



"The most beautiful thing we can experience is the mysterious. It is the source of all true art and science." -Albert Einstein

# ARTY SMARTY

JPS Art C106

October 2009

**ARTY SMARTY**—your way to get valuable information about the art program curriculum

- ✦ connecting art with the SIP plan
- ✦ integrating subject areas
- ✦ reinforcing art basics in the overall curriculum
- ✦ children's perceptual development
- ✦ art expression as therapy



- ✦ lifelong visual literacy
- ✦ children's feelings
- ✦ improvement of gross and fine motor skills



## The Junishi

Students will learn about the 12 animals of the Chinese Zodiac by using sumi-e techniques to paint them. They will also write the names in Japanese Hiragana. This assignment will help them understand more about the world they live in and, in particular, Chinese and Japanese culture. As importantly, it will



fine-tune their motor skills and help their "eyes, brain, and hands to act as a team" (Trafton). Japanese and Chinese kindergarten children use paint brushes very early in their academic

and,



careers in

addition to using chopsticks, it enables them to develop fine motor skills.

The straight kindergarten classes will continue with sumi-e by painting their particular sign and writing their names in Katakana. Since the Junishi also indicate times and directions, it is an excellent chance to study a little math. "Head and Shoulders, Knees, and Toes" will be introduced in Japanese so they can compare it to English and Spanish. We will sing it together. Art, like music, has rhythm. It is particularly evident in the spontaneity of sumi-e.

For the other classes, sumi-e will be added to the Japanese center for the remainder of the year and incorporated into scrolls, modified batik, and paintings. Various COW projects will be



available to enhance learning in this area.

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### COW (Challenges of the Week)

The children are getting use to doing COW (Challenges of the Week) projects as they wait for one-on-one help. The COW reiterate and reinforce lessons already studied, as well as introduce upcoming projects. There are usually about 10 COWs in the room.

**Wanted: One plastic 10" or so COW if you have a spare.**

### COMMUNITY TEAM #2

As students or I think of novel projects, we do them as community teams. The team members may include students from various classes. The project is ongoing throughout the day and/or week until it is complete.



The above collage (30" x 34") is made of recycled wood, marker caps, and cloth. It was framed with lattice and is ready for display as son as we find a location.

### PATTERNS & DESIGN

#### Projects are nearing completion

Assignment:

Step 1: Create a mandala using wood geometric

Photos are Interestingly, 300 was the



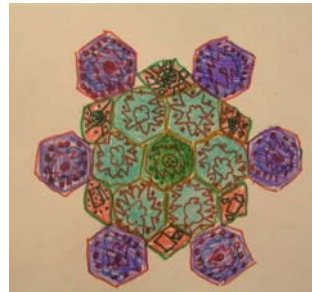
shapes. taken. none of the same.



Step 2: Recreate your mandala by looking at the photo and tracing around the wooden shapes. Color with colored pencils and embellish with repeated patterns on like shapes

using fine line markers.

These photos do not do justice to the beautiful patterns on each of the shapes.



Step 3: Print using an AB pattern. Embellish with repeated patterns on similar shapes



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## What is Art?

Students, who had difficulty tracing, had two other project options: a rainbow caterpillar using patterns or a cut-out shapes paper mandala.



The Rainbow Caterpillar involved several subject areas, as well as art. Included were science (metamorphosis, rainbow colors, insect anatomy); math (patterns, counting, and arranging), literacy (reading vocabulary, The Rainbow Caterpillar, and sequencing of events), and art (cartooning, cutting, pasting, harmony, color, and so on).



## RECYCLE

If you have fabric scraps or old clean white sheets, sewing supplies, old jeans, wood scraps (see me), nails, a cardboard barrel, and other items of interest, consider C106 to be your recycle headquarters. If we can't use it, we will find someone who can. Thanks to donations from the base woodshop, we now have a new JPS NEWS sign and some students are turning their drawing ideas into wood projects. Have you noticed?



## COMMUNITY TEAM #1

A community team built the large T-Rex by the Media Center. A new community team has started a very extensive fishy project. We are making it a visual display, as well as a learning center about aquatic life. We will announce its completion and show photos. I suspect it will take about a month to complete.

Art has had a great number of different functions throughout its history, making its purpose difficult to abstract or quantify to any single concept. This does not imply that the purpose of Art is "vague", but that it has had many unique, different, reasons for being created. The different purposes of art may be grouped according to those which are non-motivated, and those which are motivated (Levi-Strauss). Below are listed the non-motivated functions.

The non-motivated purposes of art are those which are integral to being human, transcend the individual, or do not fulfill a specific external purpose. Aristotle has said, "Imitation, then, is one instinct of our nature." <sup>[20]</sup> In this sense, Art, as creativity, is something which humans must do by their very nature (i.e. no other species creates art), and is therefore beyond utility.

1. Basic human instinct for harmony, balance, rhythm.
2. Experience of the mysterious. Art provides us with a way to experience ourselves in relation to the universe
3. Expression of the imagination. Art provide a means to express the imagination in non-grammatical ways that are not tied to the formality of spoken or written language.
4. Universal communication. Art allows the individual to express things toward the world as a whole.
5. Ritualistic and symbolic functions. In many cultures, art is used in rituals, performances and dances as a decoration or symbol.

Although Wikipedia is generally not the best source for information, this particular article is an excellent introductory overview of art and its function. It has reliable notes and references.

[http://en.wikipedia.org/wiki/Art#Non-motivated\\_functions\\_of\\_art](http://en.wikipedia.org/wiki/Art#Non-motivated_functions_of_art)

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