

CLARK ELEMENTARY

ART DOCENT

2019-20

As an Art Docent at Clark Elementary you will help bridge the gap between funding and art education for our kids. **You are an indispensable part of this program – THANK YOU!**

So what do you do? Art Docents are invited to teach 9 art lessons (1 - 60min class per month) throughout the school year that address the learning objectives for their grade.

Our **purpose** is to support the art learning standards of Washington State while offering students a positive experience with art by exposing them to various materials and artists. We will be introducing the elements and principles of art, art vocabulary and art criticism; while encouraging personal artistic exploration and expression. We are looking forward to another year of making art fun, engaging, accessible and equitable.

Remember: your Art Docent Coordinators are always here to help. Please contact us with any questions you have. Our goal is to help you feel confident teaching art classes that are both fun and educational. **We are all in this together so please share your ideas and projects.** It's as simple as making a physical copy of your lesson plan, emailing it to one of your coordinators or uploading it to our GoogleDoc.

Thank you for volunteering your time and enthusiasm to the PTA's Art Docent program. We truly appreciate your generosity.

Sincerely your docent coordinators,

Katy Tuttle & Tiffany Nance

Clark Art At a Glance 2019-20

THANK YOU & WELCOME!

Art lesson Rules:

- **Have fun!**
- **There are no wrong answers when discussing art, support and encourage all reasonable views.**
- **Your students are the artists. Let them *independently* complete the project.**
- **Know your age level and adapt the lesson accordingly**
- **Focus on the *PROCESS* of the art project, not the end product or appearance of the product.**

Thank you for making ART in EVERY CLASSROOM a reality!

1. First things first! - Get in touch with your teacher & docent team - Your class MAY have more than one docent volunteer! YAY for teamwork! You can decide on a docent lead for the class or take turns teaching/choosing lessons. Communication is key! Ask the teacher how you can help with art in their class. Some teachers prefer a full on art teacher some just would like for you to prep supplies and offer support during their lesson.
 - Map out your schedule for the year (ONE 60-min class per month) ex: Will you meet every 1st Monday at 10 am?
 - Discuss how you can tie into class curriculum and grade level art goals (perhaps even discuss with other same grade docents) - This will make for an even more memorable art experience.
 - Choose a time that works for you all and reserve that time on the sign-up sheet by art station of your choice
2. ART CLASS PREP
 - Schedule with teacher/invite other parents to help – teachers can send email to parents
 - Sign up at the station of your choice
 - Find a project that meets grade level goals and could possibly include a Masters Poster (located in the first floor art station on rolling carts)
 - Gather tools and supplies
 - Make a demo of the project at home. Invite your kiddos to make an example!

Lesson Plan Resources: (some of these are easier than others to maneuver through)

- **Issaquah Schools Foundation:** <http://isfdn.org/art-docent-lessons-by-grade/>
- **Issaquah PTSA:**
<https://onedrive.live.com/?authkey=%21AFnQXysQdomJE%2Do&id=C6EB9FF74DAE3E6C%21272&cid=C6EB9FF74DAE3E6C>
- **Deep Space Sparkle:**
<http://www.deepspacesparkle.com> -
Click on **Members login** (tab at the top right of the screen)
log in: clarkartdocent@gmail.com
password: ClarkShark
- **Dick Blick:** <http://www.dickblick.com/lessonplans>
- **Issaquah PTSA Art Docents on FACEBOOK**
- **Cassie Stephens Blog:** <https://cassiestephens.blogspot.com/>

DAY OF CLASS:

- Prep station/supplies
- All art instruction prior to the making of the art is to happen IN THE CLASSROOM
- After instruction you can head out into your reserved art station

In the Classroom

- Introduce yourself
- Explain what you are going to do:
 - Talk about the art
 - How to be an artist
 - How to help clean up after the class has finished
- Tell them which elements or principles of art you are focusing on
- Show visual aids, examples/slides/ masters posters
- Ask open ended, thought provoking questions
- There are no wrong answers when discussing art (only inappropriate ones)
- Talk a bit about expectations for working in the art station... appropriate behavior and voice levels (usually the teacher is a great guide for this)

At the Art Station

- Have the students sign their art work first thing, often on the back, so that you can get it back to them later
- Allow the students to complete their work independently. It is their art project, please allow for them to be the artist
- Praise their work by noticing something specific about it
- Remember that children can be at different developmental levels and abilities – art docents should adapt according to the varying needs of the children. Please be POSITIVE and ENCOURAGING. Focus on the PROCESS not the end result.
- Look to the teacher for guidance directing children’s behavior.
- Take pictures of the kids while they work if you can (kids love seeing themselves in the yearbook doing art :) Be sure to pass them along to the yearbook committee
- Teaching schedules are tight so please be respectful of the time you are allotted.
- Allow time for clean up - sometimes you will have time to have the class help, other times not so much. It always takes longer than you may expect so be sure to give yourself time to properly clean up.
- **Clean up/Leave station better than you found it- VERY IMPORTANT! Please be sure to clean out all paint brushes using soap and water, as they do get used by a large number of people. Put away away all clean materials in an orderly manner in the cabinets. Take special care in the paper storage area and with the pan watercolors- they get really messy, but a quick rinse cleans them up nicely.**
- Use the drying racks to dry wet art
- Attach an “art sponsored by Clark PTA” sticker to the back of each piece of art
- Ask the teacher if they would like you to display the art & where - You may not hang it anywhere you like. The teachers have designated areas this year and their classwork has first priority within that allotted space.
- If you DO display artwork please make a small sign to accompany the work naming the project and where it came from or was inspired by, your name, class name and add “sponsored by PTA.” *DO NOT PUT WORK UP WITHOUT ASKING THE TEACHER FIRST!

3. Notes:

- No toxic/harmful supplies- ask at office if unsure. Please do not bring in extremely smelly materials, rubber cement, spray paint/fixatives or any other toxic or harmful supplies
- Check out art supplies that are in the stations if using them anywhere other than art station and return them that day. Also take note of anything that is out of stock and record or restock if you can ☺
- Use a variety of mediums/supplies each year. Try to use what we have in new ways!
- Save receipts/fill out check reimbursement form at PTA office- one \$50 allotment per class per year (co-docents share) Please stay within your budget or donate the overflow (asking for a donation receipt) Reimbursement forms can be found here: http://clarkpta.org/Doc/Forms/CheckRequest_Form%2019_20.pdf
- **When purchasing items we do ask you to turn in your receipts for two reasons: to keep our program within budget and let us know if our budget is realistic. ***We truly appreciate the generosity of our parents BUT we need a true financial account of what it costs to run this program*****
- This year we will be using a google group to communicate. If you have NOT been added please let us know and we will add your name. This will be our little community bulletin. A place to share your successes and sometimes hard times in the classroom. A place to support one another, share lesson plans, let us know something is out, ask any questions and also easily access information that you may need. Here is the link: <https://groups.google.com/forum/#!forum/clark-art-docents-2019---2020>
- 4th grade has a yearly project: Lichtenstein Pop Art Self Portraits (more info later in the year)
- 3rd grade has a yearly project: Clay Salmon (best to get started right away as they are just finishing their salmon unit) **Contact Lisa Clifford**
- 4th/5th do a glass fusing project (more info to come later in the year)
- Safety:
 - Docents should be with teachers when they are with kids. In the case that they are not (while prepping or cleaning up,) here are the procedures:
 - Fire - go directly to the field to the volunteer sign
 - Lockdown - go to the closest classroom
 - Earthquake - tuck under the tables and wait till it is time to evacuate.

4. Clay & Glass

- Please focus on a project that incorporates the skill or skills for your grade
- 4th- 5th grades will do a GLASS project - training required for docent.
- Be sure to get on the schedule and email our Kiln/Clay lead so they know what to expect and can plan accordingly.
- Holiday projects need to be scheduled well in advance because things can get CRAZY ☺

Clay skills progression

K	Texture
1	Slab & Score
2	Pinch & Pull
3	Slab, Slip & Score *Use slab to create a 3D form * Clay Salmon
4	Pinch, Pull, Coil & Score
5	Use a combination of techniques to create a 3D form

5. Sign up for ONE deep cleaning (required) via the sign-up genius:

<https://www.signupgenius.com/go/4090948aca72ca0f58-artstation>

6. What is NEW?

- 1 60-min class per month
- One clay project per class per year
- All initial art instruction is to be given in the classroom
- Art stations **MUST BE KEPT CLEAN!**
- Tables need to stay covered. Hopefully we won't need to change the coverings TOO often, but if they get really bad, please take it upon yourself to change it out. There are butcher paper rolls on each floor you can use and masking tape in the cabinets. (be sure to use a paper color that there is a lot of)
- **ART WALK!!**
 - May 29
 - Please choose 1 art project to display for your entire class
 - We will set up and take down the day of so please be prepared to have your materials ready!
 - We will have a sign-up genius for volunteering at the event.

7. Art Docent Artistic Support Conference: October 19th 9-3:30 at Gibson Ek
- <http://isfdn.org/artistic-support-conference-2018/>
 - A great way to get more information, hands on experience and confidence in teaching
 - Meet other docent's from the district
 - The conference is FREE for current docents. Lunch can be purchased for \$15
8. LET'S EXPLORE THE ART SUPPLIES AND STATIONS!
- 1st-3rd floor art stations including Clay Station
 - Rolling cart on 1st floor
 - Outside Storage closet & how to get access (check out a key from the front office)
 - Kiln Room (how and where to find clay, glaze, tools)

OF COURSE, ALWAYS BE KIND AND RESPECTFUL OF OUR OFFICE STAFF AND JANITORS

Please feel free to contact us any time with questions or concerns!

Art Docent Co-Coordinators:
Katy Tuttle & Tiffany Nance
art@clarkpta.org

Clay Lead:
Lisa Clifford
lsclifford@yahoo.com

Issaquah School District Art Docent Curriculum Subjects

Kindergarten

Color Wheel (Primary/Secondary Colors)

Shapes

Art as Storytelling

1st Grade

Color Wheel (Primary, Secondary &)

Line as Visual Element

Texture

Pattern/repetition/Variation

Subject: Expressionism

Craft: Textiles

2nd Grade

Complementary Colors & Tertiary Colors

Positive/Negative Space

Symmetry/Asymmetry

Scale/Proportion

Subject: Abstraction

Craft: Clay

3rd Grade

Color Schemes: Analogous & Triadic

Focal Point

Movement

Subject: Portraiture

Subject: Cultural Arts

Craft: Metal

Tradition project: Metal Tooling, Clay Salmon

4th Grade

Hues/shades/tints

Linear Perspective/Atmospheric Perspective

Light/space/mass/modeling

Subject: Still Life

Subject: Landscape

Craft: glass

Tradition project: Pop Art, glass

5th Grade

Art Mediums: Photography (your teacher can check out iPads from library)

Art Mediums: Drawing

Art Mediums: Painting

Art Mediums: Sculpture

Art Mediums: Printmaking

Art as Commentary: Political/Propaganda/Social

Elements of Art

- LINE Connects two or more points, defines the edge of a shape and gives the feeling of direction or movement
- COLOR Value is lightness or darkness
Hue is another word for color (red, blue,)
Intensity means the brightness or purity of a color
Primary colors: Blue, Red & Yellow: all colors are made from them
Secondary colors: Orange, Green & Purple: mixture of the primary colors
Complementary colors: colors opposite each other on the color wheel
Warm colors: Yellows, Reds & Oranges
Cool colors: Blues, Greens & Violets
Tint: a color with white added
Shade: a color with black added
- TEXTURE refers to surface quality. It can be visual as well as tactile. Texture is created by the variation of shape, line and color
- SHAPE When a line crosses itself a shape is made. Shapes can be solid & closed or open and expanding. Form is achieved by the addition of light reflecting on the shape. Form has thickness, substance & body.
- SPACE Positive space is occupied by a Shape or Form
Negative space is the area between and around a shape or form
Perspective gives the illusion of depth on a flat surface by giving a feeling of distance and motion.

The Principles of art are how the Elements of art are used
TEXTURE/ COLOR/ SHAPE/ LINE/ SPACE

- CONTRAST The degree of Lightness or Darkness of a given area. By including one's contrast or opposite, both are emphasized.
- EMPHASIS Describes the differing degrees of visual importance. The Focal Point is the area of dominance in a design.
- BALANCE The equal amount of visual weight on either side of an axis. Balance can be symmetrical or asymmetrical.
- VARIETY The way in which an artist achieves individualism and interest. Refers to the ability to arouse curiosity and hold a viewer's attention. Variety of color, line, shape or pattern.
- UNITY The presentation of a unified image. Unity implies that a congruity exists among the Elements of art. Things look as if they belong together.
- PATTERN & REPETITION Readily recognized systematic organization. Using pattern or repetition adds excitement to a design.

Clark Art Docent Clay at a Glance

By Jennifer Krohn

2 types of clay

- LF-06 white - this clay appears gray but will turn white after bisque firing

- REDART Terracotta - this clay appears red and will turn a slightly different red after bisque firing

1. Greenware stage:

Before the clay is fired it is called greenware. It is workable when it is still soft and moist. It needs to dry completely before we can fire it. At the "bone dry" stage it is very fragile and we have to be extremely careful when moving it.

When using the clay try your best to minimize waste. Whatever scraps are left can be placed back in the bag with a small rinse of water and tied off so it can be reused. Knead this clay before use to get rid of any air bubbles that might cause pieces to explode in the kiln.

Try not to make pieces with a thickness of more than 1/2 inch approximately. The pieces need to be completely dry before firing and very thick pieces take too long to dry and increase chances of the piece exploding. Also, try not to make pieces thinner than 1/4 inch approximately as this will make them very fragile.

When using the slab roller please make sure the canvases are on the correct side (ie. The red sides should both face towards the clay that is being rolled if it is red clay).

There are a number of clay tools that you can use for your project located in a cabinet in the clay workstation. Please always return them when finished.

Make sure to scratch names on the bottom of your pieces before firing so we know who they belong to. If you have a project that is too difficult to do this with (ie. 5th grade totems that have many bead like pieces) place them on a paper plate or a piece of paper together with the students name written on it.

When the pieces are finished and ready for the next step, place them on a cart or on shelves with a note stating whose class, the art docents name, the date and send an email to the kiln docent so they are made aware as soon as possible to help expedite the process. Expect to have them back in no less than 2 weeks as the clay needs time to dry before it can be fired.

2. Bisque firing

Both clays are what is called low fire and will bake at approximately 1800 to 2000 degrees. This is called a bisque firing. This will completely harden the clay and it will be ready to glaze. After a bisque firing the piece is called bisque ware. At this point the kids can handle their piece without much fear of breaking it unless they drop it.

3. Glazing

Glazes are all lead free and come in a wide variety of colors. There are rectangular glaze samples in the clay station that were made from LF-06 white clay (there are some red clay samples). You can look at these to determine which glazes will work best for your project. The colors will look slightly different and perhaps not as vibrant on red clay. Before the glaze has been fired it appears chalky. This is because it is actually very fine pieces of glass. When it is fired it all fuses together and becomes solid and impervious. Glazes can be matte or glossy. You can also show the students the glaze samples and illustrate the difference between a piece that has just had glaze applied and a piece that has been "glaze fired". Please always put the glaze samples back as soon as you are finished and don't ever take them out of the school.

The glazes are expensive so we advise using the minimum necessary and refilling as colors empty so there is no waste. The small white cups in the cupboards above the sink are a good size receptacle for the glazes and make it easy to pour unused glaze back in its container. The glaze can be applied with any paintbrush as the glaze washes completely out afterwards. However, we recommend using the inexpensive brushes in the clay workstation so the nicer brushes are maintained for other mediums that require quality brushes. When finished glazing, if there is leftover glaze that hasn't been mixed with other colors please return it to the glaze container. Again, we want to minimize waste and we want to maintain the integrity of the colors.

4. Glaze firing

After a piece has been glazed it can be fired immediately as long as there is room in the kiln and a kiln docent is available. We will do our best to run firings as soon as we can. If you have a project that you would like done by a certain date it is best to give yourself about a 3 week lead time. If time is short we will do our best to speed up the process if possible. There will be a clay project log in the kiln room.

The particles of clay and glaze can clog the sink. Please use the orange buckets to pre-wash clay tools and hands.



Ceramic Vocabulary and Techniques

Ceramics - the art of making things using clay and treating them with fire. The word ceramics comes from the ancient Greek word “keramos” which refers to potter’s clay and the objects that are created from it.

THE STAGES OF CLAY

Plastic - clay that is very soft, wet and is very workable. Clay can be rolled, shaped and molded at this stage.

Leather hard - clay that has dried slightly from the plastic stage. At the leather hard stage, clay can be joined using slipping and coring but has become a bit too fragile to bend and shape at lot. Clay at this stage can also be incised, stamped and texturized.

Bone Dry - Clay that has completely dried out, but has not been fired yet. At this stage, the clay is extremely fragile and little or nothing can be done to the clay. At this stage clay is ready to be fired in the kiln.

Clay in the plastic, leather hard and bone dry stages are known as Greenware. Greenware refers to any clay that is unfired. The stages below are after clay has been fired.

Bisqueware - Clay objects that have been fired one time, turning the clay into glass. At this stage, clay is ready to be stained, painted or glazed.

Glazeware - Clay that has been applied with glaze or underglazes and then fired a second time.

HANDBUILDING TECHNIQUES

Handbuilding - a term that refers to one of several techniques used to build pottery using only the hands and simple tools, rather than using the potter’s wheel.

Pinch - a handbuilding technique used to construct pottery. This technique is a method of shaping clay by inserting the thumb of one hand into a ball of clay and lightly pinching between the thumb and the fingers, while slowly rotating the ball of clay in the palm of the other hand.

Coil - a handbuilding technique used to construct ceramic forms by rolling out coils or ropes of clay and joining them together with the fingers and various smoothing tools.

Slab - a variety of handbuilding of techniques used to construct ceramic forms by rolling out a slab or flat “pancake-like” piece of clay which can then be cut into shapes and draped over a form, wrapped around a form or built into a box.

Cut and Scoop - a handbuilding technique in which a ball of clay is formed into a desired shape, which is then hollowed out using loop tools, much like when carving a pumpkin.

WHEEL THROWING

Wheel Throwing - a technique which involves the use of a mechanical and various tools to construct ceramic forms. Wheel throwing gives you much more symmetrically shaped ceramic forms.

OTHER IMPORTANT CERAMIC TECHNIQUES AND VOCABULARY

Wedging/Kneading - the process of mixing and turning clay to remove air pockets and create uniform consistency in the clay.

Slip and Score - a technique used to connect two pieces of clay by scratching into the surfaces of each piece of clay and then applying watered down clay to each piece before pressing the pieces together.

Score - to draw or scratch lines into the clay surface, to either connect two pieces of clay or add texture.

Slip - watered down clay used as the “glue” to connect pieces of clay. Slip can also be applied to clay to give it a smooth finish.

Incising - a decoration technique in which lines are carefully drawn into a clay surface.

Stamping - a decorative technique in which forms or stamps are pressed into the clay to create patterns and textures. Stamping can be done with found objects or stamps designed for clay.

Firing - a process in which clay is heated to high temperatures in a kiln, which melts the silica sand in the clay and when it cools turns to glass, making the form permanent.

Kiln - a furnace of refractory clay bricks used to heat pottery or fuse glass. Kilns are heated either by electric coils, gas, or wood.

Pyrometric Cones - a triangular piece of material that indicates the temperature by bending or melting when the kiln reaches a certain temperature.

Stilts - a small piece of clay and wire, used to keep a pot away from the kiln floor. Stilts are most often used in a glaze firing to keep the clay pieces from sticking to the shelf or kiln.

Glaze - glass-forming chemicals, usually with coloring compounds added, that is applied in a liquid form to bisqueware clay and fired in a kiln, forming a pleasing coating around the surface of the clay. When glazes are applied, they are usually not the color they will turn out to be. When fired, glazes go through chemical reactions, causing them to change color and turn to glass, fusing to the clay.

Gloss Glaze - a type of glaze which creates a shiny coating on a clay surface..

Matte Glaze - a type of glaze which creates a flat coating on a clay surface.

Underglaze - colored slip, which is painted onto either bone dry clay or clay which has been bisque fired. After applied, a clear glaze is applied to the surface, which seals in the color and gives a glassy finish. Unlike glazes, underglaze remains the color it is when you apply it to the clay surface.

Decorative Pottery - Pottery or sculptural forms which are used for decoration or as an art object.

Functional Pottery - Pottery which can not only serve as an art object but can also be used for a purpose, such as bowls, plates, cups.

PARTS OF A POT

Mouth - the opening near the top of a pot or vase.

Neck - the usually narrower part that leads from the body of a pot or vase to the mouth.

Body - this is the main part of the pot or vase. It usually the largest part of the pot or vase.

Foot - this is the part of the pot or vase that meets or rests on the floor or table.

