



JUNIOR LEAGUE
of SEATTLE

The Northwest Art Committee Teacher's Packet

What is the Teacher's Packet?

A Collection of paintings and sculpture by Northwest artists will be coming to your school in the near future. This packet of information is for all teachers to use in planning their curriculums in conjunction with the art exhibit. It contains information and activities not only on the Junior League of Seattle's Northwest Art Collection, but also materials to aid in understanding and appreciating art.

Background and Purpose of This Program

The Junior League of Seattle's Northwest Art Project, in partnership with the Bellevue Arts Museum is a program staffed by trained volunteer docents from your school. The project's goal is to acquaint elementary school children and the community with fine art from the Northwest, and to present the art in a manner which goes beyond the boundaries of an art history lesson. Using music, word games, movement and their imagination, docents bring their Collection to life, inspiring children to communicate their own emotions and reactions to the art and to their environment. Individual pieces also initiate discussion of cultural diversity and the relationship of ourselves to nature. To the many school children who never enter a museum or gallery, the Northwest Art Collection offers a rich experience exposing the children to a sampling of the art from their own region.

The Collection and the Teacher's Packet

The artworks coming to your school will approximate 7 to 8 pieces out of an eighty piece collection. (Breaking up the Collection into four exhibits allows the Junior League to work with other schools simultaneously.) Your school's works will include paintings, sculpture, collages and prints, most of which will be originals. Some of the artists include: Juan Alonso, Kenneth Callahan, Dale Chihuly, Marita Dingus, Morris Graves, Paul Horiuchi, Jacob Lawrence, Sherry Markovitz, Alden Mason, Barbara Thomas, George Tsutakawa, and Mark Tobey.



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The pieces will be set up by volunteer docents in the school library for one week. The week will be devoted to sessions with a docent, and teachers will be able to bring their classes to view the Collection during their regularly scheduled library visit. All of the information in this packet is for you, the teacher, in preparing class projects involving this art. We hope it will give you information and ideas for working with your students.

The Northwest Art Committee Teacher's Packet How to Approach the Art

We use our Northwest Art Collection as a jumping-off place for the exploration of all art. We place less of an emphasis upon factual information such as the title of a particular work and more emphasis upon the emotions conveyed by the work – why it makes the viewer react a certain way. We continually stress the point that there are no “wrong” answers, but instead, many individual interpretations. It’s wonderful to see how children, who may be initially unsure of what to say, immediately relax and let their imaginations take over.

General Questions to Ask

- Put yourself in the picture. What are the smells? Noises? How would you feel? What would you like to touch?
- What sounds might this picture make? Is this picture loud or quiet? Hot or cold? Why?
- Would you like this picture in your home? Why or why not? Which room?
- One-minute memory game: Look at the picture, then turn it around. Name objects, colors, etc.
- What is the difference between painting and sculpture? (Painting is two-dimensional, sculpture is three-dimensional.) Can a piece of art be both?
- Let’s discuss the elements of art and how they affect you:
 - Line: curving, soft vs. sharp. How can line show movement?
 - Color: bold, clear vs. muted. Use of primary colors.
 - Shape: identify shapes. How many do you see?
 - Texture: compare pictures that appear rough and smooth. How does the artist show texture?
 - Balance: turn the picture around. Does it feel balanced? How is that achieved?



Questions About the Use of Color and Light vs. Dark

- Warm colors usually jump out at you and cool colors recede in a picture. What objects did the artist want you to notice first?
- Where is the source of light? Which objects are highlighted in the picture?
- Are the colors bold? Muted?
- What emotions do you associate with certain colors?

Questions on Structure

- Look at the picture. Where is your eye drawn first? This is the focal point.
- Where is the action? What attracts your eye? Which objects create movement?
- Look for varieties of line: thick, wavy, fast or careless, fine or sensitive.
- What shapes do you see?
- If you turned this piece upside down, how would the balance change?
- Does this piece feel heavier or lighter on one side?

Questions on Technique

- How was this picture made? (Example: collage, print, felt pen, ink, paint, bronze.) Talk about the medium.
- Name all of the different materials artists can use to make art.
- Did the artist do this work quickly or slowly?
- If you were to do a piece like this, what type of tool would you use? With collages, name all of the familiar objects used.



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Ideas for Classroom Projects

General Associations

- Associate the five senses with the works exhibited.
- Play a piece of music and ask the children to choose artworks that relate to this music.
- Ask them to dance like the mood portrayed in the picture.
- How does a work taste?
- How do you imagine it feels?

Collages

- Cut and paste black construction paper shapes on white paper. What kind of spaces do you see on the page? What mood does it portray?
- Cut and paste assorted objects found around the house: buttons, foils, fabrics.
- Use only materials found in recycling bins to make a collage.
- Work with cut-outs of the basic shapes and create an image with these shapes. Use a felt-tip marker to draw an outline of the image suggested.

Painting and Drawing

- Use tempera paints in primary colors only, or in dark shades only, or in variations of one color. What kinds of emotions are portrayed when only certain colors are used?
- Try “white writing” based upon Mark Tobey’s *Gothic* print. Draw an image with white chalk on black construction paper. Make a solid base of random crayon colors, cover completely with heavy black crayon and scratch through with a bent paper clip to expose color.
- Make a background of gray, black, white and brown in finger paint or tempera. Allow it to dry and then draw or paint lines on top of the background.
- Recreate your favorite work in the exhibit; or do a self-portrait.

Sculpture

- Draw a design for a sculpture on paper first. Then see if you can construct the real thing out of clay or papier-mâché.
- Try using household objects, clay or construction paper to make a tower, a fountain or a machine.



Art and Creative Writing

- Art appreciation often leads to interesting written work. Anything from a list of words to a short story may be inspired by a painting or a piece of sculpture.
- Word association: choose a picture and list all of the words that come to mind as you look at the picture. Think about all of your senses. (Kindergarten through first grade might do this exercise as a class so that the teacher can record the words.)
- Word association and emotions: List 10 feelings or emotions. Match a picture to each emotion.



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