

**Title of Session:** Arts and Literacy

**Moderator:** BJ Berquist

**Title of File:** 20060109artslit

**Date:** January 9, 2006

Room: ArtsSites Group

**BjB:** Welcome to tonight's Arts and Literacy discussion.

**DavidWe:** I am a Tapped In HelpDesk volunteer. I work with teachers to help them learn more about technology for education

**BjB:** I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In. I lead the Arts and Literacy discussions

**CaroleMc:** Hello everyone, I am an independent elearning consultant from Victoria, Australia, I help teachers develop their elearning competencies

**TeresaHi:** Hello, I teach kindergarten in Houston, TX and teach all subjects.

**SusanR:** Hi there. I am a K to 8 occasional teacher from Ottawa, Ontario. I lead the K to 3+ Great Resources sessions here

**BjB:** nice diversity of interests tonight!

**SusanR:** Tomorrow's session is on Poetry and Reading

**BjB:** cool. Thanks, Sue

**JanKS:** I am an elementary art teacher from Ohio and teach 1st-5th grade.

**BjB:** thanks, Jan

**BjB:** I purposely left the topic for tonight's Arts and Literacy discussion open for this first meeting of the New Year

**BjB:** does anyone have any specific topics they want discussed?

**DeborahCP** joined the room.

**DeborahCP:** Hello, Sorry I'm late

**BjB** waves hi to Deborah. Just in time to add your intro!

**BjB:** then we're opening the floor to requests for how to integrate the arts across the curriculum

**DeborahCP:** I teach a 4, 5, 6 grade class in Stockton CA

**TeresaHi:** Yes, my children only receive art instruction in my classroom.

**SusanR . o O** ( how to analyze a painting...the art of questioning )

**BjB** nods to Teresa

**BjB:** good topic, Sue

**CaroleMc:** My focus is on helping teachers in adult learning environments how best to use elearning. My current tasks include: digital storytelling as creative tools.

**JanKS:** Here is a way to integrate art across the curriculum...I connect Ohio history of the Hopewell Indians with an art project on effigy pipes made out of clay.

**BjB:** first, let's show you the archives of past discussions on Arts and literacy.

**BjB:** thanks, Jan.

**BjB:** the archived transcripts are at [www.tappedin.org/transcripts](http://www.tappedin.org/transcripts)

**BjB:** so, one suggestion is to use local history with the arts to teach social studies

**BjB:** and Sue wants to do critical thinking

**BjB:** David, please tell your story about your Mom and the police

**BjB . o O** ( how's that for an attention grabber? )

**DavidWe:** My Mom and the police?

**DavidWe** smiles

**BjB** grins...physicians

**DavidWe** waits for Bj to explain a bit more

**DavidWe:** art?

**BjB:** yes, observation

**DavidWe** nods

**DavidWe:** My mother is a doctor and in the fall began a short course (5 or 6) sessions of going to the Frick Collection (in New York City) with 1st and 2nd year medical students

**DavidWe:** The art museum was using paintings as a tool to help train the med. students in observation: what did they notice, what might be wrong with the people in the painting, etc.

**DavidWe:** It turned out that the museum was also using the art collection to train NY Police Department officers, also about observation, but with a slightly different focus

**DavidWe:** [http://www.frick.org/education/collab\\_art.htm](http://www.frick.org/education/collab_art.htm)

**DavidWe:** This next page discusses the program and how it works with police officers:

**DavidWe:** [http://www.frick.org/education/collab\\_art\\_II.htm](http://www.frick.org/education/collab_art_II.htm)

**DavidWe:** It's generated a fair amount of publicity in the last two months

**SusanR .** o O ( an interesting technique, David )

**DavidWe** nods

**DavidWe:** I thought it was a fantastic program

**DavidWe:** On the 2nd link I posted, on the right side of the page there is a link to a 2 minute video segment from the CBS Evening News that's fun to watch

**DavidWe** finishes

**DavidWe .** o O ( I think )

**BjB:** on a similar note, when I participated in the National Gallery of Art Digital Storytelling Workshop last summer, we did a lot of discussion about paintings in the gallery

**CaroleMc:** you have my attention now BJ

**BjB .** o O ( Carole, there is a storytelling discussion scheduled for Thursday )

**BjB:** <http://www.nga.gov/>

**CaroleMc:** thanks, I'll add that to my schedule

**BjB:** there is also a storytelling group.... The Art of Storytelling.

**CaroleMc:** yes I am a member of that one

**BjB:** that group collaborates with this ArtsSites group...so there is a featured passageway from here to there

**BjB:** one way to analyze a painting or artwork is to tell stories about what you think is happening in the painting

**BjB:** during one exercise we were in a gallery room and each member of the group had to pick a painting...

**SusanR** listens intently

**BjB:** then one person started a story with their painting...

**TeresaHi:** I think I'll join the Digital Storytelling discussion. I have done several and my class has enjoyed the stories.

**BjB:** and each person added to the story with their chosen painting as the topic

**BjB:** another thing we did was choose a portrait and give the person in the portrait an identity

**CaroleMc:** One of my teachers studying dst, used her own artwork and her own poetry to tell her story to motivate other young budding graphic artists. She uses her story as motivational strategy for art students to create their own dst as portfolio....

**BjB** . o O ( no wrong answers in either of those activities )

**DeborahCP:** When analyzing a painting, you could have students formulate a question about the work, and then let other students answer it.

**BjB:** Thanks, Carole.

**CaroleMc:** another teacher, composed his own song, accompanied his singing with guitar playing, and used his paintings to tell the story.

**BjB** nods to Deborah

**JanKS:** Students could also write stories about the painting to connect with literacy.

**BjB:** when analyzing a painting it is important to not criticize a response, but to ask what it is in the picture that makes you say what you said

**BjB:** right, Jan...take their dialogue and record it in a journal

**DeborahCP:** Changing the subject, the other day I was looking at fractals for an art project. I decided it was too advanced for my students ( and me) but chaos math is really interesting

**BjB:** another lesson would be to have a student write a description of a painting...and have a partner draw what is being described or identify the picture

**TeresaHi:** Students could practice using descriptive words when writing about the picture. One way to encourage students to look closely at the picture.

**BjB:** fractals are very cool, Deborah

**JanKS:** and review art vocabulary.

**BjB:** great idea, Teresa and Jan

**CaroleMc:** hmmm, excuse my ignorance, what are fractals?

**BjB:** for lower grades they can find shapes in the artwork...or colors

**DavidWe:** Self-similar forms

**DavidWe:** the branches of a tree may resemble the smaller twigs in shape and pattern

**DeborahCP:** I started with looking at snowflakes.

**BjB:** <http://math.rice.edu/~lanius/frac/>

**DavidWe:** <http://math.rice.edu/~lanius/frac/>

**DavidWe:** Hey!

**TeresaHi:** Finding different shapes is a great idea. We just went on a shape walk last week.

**BjB** chuckles...good taste in sites, David

**DavidWe** compliments Bj on her excellent selection for a fractal web page

**DavidWe:** I'll tell Cynthia

**CaroleMc:** aha, Now I understand, I must be a visual learner.

**BjB:** <http://www.mathmuseum.org/Fractal.htm>

**SusanR** . o O ( recalls taking her grade ones on a shape walk )

**JanKS:** What is a shape walk..all ears!

**BjB:** children identify shapes as they take their walk

**SusanR:** take the kids on a walking tour of the school or yard and students look for shapes like triangles, hexagons. etc

**TeresaHi:** A shape walk is when the children look for shapes in the real world. Where do you find a cube? Students see where the shapes are and how they are used.

**JanKS:** thanks

**CaroleMc:** You have provided a revelation for me today - the symbol for gratitude must be a fractal - it looks like the @ symbol and can be found in many places.

**DeborahCP:** I like to connect my art projects with online examples. Today I showed my students a google image search on collage. They thought the Picasso Guitar was "weird".

**SusanR:** an interesting one for analysis is The Three musicians by Picasso

**BjB** nods...rhythm, movement

**BjB:** what kind of sound would the painting make if it could sing

**JanKS:** jazz

**DeborahCP:** That's a good question.

**JanKS:** might be another good writing activity

**CaroleMc:** ah, now that's an interesting concept - what notes would best accompany such pictures - that would make an interesting discussion for students of art

**BjB** agrees with Carole. I will have a guitarist as an artist in residence in early May

**TeresaHi:** Perhaps the students could use a keyboard and tap out the sound.

**BjB:** and I usually have the students draw lines that represent their favorite song...loud, soft, fast/slow, etc

**BjB:** and they have to use color for the line

**JanKS:** reminds me of downloading songs and the visual you put with it when the song is playing

**BjB:** oh...thanks for reminding me, Jan...

**BjB:** during the science discussion last week the guest speaker, Sharon Bower, a NASA teacher, was telling us about a recording the Virginia Symphony made to accompany Hubble telescope images

**BjB:** . o O ( I do have that correct, don't I, David? )

**DavidWe** believes so

**DavidWe:** I have the DVD she sent me from NASA Langley

**CaroleMc:** yes, their choice of colour would also be significant - emerald green for verdant, swirling lines for flowing, watery visuals; so what colours did NASA choose?

**BjB:** I didn't get mine yet

**DavidWe** will share

**BjB:** here's a cool site <http://paintingmusic.com/>

**CaroleMc:** Jan, I am reminded of the visuals that Media Player presents when music is displayed with it.

**JanKS:** My husband was using that the other night with some 80s songs.

**BjB:** did we discuss something that interested everyone here? Anything we missed or that you'd like to explore?

**CaroleMc:** Could we use such visuals to identify the style of music perhaps - to put the perspective the other way round?

**BjB:** you certainly could, Carole...one more suggestion...

**BjB:** if you haven't participated in any ArtsConnectEd discussions...

**BjB:** you can build your own museum collection using artsconnected

**BjB:** you could have the students build a collection of artwork based on a kind of music

**BjB:** . o O ( and the artwork can be annotated )

**BjB:** [www.artsconnected.org](http://www.artsconnected.org)

**CaroleMc:** excellent, I must explore that concept, especially in relation to digital storytelling soundtracks

**BjB:** there is a tutorial on the site and a tutorial in Kevan Nitzberg's office

**BjB:** good idea, Carole.

**BjB:** anyone else have an idea to share?

**CaroleMc:** thank you

**JanKS:** Great discussion...thanks

**SusanR:** interesting ideas and perspectives

**TeresaHi:** I enjoyed the session. Thank you. It was very interesting.

**BjB:** I've enjoyed the discussion too...always nice to talk about ideas instead of just hurling urls

**CaroleMc:** I certainly liked the openness of this discussion - as a gemini, experiential learner

**BjB** applauds the contributions of the group!

**TeresaHi:** Have a good evening everyone.

**CaroleMc:** thanks all, its now lunchtime for me here in Australia, bye for now

**BjB:** The next Arts and Literacy discussion is February 6

**BjB** waves bye to Carol

**CaroleMc** left the room (signed off).

**BjB:** thanks, everyone for your contributions

**JanKS:** good bye

**DavidWe:** Thanks, Bj

**SusanR:** Thanks again

**BjB** waves goodnight.