



**ART NEWS**  
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**SPECIALIST—VISUAL ARTS K-12**

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# ART NEWS

## UTILIZING HIGH ORDER THINKING SKILLS—

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<b>With updates <b>IN RED</b></b>	
<b>(Electronic Edition)</b>	

#### Dates to Remember

**November 2—Early Dismissal Day**

**November 3-6—FAEA Conference, St. Pete, Fl.**

**November 11—Veterans' Day—Schools Closed**

**November 12—"Salute to the Troops" MidTown Centre 10-5**

**November 15—Empty Bowls Luncheon Prime Osborn Convention Center**

**November 16—Early Dismissal Day**

**November 23-28—Weather Days/Thanksgiving**

Before you say anything, I will beat you to the punch line. As you read this article, some of you may think "Who does he think he is?" "Maybe he should come walk a day in my shoes!" I perfectly understand that YOU are in the trenches and not I. Much has changed since I was in the classroom 13 years ago. Therefore, with that said, I shall proceed. I base what you shall read on observations I have made over the last few weeks and in past years. I see GREAT art experiences happening in classrooms when I come to visit. There is one thing district specialists look at in ALL curricular areas: that is whether or not high level thinking skills are embedded into the lesson. I can, without pause, state that high order thinking skills are easily taking place in art processes. As an artist, an individual has to constantly explore and evaluate what he is creating. Much depends on trial and error. When one makes a mistake, how does one correct it? As an artist myself, I constantly move through the process, thinking, evaluating, moving in other directions if something isn't working. It is the process whereby one learns the most, rather than a cookie cutter lesson where one simply follows the same steps every other student follows so we all

end up with the same results.

So, we've established that the process of doing art requires higher order thinking skills. Now, we need to tackle what happens BEFORE the process begins. Most district specialists will tell you they are looking for the kinds of questioning skills a teacher uses in discussing the lesson. We can easily get caught up in closed ended statements: What color is the sky? What media did the artist use? etc. etc. What we tend NOT to do is go beyond that point: "Why do you think the artist used that particular color? What makes you think that?" What would have happened if..."

Here comes the part where you say "Walk a day in my shoes!". In many cases, teachers are limited in the amount of time they work with students. Case in point: The elementary art teacher who has 30 minute classes. But even with that in mind, it becomes ones challenge to further break down a lesson. For secondary teachers who have 90 minute classes, I have to ask, "Given that amount of time, are you using more open-ended questions and conducting greater conversations with your students and making it more an interactive

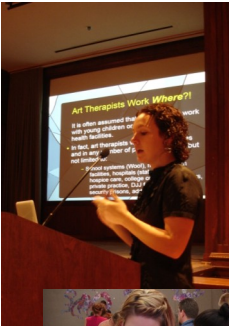
discussion rather than a "teacher-talk" lesson?

Don't jump out of your skin! I also realize I get to see you a mere 100th of a second of your yearly teaching. I do not always get to take in the depth and breadth of your lesson. I can only say that, when I do have the opportunity to observe, and I happen to hear the teacher conduct the major portion of the conversation AND that conversation is limited in the use of questioning skills, my evaluation is only as good as what I observe.

Have you taken a mental inventory of how you conduct a lesson? Have you written out the kinds of questions you might ask students? Better yet, are those kinds of questions posted on your board or around the room so you can easily make reference to them as you teach?

We can easily show accountability for higher order thinking skills while our students are working. However, we also need to be able to show how students utilize thought processes through the many discussions that can take place prior to moving into the production element.

*Jack E. Matthews*



## OCTOBER PLANNING DAY—

The October 28th Planning Day at the Cummer Museum turned out to be one full of useful information to teachers who work with special needs children. **Laurie Brown**, the DCPS EXCEL art teacher, provided plenty of information as well as hands-on activities. The morning session was a general overview defining Art Therapy. The question and answer period allowed teachers

to voice issues and concerns as well as share tried and true experiences. The afternoon gave teachers the opportunity to practice art methods that work well for special needs children.

Additionally, Education Director **Susan Gallo** gave an impromptu tour of the Eugenia Savage exhibition and District Specialist **Jack Matthews** gave a thorough presentation regarding the subject of scheduling

based upon the Operational Procedures approved by the School Board. A discussion via power point demonstrated what a high quality program should include and how one could move towards such a program given shorter periods of art.



## PARTICIPATION IN WORKSHOPS—

There were a great number of teachers who came out for the Saturday Creativity Workshop on October 8th. Much thanks go out to **Tanya Ashe** and **Kathryn Darby** for the superb ability to facilitate workshops on glass fusing and Sculpey creations. Other teach-

ers dove into creating magnets and pins using mat board, fabric, buttons, and beads. At a minimum, 150 items were created that will be sold at the Artists' Bazaar during the FAEA Conference in St. Petersburg. Sales of these items will help benefit the Les-

lie Beddard Scholarship Fund.

Any teacher who attended will tell you they had a blast. The time spent with other art teachers was more than enough reason to commit to giving up a Saturday.

*More pics on page 3*

## COME CELEBRATE AND ASSIST—

MidTown Centre's annual "Salute to the Troops" will take place Saturday, November 12 from 10:00 to 5:00. The **Duval Art Teachers Association** will be present providing 3 tables of art activities for kids to choose from. Additionally, students from **Jacksonville University** and high school students in need of community hours will

be on hand to assist. MidTown Centre has supported Duval County Art Teachers in the past with generous donations to the District. Last year, MTC presented a check for \$4,000 to the DCPS Art Department.

If you would like to volunteer to assist during one of the 4 time blocks, contact

Jack Matthews at 390-2677 or email him at: [matthewsj@duvalschools.org](mailto:matthewsj@duvalschools.org)

*MidTown Centre is located between Atlantic and Beach Boulevards and is also home to the Schultz Center for Teaching and Learning.*

## Northeast Florida Scholastics Reminder

■ **Gerie Leigh** is now seeing evidence of schools participating in the Northeast Florida Scholastics Program. Parents have asked about it, stating their child has not received information from their art teacher. Please do all you can to provide this opportunity to your students. The fee is nominal and the students, once given the information to log on, can handle the bulk of the responsibilities. **Savannah College of Art and Design offers scholarships to Gold Key winners.** It is hoped the college will do additional scholarships for Duval County students. Please help this program become a huge success for Duval and its surrounding counties.



## TEACHABLE MOMENTS—

Opportunities arise every day for great ways to increase higher level thinking as well as ways to utilize cross-curricular teaching. In the **Florida Times Union** recently, there was an article regarding pre-historic findings that let us know our “ancestors” developed ways of mixing and preserving pigments. What discussions could you come up with about this? Could you relate it to possibly the way Aboriginal Artists created and preserved their pigments? How we do it

presently? What the differences might be?

Also, you may have read or heard in the news, new findings regarding the death of artist **Vincent Van Gogh**. You can also Google a recent **60 Minutes** segment to show your students. A discussion could follow representing both sides of what we have accepted on past information and what we presume to possibly be true now.

Lastly, have you ever

thought of conducting a science experiment with black tempera paint? Many of us know that when you add water to black tempera to thin it down, over a period of time, the container begins to expand and the smell is somewhat noxious. What causes this? How does it compare to mixing water with other tempera paints? With black acrylic? What is it about tempera that leads to the changes? Oh the possibilities!



## STEAMPUNK—

Yes, that’s right. STEAMPUNK. Have you ever heard of this? I had not, until I saw an article in the **Florida Times Union** featuring Bolles art teacher, **Jim Smith**. He was discussing one of his fanciful sculptures with his students and one young man declared “Oh! Steampunk!” Then, I saw an edition of **Sunday Morning** on October 30th. What was the feature? Steampunk—a convention of Steampunkers! I was amazed at what I saw. Seems all of this goes back to the Victorian Era when many people were consumed with steam-driven inventions. We’ve been given a taste of these out-of-this-world inventions through such shows as *The Wild, Wild West* (I’m dating my-

self), Jules Verne’s *20,000 Leagues Under the Sea*, two Robert Downey films where he portrays *Sherlock Holmes*, and, coming in December, Martin Scorsese’s *Hugo*.

My mind immediately began racing. **WHAT A GREAT WAY TO SUPPORT HIGHER ORDER THINKING SKILLS!**

Steampunk demands creative thinking from inception to finished product. Imagine a student having to take a common product we use today and reconstruct it given the notion it might run on steam. Furthermore, how could this become a collaborative effort? Yes, students in your class could work together. But what if a student in your 3-D

class was paired up with a student in a 2-D class? Even better, if, it were *two* different art teachers with one teaching 2-D and the other teaching 3-D. The students could get together, come up with an idea. The 2-D student puts the idea on paper (not just intended to be a sketch, but a work of art) and then the 3-D student takes the design and creates the sculptural form?

Some teachers in both Middle School and High School may already have students working in Steampunk. I challenge those who are not, to think about making this part of your curriculum. Think of the possibilities!



Additional Images from Creativity Workshops: from left: Glendia Cooper, Jennifer Snead, “Sunflowers” by Jack Matthews; Angela Mullaney, Intern, Raney Manning, Kathy Schmidt, Shavaun Wojciak, Kathryn Darby, Trish Beach, Ken Hatcher, John Petry, Gerie Leigh

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15 - 19 Pre-Planning

**17 - Subject Area Meeting/Cummer Museum 8:00-3:00 (6 pts)**

22 - First day for students

5 - Labor Day-schools/admin office closed

7 - Early Dismissal

**10 - Clay Workshop Art Lab 9:00-4:00 (6 pts)**

21 - Early Dismissal/"Empty Bowls" Pt I Lab 2:30 - 5:30 (3 pts)

5 - Early Dismissal/"Empty Bowls" Pt II Lab 2:30 - 5:30 (3 pts)

**8 - Creativity Workshop Art Lab 9:00-4:00 (6 pts)**

19 - Early Dismissal/Quilt Projects Due at Art Lab 2:00 - 5:00

**28 - Planning Day Cummer Museum 8:00-3:00 (6 pts)**

**"Hopes and Dreams" Project due**

31 - DATA fall show entries due Art Office 4-6

2 - Early Dismissal

3-6 - FAEA Conference St. Petersburg, Florida **9 - Art Lab Open 2:00-5:30**

11 - Veteran's Day - Schools/Admin Offices closed

12 - MidTown Centre "Salute to the Troops" DATA fun booths

16 - Early Dismissal **22 - Vessels due for Jax Cystic Fibrosis**

23 - Weather Day

24-25 Thanksgiving Holidays

28 - Weather Day

7 - Early Dismissal

19-21 - Weather Days

22 - Winter Break Begins

23,26-Schools/Admin Offices Closed

1 - New Year's Day

2 - School Resumes

11 - Early Dismissal

16 - Martin Luther King Day Schools/Admin Offices Closed

**20 - Planning Day Mini Conference location TBA**

25 - Early Dismissal

FEBRUARY							
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- 8, 9 - Senior High/DATA work due to Art Lab 8:00-5:00
- 8 - Early Dismissal
- 20 - Presidents' Day - Schools Closed
- 22 - Early Dismissal
- 25 - Senior Frame Day Art Lab 9-4 (6 pts)

- 1 - Senior Show work transported to FSCJ/South Campus
- 7 - Early Dismissal
- 8 - Senior/DATA Shows reception Wilson Gallery 5:00-8:00
- 12, 13 - Middle School work due to Art Lab 3:00-6:00
- 19-23 - Spring Break
- 28 - Early Dismissal Day/Matting Mania Art Lab 2:00-6:00
- 29 - Senior/DATA Shows close

- 2 - School Resumes
- 5 - Planning Day—Elementary Library Installations**
- 6 - Schools/Admin Offices Closed
- 12 - Middle School Show reception FSCJ/Kent Campus 6:00-8:00
- 13 - Leslie Beddard Scholarship Applications due
- 11 - Early Dismissal
- 25 - Early Dismissal
- 26 - Middle School Show ends

- 3 - "Best of Elementary" reception FSCJ/Kent Campus 6:00-8:00
- 11 - DATA Principal of the Year packets due
- 17 - "Best of Elementary" Show closes
- 23,24 - All student artwork to be picked up Art Lab 3:00-6:00
- 28 - Memorial Day - Schools/Admin Offices closed

- 7 - Last Day For Students
- 8 - Schools Closed
- 11,12 - Post Planning Days
- 13 - DATA End of Year Luncheon location TBA

**Weather days will be considered holidays unless needed**

**Additional Workshops TBA**