

# STATE ART COLLECTION IN K-12 SCHOOLS

## ARTS LEARNING TOOLKIT

Activate a Relationship with the Art in Your School



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Washington State Arts Commission's **Art in Public Places** program brings artwork directly into communities where people study, work, and gather. The **Arts in Education** program works to expand and improve arts learning as part of basic education for all K-12 students.

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**ON THE COVER:** A student at Frederickson Elementary, Bethel School District, creates a collage with transparent materials to allow light to pass through when displayed in the school's windows. Teaching Artist Becky Frehse designed this activity around Etsuko Ichikawa's installation, *Spectrum of Light*, which she created using multiple colorful cast resin globes in 2012.

# OVERVIEW

Our Art in Public Places program (AIPP) facilitates the acquisition, placement, and stewardship of artworks in state-funded buildings. There are over 4,600 artworks in the State Art Collection. Artworks are located at state agencies, public schools, colleges, and universities across Washington.

## **We invite you to develop a relationship with the artwork in your school**

Students, teachers, and the community have the potential to form an enduring and meaningful relationship with the artwork in their school. Original art in learning communities becomes a focal point and a monument of pride. Public art has the power to engage viewers, enliven space, challenge thinking, and celebrate creativity.

## **Use public art as a catalyst for learning – and not just in visual art!**

This toolkit provides a variety of lesson ideas that connect with multiple arts disciplines as well as other core content areas. You can choose what works for you. Adapt these ideas to fit your students, curriculum, and school community and let us know how it goes! We'd love to see your photos, lesson modifications, and hear your stories.



**ABOVE IMAGE:** Students create body movements inspired by Stuart Nakamura's artwork *River Reeds*, 2013. Teaching artist Rachel Atkins designed and led this activity at Sunnycrest Elementary School in Federal Way School District. Photo by Jesse Gardner.

# HOW TO USE THIS TOOLKIT

We organized this toolkit into four grade level sections:

1. **Grades K-2**
2. **Grades 3-5**
3. **Middle School**
4. **High School**

Each section begins with a grade level summary followed by three **Learning Activities**.

## Ideas to Build On

In each grade level summary you'll find a section called "Ideas to Build On". It suggests ways for creative teachers and students to dive deeper, make real life connections, and link art with current and future areas of study. We note connections to other subject areas where applicable including:

- Arts
- English Language Arts (ELA)
- Science
- Social Studies
- Math
- Science, Technology, Engineering, and Math (STEM)
- Career and Technical Education (CTE)

## Ongoing ways to engage with artwork in your school

In addition to the activities in this toolkit, simple ongoing ways to foster a relationship with the artwork in your school include having students:

- Develop a visual arts vocabulary
- See the range and diversity of public art
- Collect words describing art
- Sketch or photograph art

## What are Learning Activities?

Learning Activities present a range of engaging ways to respond to Visual Art. They integrate Visual Arts concepts with Dance, Media Arts, Music, Theatre, ELA, Science, Social Studies, and/or Math in direct, prompt-driven creative processes. Each activity can be simplified, extended, or adapted to different student groups and artworks.

## How are Learning Activities structured?

Activities pose a primary question that drives learning. They begin with direct

observation of the artwork. Since time and space constraints vary in school environments, some activities may require students to work in the presence of the artwork and then shift to a different space or classroom. Activities end with reflective practice or a presentation.

### What supplies will I need for learning activities?

All Learning Activities require the teacher and/or students to take visual or written notes. We recommend sketchbooks or journals.

### How much time do learning activities take?

The time needed for activities varies and is adaptable. Teachers can use their discretion in guiding this.

### How do I choose an approach for the artwork at our school?

We've paired each Learning Activity with an image of an artwork from the State Art Collection. This is only to give a sense of what type of artwork might work well for that activity. We intend for you to pair activities with the artwork in your school. Be adventurous in choosing an activity that fits with your artwork! You can also apply these activities to *any* artwork in the State Art Collection using the digital images in our online [My Public Art Portal](https://www.arts.wa.gov/public-art/my-public-art-portal)<sup>\*</sup>.

### Formatting

Bold text blocks in Learning Activities represent steps for students and teachers. Bullet point text in *italics* are prompts for teachers to use to guide students. We introduce relevant arts vocabulary words in bold.

### Learning Extensions

At the end of each activity, you will find a Learning Extensions section. Here, we provide next steps that students can take to expand, enhance, or apply what they have learned.

### Learning Standards

All of the Learning Activities in this toolkit address the following Washington State Arts Learning Standards:

- ***Responding:*** *Perceive and analyze artistic work*
- ***Responding:*** *Interpret intent and meaning in an artistic work*

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<sup>\*</sup> <https://www.arts.wa.gov/public-art/my-public-art-portal>



We list more standards in the arts and other core subject areas at the end of each Learning Activity. You can find all of the Washington State Arts Learning Standards at <http://www.k12.wa.us/CurriculumInstruct/><sup>†</sup>.

We emphasize **21<sup>st</sup> Century Skills** throughout the toolkit:

- Employing **critical thinking** in analyzing and interpreting art
- **Collaborating** to create art
- Accessing **creativity** in generating ideas for art
- **Communicating** about and through the arts

Once you have chosen a Learning Activity, read through it, gather materials, identify time and space for learning, go to the art, and get started.



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**ABOVE IMAGE:** Mauricio Robalino, *A Day in Walla Walla* (detail), 2010. Glass mosaic on concrete and wood. Commissioned by the Washington State Arts Commission in partnership with Walla Walla School District and the Department of Corrections for Edison Elementary School.

<sup>†</sup> <http://www.k12.wa.us/CurriculumInstruct/>

## GRADE K-2 LEARNING ACTIVITIES

### What Art is Made of (pg. 8) (ELA, Science)

*Students analyze and describe the physical qualities of art: color, shapes/forms, texture/surface, and interaction with light. Students search for, note, and share discoveries of objects in their world that share those properties.*

### Dance it and Draw it (pg.10) (Dance, Visual Art)

*Students find lines and shapes in the artwork. They then show them with their hands and body. Next, they create an individual pattern dance about the art in self-space. Last, they reflect on dances and draw what they danced or observed in the dances.*

### Hear what we See (pg.12) (ELA, Music)

*Students identify descriptive words, create sounds, and make gestures to reflect what they observe in the artwork. As a class group, they select and combine words, sounds, and gestures into a rhythmic call-and-response poem.*

### Ideas to Build On

**Connect** learning about 2-D and 3-D shapes in math with shapes and forms seen in art. (Math)

**Notice** what lines in art and lines in letters have in common. Make art with letters. (ELA)

**Generate** descriptive language about art through journaling, creating stories, or writing poems. (ELA)

**Explore** [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)\* and engage with and compare other works of art. (ELA, Science, Social Studies)

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\* <https://www.arts.wa.gov/my-public-art-portal/>

# What Art is Made Of

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*What do we see in a work of art?*

*How does art connect to the world around us?*



**Students gather to view art and share responses to each question as observers. The teacher poses questions and notes responses in preparation for the next part of the activity.**

- Quietly **focus**, observers.
- What are the **colors** you see?
- What are the **shapes** or **forms**? Is the art flat (2-dimensional) or does it have height, width, and depth (3-dimensional), and can be seen from different points of view? Do they form bigger shapes or **patterns**?
- What are the **textures** or **surfaces** you see? If we touched them, how would they feel?
- What happens when light touches the artwork? Is it **opaque** (no light passing through)? Is it **translucent** (some light passing through)? Is it **transparent** (clear)? Is it **reflective** (light bounces off)? Does it make **shadows**?
- What **material** do you think this artwork is made of (wood, metal, glass, fabric, plastic...)? Why? What do you notice and what do you know already that supports your thinking?

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**ABOVE IMAGE:** Sonja Blomdahl, *Synergy* (detail), 2014. Blown glass, zinc, lead came. Cheney School District, Westwood Middle School.



**Students search silently throughout the school as they move through different places. Each day they focus on connecting a different element or quality of the art with objects or places that they observe.**

- *Let's remember something we noticed in the artwork and find it in the world around us...Today lets search for... (colors, shape/forms, textures/surfaces, interaction with light, or material) in our school environment. Look carefully all day. Remember what you see. Keep it a secret until later when we share findings.*

**Students share what they notice at the end of each day. At the close of the final search, students think and talk about the choices that artists make.**

- *Where do you think artists get their ideas? Why do artists choose certain materials (and not others) to make art with?*

## **Learning Extensions**

**Collect** and reuse found materials that share attributes with the art. Make art with them. (Science, Visual Art)

## **Learning Standards**

- **ELA Speaking and Listening, Comprehension and Collaboration: 2.** *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
- **NGSS: Physical Science: Structure and Properties of Matter: 2-PS1-1.** *Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.*

## Dance It and Draw It

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*How can we communicate what we observe in art without using words?*

**Students spread out around the artwork as dancers. The teacher guides students in identifying a personal space to move their whole body safely in one spot.**

- Quietly **focus**. Calm your body. Listen to your breathing.
- We are dancing and drawing in one spot, in **self-space**, today. Awareness of others in space is important in **dance**.
- Let's warm up: stretch up to be tall and **vertical**. Now, stretch wide and **horizontal**. Now stretch across corner to corner to make **diagonals** on both sides.
- Quietly **focus** and find a **line** or **shape** in **part** of the art.
- Show a line you see with your **hands**. What direction is the line going in? Is it Vertical? Horizontal? Diagonal? Squiggly? Smooth? Jagged? Sharp?
- Now show a shape you see in the art with your **whole body** in self-space.
- Is it a **geometric shape** from math? Is it an **organic shape** from nature?



**Students then individually create and practice their own dance about the art. Dances alternate between a hand movement showing a line (A), a whole body movement for a shape (B), a hand movement showing a line (A) in an ABA pattern in self-space. Provide music of choice.**

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**ABOVE IMAGE:** Christine Bourdette, *Dust Devil*, 2011. Acrylic paint on aluminum. Othello School District, McFarland Middle School.

- *Now create your own personal dance. Make a **pattern**: Repeat a hand movement (or movements) for a line and a whole body movement for a shape and then the hand movement for a line again. (ABA). You have 3 minutes. Plan and rehearse!*
- *Half of our class will **share** their own dances in self-space at the same time, and the other half will be the respectful **audience**. Then we will switch. Dancers, what are your expectations for your audience?*

### **Students reflect on what they notice in dances.**

- *Tell us about the lines and shapes in the art that you recognized in the dances.*

### **Teacher guides students to reflect further through drawing.**

- *Find a part of the artwork that you danced or saw in someone else's dance. Draw the lines and the shapes that you see.*

## **Learning Extensions**

Create and safely move in pathways on the floor inspired by lines and shapes seen in public art and student art. (Dance, Visual Art)

## **Learning Standards**

- **Dance, Creating: DA:Cr2.1.K b.** *Express an idea, feeling, or image through improvised movement, moving alone or with a partner.*
- **Visual Art, Creating: VA:Cr2.3.K a.** *Create art that represents natural and constructed environments.*

## Hear What We See

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*How can we combine words, sounds, and gestures to show our interpretation of a work of art?*



**Students gather around the artwork as the teacher guides the class to generate words, sounds, and gestures about the art to develop a three-part call-and-response poem.**

- Quietly **focus**, poets. We are creating a poem about our new art. Once we create our poem, we will practice and share it.

### Part 1: Nouns

- What do you see in this art? What are the **shapes**, **objects**, **characters**, or **places** in the art that really jump out at you?
- As a class, let's choose three important favorite words for what we see. For example: an owl, a mountain, and a triangle. Now let's practice them in our poem.

**Teacher Call:** *What do we see? What do we see?*

**Student Response:** A \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_ in front of me.

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**ABOVE IMAGE:** Lucinda Parker, *Two Owls* (detail), 2015. Acrylic on canvas and wood. Grand Coulee Dam School District, Lake Roosevelt Elementary School.



## Part 2: Adjectives

- *Let's think of a word that tells us more about each of our art words in our poem so far. A word that describes the **size**, **texture**, or **color** of what we saw.*
- *Describing words need to be in the same order. For example: tall (owl), jagged (mountain), white (triangle). Now let's practice them in our poem.*

**Teacher Call:** *What do they say? What do they say?*

**Student Response:** *I am \_\_\_\_\_, I am \_\_\_\_\_, and I am \_\_\_\_\_ they said today.*

## Part 3: Sounds and Gestures in a Rhythm

- *What sounds go with the art words in our poem so far? Hoot-hoot, Whoosh (wind), clink? Together let's choose sounds to repeat in a **rhythm** for each of our three art words.*
- *How can our hands show the words in our poem when we make our sounds? Let's add a gesture to go with each sound. For example, a rhythm of bird beak hands.*

**Teacher Call:** *What do we hear? What do we hear?*

**Student Response:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, *these are the sounds when I am near.*

Students and teacher practice and refine rhythm of poem and share.

## Learning Extensions

**Find** and describe rhythms and patterns of words, sounds and images in the school environment and make drawings of them. (ELA, Visual Art, Music)

## Learning Standards

- **ELA Language, Vocabulary Acquisition and Use: L.K.5.c.** *Identify real-life connections between words and their use.*
- **Music, Creating: MU:Cr1.1.K a.** *With guidance, explore and experience music concepts.*

## GRADES 3-5 LEARNING ACTIVITIES

### What is the Story? (pg.15) (ELA, Theatre)

*Students identify characters and settings in the artwork. Then, guided by prompts, they generate ideas for a narrative that includes characters, setting, conflict, plot, and theme. They expressively share stories aloud.*

### Art Meets Dance (pg.17) (Dance)

*Students think and talk about ways that art can change a space. Then, student pairs choreograph a movement sequence expressing their ideas about how the art transforms and interacts with the school environment.*

### Finding the Bigger Picture (pg.19) (ELA, Social Studies)

*Students examine how personal experience, culture, and community influence the making of art. They research and talk about the life and work of the artist and collaboratively generate interview questions about their creative process.*

### Ideas to Build On

**Invent** then draw, paint, or sculpt a character or setting inspired by art and use it as a starting point for writing a story. (Visual Art, ELA)

**Study** and record how changes in time, weather, and season impact or interact with art. (STEM, Science)

**Launch** project-based learning with driving questions about the role of art in communities. How can art communicate values, concerns, needs, or problems to solve? (STEM, Social Studies)

**Search** [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)\* to find art that connects with current curricula areas. (ELA, Math, Social Studies, Science)

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\* <https://www.arts.wa.gov/my-public-art-portal/>

## What's the Story?

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*How can art inspire and communicate a narrative?*



**Students gather to view an artwork. As writers, they take notes, and share ideas about the characters, settings, and stories they see and imagine. The teacher guides discussion as students respond.**

- Quietly **focus**, writers. Find the **story** in this art. What does every story need? Think about all of the parts of a story as you study this artwork.
- What is happening? What is the **plot**? Does the art show the **beginning**, **middle**, or **end** of a story?
- Who are the **characters**? Remember that a character can be a human, animal, mythical, or just about anything...a car or an old tree or a shoe...
- Where and when is the **setting**? Remember that time and place in setting can create a mood or feeling.
- Why is there a **conflict**? Imagine a conflict between character and character, character and object, or character and self. What might it be? How does the character resolve the conflict in your story idea?
- **Write** or **sketch** your ideas as we observe and talk.

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**ABOVE IMAGE:** Cappy Thompson, *I Image Us as a Holy Family Engaging in the Great Work of Increasing the Light* (detail), 2006. Stained glass. The Evergreen State College, Olympia WA.

**Students return to the classroom, share ideas, and develop story ideas that they record in response to the following prompts.**

*Title:\_\_\_\_\_*

*In the beginning of the story...*

*In the middle of the story...*

*In the end of the story...*

*The (character from art) is ...*

*The setting (from the art) is...*

*The character is experiencing conflict because...*

*The character resolves this conflict by....*

**Students expressively share their story ideas aloud.**

- *Which part of each story do you see in the art? Beginning, middle, or end?*

## **Learning Extensions**

**Expand** stories inspired by art by developing dialogue, voice, and movement. Then, act them out. (ELA, Theatre)

## **Learning Standards**

- **ELA Writing: Text Types and Purposes 3.** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
- **Theatre, Creating: TH:Cr1.1.3 a.** *Create roles, imagined worlds, and improvised stories in a drama/theatre work.*



## Art Meets Dance

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*How can we use movement to communicate how art interacts with our environment?*



**Students spread out around the art. The teacher facilitates creating a community agreement for safe movement in the space.**

- Quietly **focus**, dancers. Calm your body. Listen to your breathing.
- Safety and awareness of others in space is very important in **dance**. Let's list community agreements to help us be safe and creative in this space.
- To start, we are warming up in one spot, our **self-space**, today.
- Curl tightly into the smallest shape using all parts of your body. Now stretch legs, arms, head, and back to expand into the largest shape you can be. Repeat 3 more times...each time getting smaller and getting larger.

**Students talk in pairs and make notes about the many ways that art can interact with space.**

- Brainstorm with your partner about how art has changed the way that part of your school looks and feels. Think about **focal points, pathways, points of view, light, shadow, reflection, texture, color**, and what happens in the **space**. How do people feel about the art? How do you feel about the art?

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**ABOVE IMAGE:** Jill Anholt, *Clearing* (detail), 2015. Glass, resin, stainless steel. Grays Harbor College, Aberdeen.

**Student pairs work together to choreograph an *Art Meets Dance* performance, showing how art interacts with the space and school. Provide music of choice.**

- *Your dance will have a **non-locomotor** (in one place) **beginning shape** and **ending shape** created by both of you together.*
- *Your dance will also have a **locomotor middle** part (movement through space) in **general** (shared) space with both dancers safely moving.*

*As you **choreograph**, create shapes and locomotor movement using low, medium, and high levels. Use your whole body as you move. Show how the art changes the space. You have 5 minutes. Plan, rehearse!*

**Teacher guides pair presentations and reflection.**

- *Half the class will **share** their dances at the same time, while the other half will be the **audience**. Then we'll switch. Dancers, what are your expectations for your audience?*

**Students interpret and reflect on dances.**

- *Describe movement, choices you saw, and what they communicated to you.*

## **Learning Extensions**

**Analyze** how images and movement communicate ideas without words in other art and other contexts. (Dance, Theatre, Visual Art)

## **Learning Standards**

- **Dance, Creating: DA:Cr2.1.3 b.** *Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.*

## Find the Bigger Picture

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*How does art reflect culture, community, and the personal experiences of the artist?*



**As arts journalists, students gather to view an artwork. They begin identifying and analyzing what they see based on observation and prior knowledge.**

- Quietly **focus**. You are about to gather important information about the artwork in your school.
- Take inventory. What do you see? Make a list of words that **describe**.
- What are the **colors, textures, shapes, or forms**? Are there organizing principles? Symmetry, balance, repetition? Is the artwork flat (2-dimensional), or does it have height, width and depth and can it be seen from different points of view (3-dimensional)?
- What **material** do you think this artwork is made out of? How was it made?
- What do you notice and what do you know already that supports your thinking? We'll research this more later.
- Where do you think the artist looked for ideas? What does the art communicate? Is there a message? Back-up your thinking with **observations** or prior knowledge.

**Teacher previews, selects, and shares information to support student research about the artist. Additional information may be available through the school Art Selection Committee, in the case of a newer installation, or from [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)\*.**

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**ABOVE IMAGE:** Carl and Sandra Bryant, *Our Roots Give Us Wings* (detail), 2016. Glass mosaic. Wapato School District, Wapato High School.

\* <https://www.arts.wa.gov/my-public-art-portal/>

- *Look at photos, video, and read text that tells us more about this artist. What have you learned? What are you still curious about?*

**Students collaborate in groups of 3-5 to generate three interview questions for the artist based on observation and research.**

- *Respectfully share your thinking, honor ideas, and work as equals.*
- *Think about the **how** of making things; the **when** of creative development; the **what** of family, culture, historical and community influences; the **who** of mentors, teachers, and supporters; and the **why** behind artistic choices.*
- *Write 3 very different questions that you feel will reveal interesting answers.*

**Student groups share questions then collectively identify 10 of the most interesting and engaging questions for the artist.**

## **Learning Extensions**

**Interview** the artist (with their permission) via classroom visit, studio visit, mail, or face-to-face technology. (ELA, Social Studies)

## **Learning Standards**

- **ELA Speaking and Listening: Comprehension and Collaboration: 2.** *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
- **Social Studies: 3.2.2:** *Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.*



## MIDDLE SCHOOL LEARNING ACTIVITIES

### Words to Express (pg.22) (ELA)

*Students generate descriptive and figurative language in response to art. They note impressions and interpretations, and then create vivid imagery that evokes the qualities of the art within a Pensée poem form.*

### Merging Media (pg.24) (Media Arts, Music)

*In response to art, small student groups create 2-minute videos guided by specific criteria. They plan and record a video soundtrack created using common materials as alternative instruments.*

### Next Design Ahead (pg.26) (Visual Arts, STEM)

*Students think about art's impact on school environments and important considerations in designing or choosing art for a space. Students collaborate in small groups to create a design proposal for another public artwork.*

### Ideas to Build On

**Visualize** and make art that reflects attributes, themes, materials, or subject matter in public art. (Visual Art)

**Create** and post communications telling the community about school art and artist(s). Use writing, photography, and video. (ELA, Media Arts)

**Design** and engineer art that interacts with the elements in an outdoor environment. (STEM, Science)

**Research** how art can reflect current issues or be a call to action. Search [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)\* to find art with a message. (Social Studies, STEM)

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\* <https://www.arts.wa.gov/my-public-art-portal/>

## Words to Express

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*How can art evoke vivid images created with language?*



**Students gather to respond to art with poetry. The teacher guides students as they record descriptive language communicating observations, impressions, and interpretations of the art in journals and on a chart.**

- Quietly **focus**. What does this artwork evoke? How does **descriptive** and **figurative** language evoke vivid images in our mind's eye?
- Record words describing what you see (in journal and chart). What kind of **lines, colors, shapes/forms, textures, colors, values, sizes, and media** do you see?
- Record words describing how the artist combined **elements** in this **composition**. Do you see **balance, repetition, contrast, unity, variety, rhythm, emphasis**?
- Record **feelings** this art evokes. Does it feel peaceful? Chaotic? Scary? Somber? Cheerful? Does it remind you of another time and place? Note a **metaphor** or **simile** that expresses your **impressions** or **interpretation**.

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**ABOVE IMAGE:** Jean Bradbury, *Wildlife of Richland* (detail), 2018. Acrylic and metallic leaf. Richland School District, Lewis and Clark Elementary School.

The teacher guides students as they create an expressive **Pensée** (French for *thought*) poem based on their responses to art. Students reference notes, and select words to create imagery evoking the art in poems.

- The **Pensée** poetic form can evoke vivid, powerful images with few words. Reference your notes and our class chart with descriptive and expressive words about the artwork as you select and combine words for each line of the poem about the art.

**Pensée Poem:**

***Subject (2 syllables)***

***Description (4 syllables)***

***Action (7 syllables)***

***Setting (8 syllables)***

***Final Thought (6 syllables)***

Students read poems aloud and reflect on vivid imagery.

- Notice and share examples of vivid imagery that reflects the artwork in poems.

## Learning Extensions

**Create** art inspired by vivid imagery in literature. (Visual Art, ELA)

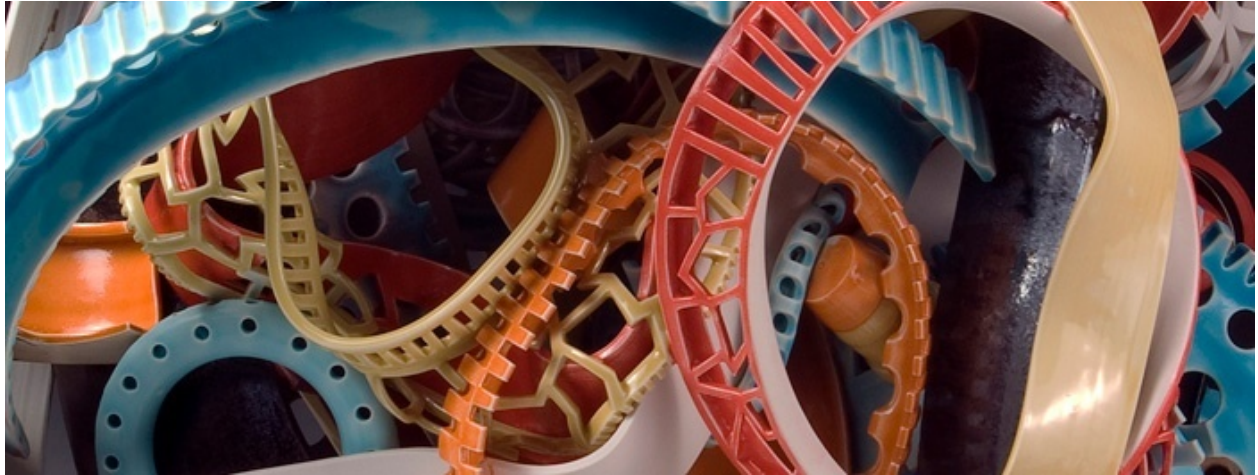
## Learning Standards

- **ELA Language: Vocabulary Acquisition and Use: 5.** *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
- **ELA Language: Vocabulary Acquisition and Use: 6.** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

## Merging Media

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*How can one art form express responses to another?*



**The teacher introduces video, musical score, and soundtrack-making processes. Students form groups of 3, gather around the art, and make videos on phones.**

- *You are making a short 2-minute **video**. This is a creative project to engage you in responding expressively to the public art at our school.*
- *Your group will be filming, and creating a **soundtrack** for your short video.*
- *Your soundtrack instrument will be paper that you manipulate to make **sounds**.*
- *Using **symbols** or **shapes** of your choosing, you will sketch a guide for creating a specific sequence of sounds made for your soundtrack (a simple musical score).*

**Video parameters guide students as they work collaboratively.**

- *To start, look closely at the artwork and talk about what you see. Respectfully share your thinking, honor ideas, and work as equals.*
- **Visualize** your video as a group. Film at least two takes/versions.

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**ABOVE IMAGE:** Ryan LaBar, *A New Perspective in the Hunt for Clues* (detail), 2011. Glazed porcelain and stoneware. Peninsula College, Port Angeles.

- Your **video** must be no more than 2 minutes long, and show art in the **space** from multiple points of view/camera angles and at least one **close-up** shot.

**In the classroom, students create and organize soundtrack sounds.**

- Your **instrument** is paper. Your job is to discover what sounds and rhythms it can make while thinking about the art. Shred, tear, rub together, crumple, tap, drop paper, and listen. Make it louder, softer, faster, slower...
- Choose your group's best **video take**. Identify the paper sounds and their **rhythm** that best complement what you see in the art and your video.
- Choose a shape or symbol to represent each sound you will use in your soundtrack: Sketch a sound sequence using those shapes/symbols. This will help you rehearse.
- **Rehearse, time, and refine** your soundtrack. Find a quiet place and record. Add the soundtrack to your video using an application and mobile device of choice.

**Students share videos in a class film festival and reflect.**

- Describe artistic choices in videos that you thought were effective and why.

## **Learning Extensions**

**Create** videos about people interacting with art. (Media Arts)

## **Learning Standards**

- **Media Arts, Producing: MA:Pr5.1.6 c.** Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- **Music, Creating: MU:Cr1.1.5 a.** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)



## Next Design Ahead

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*How can public art transform a space?*

*How do artists visualize art for public spaces?*

**As artists, students gather around an artwork and talk about the impact of the art in the school environment. What does the art communicate? What are important factors to consider in planning and placing art?**

- *Artist designers, how has this art changed our school environment? What is this art about? Share observations that back up your **interpretation**. How does this art connect with or reflect our school, community, or region?*
- *The school's **Art Selection Committee** developed criteria and chose an artist who designed and created this art specifically for this space.*
- *When developing art for a specific space, what are important things to think about? (What the art will look like and communicate, the community it will become a part of, who will see it and when, what the space is used for and by whom, durability and safety of the art materials...)*



**Students form small collaborative groups. The teacher guides students to explore criteria and concepts for artworks at your school campus and to view a range of public art possibilities seen in [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/).\***

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**IMAGE ABOVE:** Etsuko Ichikawa, *Spectrum of Light* (detail), 2012. Cast resin and stainless steel. Bethel School District, Frederickson Elementary School. Photo by Sean Frego.

\* <https://www.arts.wa.gov/my-public-art-portal/>

- Look at public art **designs**. Talk about different possibilities. Respectfully share your thinking, honor ideas, and work as equals.
- How can public art enhance another part of our school environment?

**Student groups identify a place at school for more public art and create a design proposal for art they visualize for that space.**

- As a group, identify a school space for more public art. Identify the artwork you imagine there. Create a design proposal that meets the criteria that your group discussed. Your proposal should include the following.
  - **Location Description:** Written description of space including size/dimensions; photos of space from 3 points of view.
  - **Artwork Description:** Written description of colors, shapes/form, imagery, medium/material (painting, mosaic) including dimensions; statement of what art is about or intended to communicate; sketches of proposed art from 2 points of view.

**Students groups share and respond to design proposals.**

## **Learning Extensions**

**Create** scale models for art using technology. (CAD, 3-D printers)

## **Learning Standards**

- **NGSS: Engineering Design: MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- **Math: Mathematical Practice 4.** Model with Mathematics.

## HIGH SCHOOL LEARNING ACTIVITIES

### Art inspiring Art (pg. 29) (Visual Arts, Social Studies)

*Students closely observe and interpret an artwork. They collectively identify a theme or message in the art. Then they create their own original artwork that shares the same message using a creative process of choice.*

### From Start to Finish (pg.31) (Media Arts, ELA, CTE)

*Students research an artist and their creative and technical processes. Student groups create a storyboard and short sequential video documenting the progression of an artwork from idea to completed artwork.*

### Art Talks Back Improv (pg.33) (Theatre)

*Students think and talk about the value and importance of art, and perceptions of art in society. Next, student partners engage in improvising lively dialogues between the art (as a character) and the viewer.*

### Ideas to Build On

**Create** choreography and music inspired by art. (Dance, Music)

**Generate** engagement with art in your community by creating real and virtual walking tours, interactive maps, social media (ELA, STEM, CTE)

**Communicate** about current issues by combining different art forms. Invite dialogue. (Media Arts, Social Studies)

**Curate** an online virtual exhibit for [My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)\* featuring an idea or theme that links your school's public art with other state artworks. Make a list of art and send to [collections@arts.wa.gov](mailto:collections@arts.wa.gov) (ELA, Social Studies, STEM)

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\* <https://www.arts.wa.gov/my-public-art-portal/>

## Art Inspiring Art

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### *How can art convey an idea or message?*

Students gather to observe an artwork. The teacher guides discussion as they describe what they see and share ideas about the meaning or message communicated by the artwork.

- Quietly **focus. Observe** closely. What do you notice?
- Think about the elements of **line, shape, color, space, texture**. How did the artist organize the **composition**? What did they emphasize? **Write** or **sketch** ideas.
- How do you think the artist made this? Painted, forged, fired, cast, carved, welded, tiled? What **genre, style, cultural, or historical** influences do you see?
- Find the **message** or **meaning** in this artwork. Share your interpretation. Support your thinking with **observation** and **prior knowledge**.
- What is happening? What is the **theme**? Does the art show a **story**? Is the art a **call to action**? Is the art challenging us? Educating us? Pleasing us?



Students collectively identify a message or theme then create a work of visual art in a medium of choice that shares that message or theme.

- As a class, what do we think this art communicates? Once we identify this overarching message or theme, we are going to make art about it.
- Think about how you will convey this message or theme. Think about your strengths as an artist. What tools and materials will be most effective? Clay? Pen and ink? Watercolor? Photography? Collage? Assemblage? Wire? Found

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**ABOVE IMAGE:** Michael Brophy, *Curtain*, 1998, Renton School District, Hazen High School.

*objects? Generate ideas. Make **artistic choices**. Document your creative process using words, photos, or video.*

**Students independently create art inspired by the artwork. The teacher guides periodic peer/teacher reflection, refinement, and revision.**

- *Are you communicating this message or theme? How can you refine or strengthen?*

**Students organize and mount an exhibition of their art to highlight their relationship to their school's public artwork.**

## **Learning Extensions**

**Create** art about identity using an artistic process of choice or as an art exhibition about your school community. (Visual Art, CTE)

## **Learning Standards**

- **Visual Art, Creating: VA:Cr1.2.II** *Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.*
- **ELA: Reading: Integration of Knowledge and Ideas: 7.** *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*



## From Start to Finish

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*What happens in the creative process?  
How does an idea become a work of art?*



**Students research the creation of art from idea to finished work and collaboratively produce a video documentary that tells that story.**

- Quietly **focus. Observe** closely and think about what you want to know about this artwork and artist. Each group is creating a **documentary** about this artwork evolving from idea to finished work using video, narration, and music.
- As a group, conduct **research** about **creative process** (this could include communicating with or visiting the website or studio of the artist, or accessing designs for school's artwork). Create a **storyboard** plan for a 5- 10-minute documentary. Respectfully share your thinking, honor ideas, and work as equals.
- In researching the art and creating a storyboard, think about how you can create a **video sequence** that clearly reflects the creative process behind the artwork using the tools and information that are available to you.

**Teacher facilitates student group research and brainstorming around creative ways to show the creative process.**

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**ABOVE IMAGES:** Brad Rude presents a scaled concept drawing, fabricates, and installs his artwork, *New Heights*, at Clark County Skills Center, Evergreen School District. Rude created the sculpture using cast bronze and stainless steel and installed it in 2016.

- Your group might include **still photos** to suggest ideas, **interviews** with the artist or others in the know, or an **animation sequence/simulation** to show process.
- Your storyboard and video must clearly show a sequence that tells a story about:

*Where the artist's ideas come from*

*Planning/design of artistic composition*

*Technical process in making art*

*Installing and presenting completed art*

**The teacher facilitates the development of the student's storyboard and their use of technology to film; develop sound, music, and/or voice over; and edit.**

**Students share videos in a class film festival and reflect.**

- *Describe artistic choices in videos that you thought were effective and why.*

## **Learning Extensions**

**Produce** a before and after video about the impact of public art at your school for school and local television. If you do this, please share it with ArtsWA! (Media Arts, Visual Art, CTE)

## **Learning Standards**

- **Media Arts, Creating: MA:Cr1.1.I** *Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.*
- **ELA: Reading: Integration of Knowledge and Ideas: 7.** *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

## Art Talks Back Improv

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*How does society perceive art? What makes art valuable or important?*

**Students closely observe the artwork, discuss its impact, and identify perceptions of art within society.**

- Quietly **focus**. Look closely at this artwork. What do you know about it already? What do you wonder about?
- How has this art changed our school? Describe what the space (where the art is) was like before the art was here and what it is like after. Describe your personal responses to the art. How does it make you feel?
- In a larger context, what makes art valuable to us? (The materials it's made of? It's cultural or historical significance? The artist who made it? The way people feel about it?)
- Why are certain works of art important to individuals, cultures, communities, cities, nations? Why might people agree or disagree about that importance? Do you think art is misunderstood? When and why?



**Focusing on ideas about the value and importance of art, students imagine the artwork and its viewer as two characters and generate questions they might ask each other.**

- You can imagine anything as a **character**, including a work of art. You and a partner will assume roles as an artwork and viewer.
- **If you were the art, what might you ask the viewer?** (Do you like me? Am I everything you hoped for? Do you understand me?)

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**ABOVE IMAGE:** Robert Tully, *River Walk* (detail), 2014. Landscape and river boulders. Orient School District, Orient K-8 School.

- ***If you were the viewer, what might you ask the art?*** (Why are you here? What do you do? How do you feel about being here?)

**Student partners assume roles as school art and viewer. A 2-minute improv dialogue begins with a question for either character. Partners switch roles, pose a new question, and another 2-minute improv begins. Students can switch partners and repeat.**

- *In Improv, there is **no right or wrong answer**. Every conversation we have is a form of improv... there is no **script** for life!*
- ***Accept and build on*** what your partner asks or says to keep the scene/conversation moving (say, “Yes, and...”).

**Students reflect on the value and importance of art in their school.**

## **Learning Extensions**

**Create** a theatre vignette that builds on improv dialogues (Theatre Arts).

## **Learning Standards**

- **Theatre, Connecting: Cn11.1.11** *Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.*

## ADDITIONAL IDEAS AND RESOURCES

### Celebration of New Artwork

New artwork is an opportunity to celebrate through a public event where schools can share student creativity inspired by the artwork. A dedication ceremony is a great opportunity to share student work that relates and responds to the newly installed artwork.

### ArtsWA's My Public Art Portal

[My Public Art Portal](https://www.arts.wa.gov/my-public-art-portal/)<sup>1</sup> is a searchable database of artworks in the State Art Collection. It also includes curated online exhibitions.

### ArtsWA's Public Art Resources

You can find handbooks on our website under [Public Art Resources](#)<sup>2</sup>. They give an overview of our processes for obtaining new artworks and examples. There are also resources for artists.

### OSPI's Visual Art Glossary

The [OSPI Visual Art Glossary](http://standards.ospi.k12.wa.us/FullGlossary.aspx?subject=12%2cGLE)<sup>3</sup> supports communicating about visual art for students of all ages.

### ArtsWA's Arts Learning Plans

We have additional examples of comprehensive grade band-specific lessons featuring public artworks on our [website](https://www.arts.wa.gov/public-art/)<sup>4</sup>.

### ArtsWA's Roster of Teaching Artists

Working with a professional teaching artist can be a great way to engage students in a variety of arts learning projects. View our [Teaching Artist Roster](https://www.arts.wa.gov/roster-of-teaching-artists/)<sup>5</sup>.

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<sup>1</sup> <https://www.arts.wa.gov/my-public-art-portal/>

<sup>2</sup> <https://www.arts.wa.gov/public-art/>

<sup>3</sup> <http://standards.ospi.k12.wa.us/FullGlossary.aspx?subject=12%2cGLE>

<sup>4</sup> <https://www.arts.wa.gov/arts-learning-public-art/>

<sup>5</sup> <https://www.arts.wa.gov/roster-of-teaching-artists/>



# CONTACT US

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The Arts Learning Toolkit is a working document that we are piloting. We'd love to hear your thoughts! Feel free contact us with feedback.

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The arts learning activities in this toolkit were developed by [Meredith Essex](#)<sup>1</sup>. Special thanks to Becky Frehse for her initial work on this project.

This document can be downloaded from: <https://www.arts.wa.gov/arts-learning-public-art/><sup>2</sup>

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<sup>1</sup> <https://www.arts.wa.gov/roster-of-teaching-artists/>

<sup>2</sup> <https://www.arts.wa.gov/arts-learning-public-art/>