces” by the Art Store

1st Floor - Poster Art, Circle Tapestry – Holden Beach, Video Art, Painting of Mellon, Bust of Doherty, plus photos and painting in the Administrative Offices, mirrored sculpture and an historical collection in the Alumni Lounge, and the art gallery that has changing exhibits

2nd and 3rd floors – Mural of Pittsburgh, black/white drawings, acrylic on linen “Blue Sun”, architecture, pattern in the carpets, ceramic suspended sculpture, old black & white photos of CMU, ink on paper called “Vestment”, oil on canvas called “Cave of the Heart”, acrylic on canvas called “Riders No2”

Arrange for “visiting artists” from fine arts to share their work with the children via samples, demonstrations, and activities.

Collaborate with the Cyert Center children to develop a Carnegie Mellon Art Walk to share with the campus community (starting with how the 3’s explored “Walk to the Sky” with extra focus on commentary for sharing).

Could also contact:

Art Conservation Research Center – Pittsburgh Technology Center (x6854)

• Community Connections (2.L.05, 8.B.01)

Carnegie Museum of Art

(one of the top 5 art museums for children in the US)

Preschool Classes

Jillian Gallagher (met teachers at museum event 412-622-3214)

Patty Jaconetta (Children's Studio, 412-622-3275)

Once Upon a Line

Color My Day

Ship Shape

Pattern Play

4's and K will each visit the museum twice (Friday mornings)

Museum Educators will do a pre-visit session here for each group.

4's Pre-Visits on 1/23 am and 1/24 pm

Museum Visits on 1/25 and 2/8

K Pre-Visit on 1/31

Museum Visits on 2/1 and 2/22

(Arrangements and permission slips handled by SMC)

Children's Museum

Art Studio (print making, paper making, painting, clay)

Interactive Art Pieces throughout the museum

Additional Art to View (e.g., heron made of recycled signs in entry)

Excellent library book list related to each type of art in the studio!

Pittsburgh Center for the Arts

Breadth Check for a Thematic Unit on Art and Artists

Key Developmental Goals and Assessments (3.F.01, 3.G.14)

Goals Being Fostered	Activities that Highlight each Goal (2.A.10 curric guides broad focus)	Authentic Assessment Opportunities (4.B.05)
Emotional (Self-Esteem & Independence)		
Social (Interaction & Cooperation)		
Language (Communication)		
Cognitive (Discovery & Exploration)		
Physical (Physical Capabilities)		
Creative (Artistic Expression & Appreciation)		
Other		

Three's "Art and Artists" Newsletter

On your mark... get set... CREATE! That's exactly what the three-year-old friends did during our Art and Artists theme. All of our friends put their creativity on display by painting (with brushes and fingers), creating collages, drawing self-portraits, sculpting with play dough and model magic, using tiles to make patterns and designs and making sculptures with colorful wooden pieces. It was also fun to draw apples that were set out on the table, glue pictures of artwork to the wall to create a mural in the Discovery Area, look at different examples of art in books and put together puzzles of famous pieces of art, like "Water Lilies" by Claude Monet and "Starry Night" by Vincent Van Gogh.





The three-year-old friends also got the chance to learn about famous artists and their work from our new friends “Moonet” and “Andy War-owl” during circle time. We looked at “A Lion Lying Down” by Rembrandt, “Starry Night” by Vincent van Gogh and “Campbell’s Soup” by Andy Warhol, just to name a few. Each day, a different child had the opportunity to tell how they felt about the artwork and then ask the other children.



Some of the artwork made the children feel happy and some made friends feel sad. Some children thought the artwork was pretty and some thought it was ugly. It was fun to explore how to use shapes and colors in art as well.



It was a joy to see so many families at the Family Festival! We hope everyone had a great time and to those who weren't able to make it, we missed you. The Blue Room friends enjoyed celebrating Ria's birthday with her family. We want to say thank you to Oscar's grandma and Joseph and Julia's grandma for coming in to share stories with our Red and Blue Room friends. Thanks to Mrs. Irwin for showing her artwork to the afternoon friends. Thanks also go to Amy Johnson, an intern with the three's team, for organizing a trip to a campus art gallery and for sharing her artistic ability with the morning friends. And last but not least, thank you to Mrs. Roberts and Dr. Carver for teaching us the different ways hair can be artistically styled.



We hope everyone has a happy and safe Spring Break and we look forward to seeing you back at The Children's School on March 17.

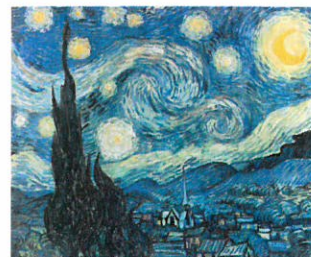


"Water Lilies" by Claude Monet

Mrs. Rosenblum

Mrs. Tomer

Mr. Salinetto



"Starry Night" by Vincent van Gogh



Green Room Friends News



Carnegie Mellon University



Children's School



March 2008

Issue #5

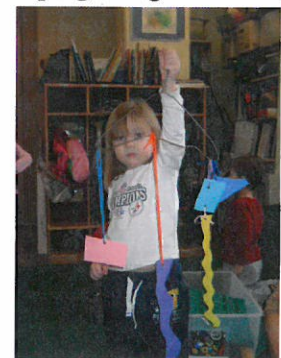
Art and Artists

mondrian * tiffany * van gogh * matisse * caulder



The children have learned that we are all **artists**. Our February theme of **Art and Artists** was designed to increase the children's awareness of the different kinds of art. The theme was introduced by art educators from the Carnegie Museum at our school. We saw a slide show of a variety of paintings, sculptures, and mobiles that we then saw first hand on our two trips to the museum. The children also made their own portfolio sketch books. These books and other activities were used at the museum to give the students a wide range of experiences and help them appreciate the art around them. In the

classroom, we began our study learning about **lines**. **Lines** have names that describe their place in space. They may be **vertical**, **diagonal**, or **horizontal**. Lines may be **thick** or **thin**, **solid** or **broken**. When two lines sit next to each other they become **parallel** lines. Lines can be **bent** into **curves** and broken into **angles**. Learning the basic concept of line led us into discovering great artists. The teachers planned hands - on activities to explore the styles and techniques of several of the world's greatest artists (Mondrian, Tiffany, Van Gogh, Matisse and Caulder). Each art process focused on the style of the artist. **Mondrian-straight line design**, **Tiffany-stained glass**, **Van Gogh-Impasto, thick paint, and swirling lines**, **Matisse-collage**, and **Caulder-mobile**. We also walked to the University Center to view art work on display. Perhaps getting to know great artists inspired the children to carry art in their hearts as they grow and develop.



The children were excited to celebrate **Valentine's Day**. They enjoyed decorating their bags, singing songs, passing out their Valentines to their friends and decorating and eating a frozen vanilla yogurt snack..



We also celebrated our **100th Day** in school by making crowns, creating murals with 100 objects, and preparing our snack mix with 100 items.



Now that February is over and Spring Break is upon us, we are looking ahead for some beautiful spring weather to arrive! We do plan on going outside each day (weather permitting), so please continue to send your child with appropriate clothing.

During March, we plan to continue working in our Alphabet Journals and to begin making Number Books at the end of the month. We are continuing to focus on cutting skills, patterning, and shape, letter, and numeral recognition (0-10). Our theme for March is **Dinosaurs**. We have also started a countdown of the last 50 days of school.

Notes of Thanks

Rachel Blaufeld (Blake), Eunyee Lee (Jean), Brian Griffin (Ashley), Jeff Broadhurst (Kyle), Andrea Paper (Zachary), Anne Rockwell (Samuel), Susana Traub (Jonathan), Katie Gancy (Cayla), Kelly Juzang (Jackson), Eun Suk Kim (Aiden), and Kathleen DiPietro Wang (David) for chaperoning our museum trips.

Paula Zunder (Madison) for donating the Art Lotto Game, and reading to Mrs. Solomon's AM class.

Milena Nigam (Oscar) for reading to Mrs. Solomon's PM class.

Elaine Krasik (Michaela's grandmother) and her artist friend Chris Pohuly for their special art presentation, activities and snack.

The staff and children had a wonderful time at our Family Festival. Many thanks for sharing the event with us!

Typ



Blake and Jean mix primary colors to make secondary colors using a color wheel for a guide.



The morning friends observing art at the University Center.



Kyle and Zachary learning how to make a print design and use a paint brayer.



Mrs. Solomon's AM class plays an artist's tools memory game.



Mrs. Bird assists Bobby applying tape to make lines on his Mondrian style painting, while Jacques and Cayla choose their paint colors on their Mondrian's.



Ashley, Janvier and Blake make artist smocks during the Family Festival.



Alexander and Emily help create a Junk Art train with their mother at the Family Festival.

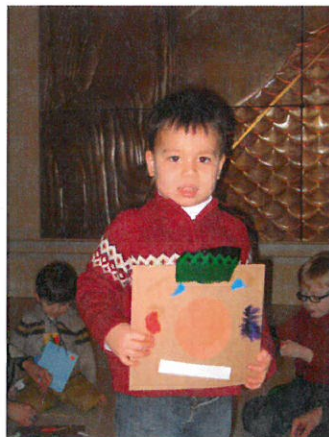


Aarya, JoJo, and Madison learn Square Dancing.

Michaela with her grandmother Elaine Krasik, and artist friend Chris Pohuly on a special Friday.



Max creates his three dimensional self portrait, while David proudly shows his at the museum.



An architectural block building group project.





Jean helps hammer 100 tacks in a piece of wood for our 100 days at school.

Madeline, Emily, Aiden and Jina work on their wood sculptures



Liam explores the artist Duchamp's style "Happy Accident String Drop" painting.

Max enjoys taking a ride in our Junk Art train.

Madison and Mrs. Solomon imagine being Matisse while creating a mural.



Carnegie Mellon
Children's School
March 2008



Maya uses the secondary color palette that she made to paint a picture.

Extended Morning News

Extended Morning Artists Add Splashes of Color to the School!

The general theme for the Extended Morning Program throughout the Art and Artists Unit in February was **COLOR**. We began by reading *Mouse Paint*, a story about some mice who get mixed up in red, blue and yellow paint (primary colors), and then step into different colors to make orange, green and purple paint (secondary colors.) We mixed our own paints on individual palettes, made bread dough and pom-pom mice and began a whole group Jackson Pollock-style Splatter Paint project. We also learned some colors and the sign for rainbow in American Sign Language. Ask your children to sing and sign the Rainbow Song for you.

I Can Sing a Rainbow

Red and orange and yellow and green,
Blue and purple, too.

I can sing a rainbow, sing a rainbow,
Sing a rainbow true.

To Be An Artist introduced the children to the myriad of ways that different kinds of art such as painting, drawing, dancing, theater, fiber arts, sculpture, etc., make our world colorful. We practiced weaving, did water color painting on eggshells, made sun catchers and made people and animal figures from pipe cleaners. We studied different kinds of kaleidoscopes and made kaleidoscope paintings (paint on one side of the paper and fold it to create a mirror image on the other side.) Singing and dancing are always a part of our daily routine!

My Crayons Talk illustrated how colors are a part of the many activities we do within our days. *My Many Colored Days* is a story about accepting that we may feel differently on different days, and how those feelings could be represented by colors. During this week, we made natural dyes from a variety of foods, printed patterns, made crayon rubbing patterns and created tissue paper flowers.

(See next page)

February Focus Books

Mouse Paint

By Ellen Stoll Walsh

To Be An Artist

By Maya Ajmera and
John D. Ivanko

My Crayons Talk

By Patricia Hubbard

Through Georgia's Eyes

By Rachel Rodriguez

My Many Colored Days

By Dr. Suess

March Books:

**Edwina, The Dinosaur Who
Didn't Know She Was Extinct**

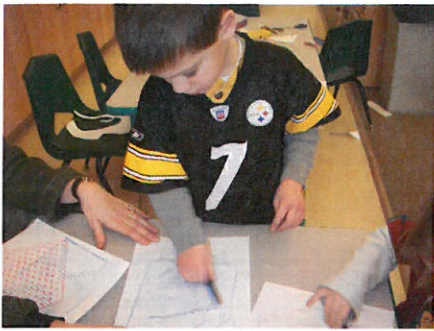
By Mo Willems

**How Do Dinosaurs Say
Goodnight?**

By Jane Yolen and
Mark Teague

**Mrs. Toggle and the
Dinosaurs**

By Robin Pulver



Zachary works on a pattern with crayons and a rubbing plate.

Splashes of Color (continued from page 1)

We rounded out the Art and Artists unit by taking a look at Georgia O'Keeffe's giant flower watercolor paintings. *Through Georgia's Eyes* presented O'Keeffe's process and style of painting in a very simple and child-friendly way. We then used watercolor paints to create our own versions of the very large flowers. Other fun activities of the week included making pictures out of hand tracings, forming and painting salt dough objects and mono-prints (paint the paper and then make a print of the painting.) Last, but not least, we put the camera in the hands of the children for them to record what they wanted to. They loved this activity, so we hope to do it again and create a slide show of their photographs.

A very happy spring to all!

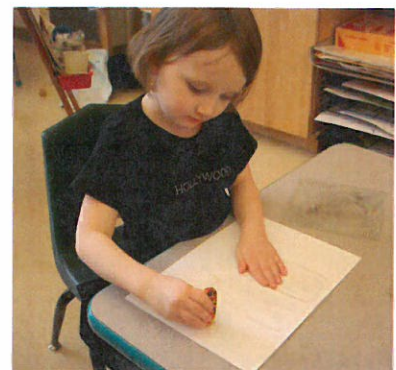
Beth, Jean, Tim and Violet



Abigail chops cabbage to make a natural purple dye for coloring cloth.



Bobby tapes lines for his Mondrian style painting.



Cayla uses crayons to do patterned rubbings.



Finger painting was an activity that Charly really enjoyed!



Charlie used cut paper and large Popsicle sticks to make a weaving.



Cole takes tape off of his egg after dipping it in dye.



Grayson enjoys painting with her hands.



Jacques does splatter painting in the style of Jackson Pollock.



Madison uses primary colors to make a secondary color palette.



Jonathan carefully colors eggs in the kitchen.



Luke paints a picture in order to make a monoprint.



Liam takes some quiet time to paint at the easel.



Jean is getting ready to make display stands for her Painted Eggs.



Julia, Abigail, Neely and Joseph watch a secondary color mixing activity.



Michaela and Jean work together on Van Gogh's *Starry Night* puzzle.



Samuel and Blake prepare to boil beets for natural red dye.



Michal completes both of the Vincent Van Gogh jigsaw puzzles – *12 Sunflowers* and *Starry Night*.



Max is happy to show one of his favorite construction activities.



Sally chops a beet to make natural red dye for coloring material.

KINDERNEWS

A Class of Michelangelos



Harrison painting under the table

The art and artists unit filled the month of February with special field trips, messy projects and concepts such as line, color, shape, and texture. The focus of this unit in the kindergarten was on the elements and processes of creating art. The children began by exploring color. They mixed colors and conducted experiments with ink from markers. They worked on their small motor skills by using eye droppers to dye coffee filters. Batik and invisible ink projects taught the children about the process of resists. The children disassembled old appliances to provide the materials used to create plaster casts. This project taught them about the process used by sculptors, by pressing the electronics pieces into playdough and spreading plaster over it. The children also explored negative space by creating inside out designs.

Alex making his Batik



Under table painting by Tyler



THE CARNEGIE ART MUSUEM

The art unit kicked off with a visit from the educators at the Carnegie Art Museum. The program introduced children to specific artworks that emphasized the concepts of line, color, shape and texture. The children were full of ideas about the



Looking at the wall of colors.



Looking at a Mobile by Calder.

The children used pipe cleaners to trace the shapes they saw in many pieces of art. They mixed colors and made shape pictures. The children also used this opportunity to practice using their listening ears and following directions. We were very proud of their behavior. It was a wonderful experience despite



Creating shape designs.

the challenges presented by the weather. Many thanks to all of our chaperones and the wonderful educators at the museum.



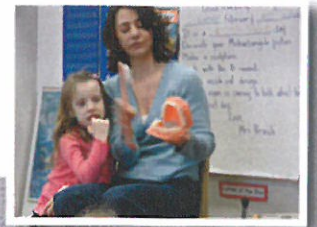
Carefully admiring Monet's Waterlilies.

Thank You!

We would like to thank our special visitors during the month of February. Kip and Nora's family friend Karen joined the class to create a beautiful collage of a spring scene. It is a lovely addition to our classroom and the children enjoyed participating. Ashley's mom Jill taught the class about toothbrushing and visiting the dentist. She also gave each child a special toothbrush and toothpaste! It was a great chance to



discuss dental care. Garrett's mom Alison read the book "When Pigasso met Mootise", an amusing story about animal artists that fit in so well with our theme. Thank you so much to everyone who visited our class during this month!



Jill and Ashley



Garrett and Alison

IN THE STYLE OF...

Practicing the style and methods of different artists was one way the children explored the process of creating art during this unit. They tried Kandinsky's Concentric Circles in Squares painting, Pointillism, Impressionism like Monet, sculpting like Giacometti, relief like An-



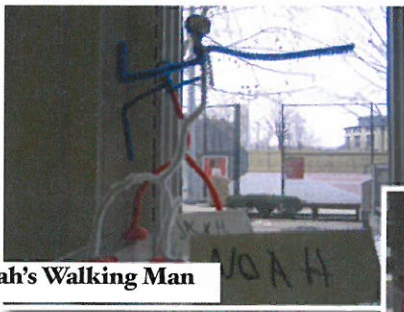
Matthew painting his sistine chapel

drew Rodriguez and painting the "ceiling" like Michelangelo. These projects built on skills such as following directions, fine motor control, representative drawing, getting messy and extending projects.



Paige painting like Michelangelo

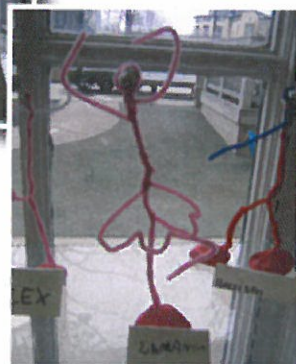
The discussions about the Sistine Chapel project increased the children's awareness of



Noah's Walking Man

classical art and perspective. They were excited to explore the new way of painting and try to create a picture in a different position.

The Giacometti "Walking Man" project challenged their engineering skills as they attempted to make their sculptures stand and look like they were moving. It was



Samantha's Dancing Girl

a new way to create a figure and that exploration has transferred to their drawing and painting.



Jonathan adding his circles to our Kandinsky painting.

The Kandinsky painting was a collaborative project with each child responsible for one square. They worked together and developed team work as well as the all important task of following the directions to stay within the confines of the square.

Self-Portraits are a returning project that we do repeatedly through the year in different formats and situations, such as on journal covers and as large scale paintings. At the beginning of the year, the children drew self-portraits on large piece of paper and we returned to that activity during the art unit. It was a wonderful way to see how much the children's skills have developed and how much more comfortable and confident they are in the classroom. It is so fun to see their personalities shine through in their artwork.



Harrison working on his self-portrait

The reliefs were made by pressing our junk into playdough and pouring plaster of paris over it. The children then painted them with acrylic paints, a new medium for this class. It began by deconstructing appliances (THANKS FOR THOSE DONATIONS!) and took about a week start to finish. The children used planning to create a design in the playdough and were so excited to see it in the plaster.



Lucy painting her relief.

FAMILY FESTIVAL

We enjoyed seeing everyone at the Family Festival. Thank you for all your support and involvement in our class.

