

ART NEWSLETTER

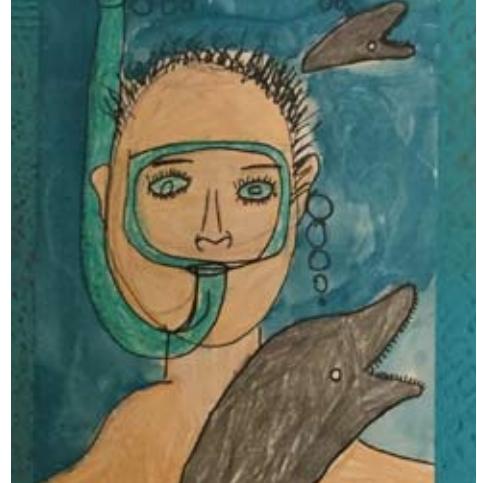
News from the Art Room at Butler Elementary School | November 2016

Connecting Assignments

We hope you've been enjoying the Connecting Assignment worksheets that students have been bringing home. A Connecting Assignment is something students complete after most of our art lessons. Connecting Assignments help students to reflect on their artwork and also serve as a way to communicate with families at home. This is a great way for you to read about what we have been working on, to see a mini example and to get some discussion prompts. If you have any questions, please contact us!

Student Artwork

All student work will be kept at school until the end of the year, when students make a portfolio of their artwork to bring home. It is an exciting time of year to reflect on all of their hard work and beautiful creations! We look forward to Portfolio Day and invite you to view artwork on display throughout the year at school.



MEET THE ART TEACHERS

Nicole Pond, Grades K-1

For those of you that do not know me, I have been teaching visual arts in the district for the past 18 years! I have always taught at Burbank, but I am also the K-1 art teacher at Butler too. I teach there most mornings before coming to Burbank. I have also enjoyed some time at Chenery and Winn Brook over the years. I am also a practicing artist and I love to paint, sculpt, do printmaking and photography!



Meghann Remick, Grades 2-4

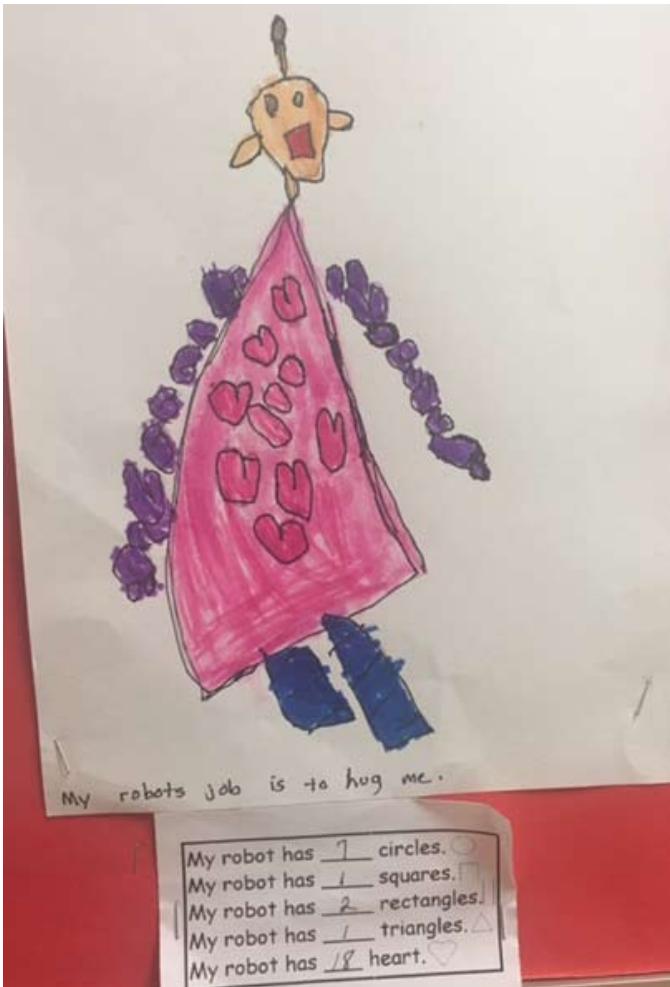
Before coming to the Butler School, I taught middle and elementary art in Winchester and Danvers. I also worked as a graphic designer in Boston before becoming an art teacher. I enjoy creating with many forms of media including digital art, drawing, painting, and sculpture. I also enjoy running long distance and making art with my two children.

contact us:

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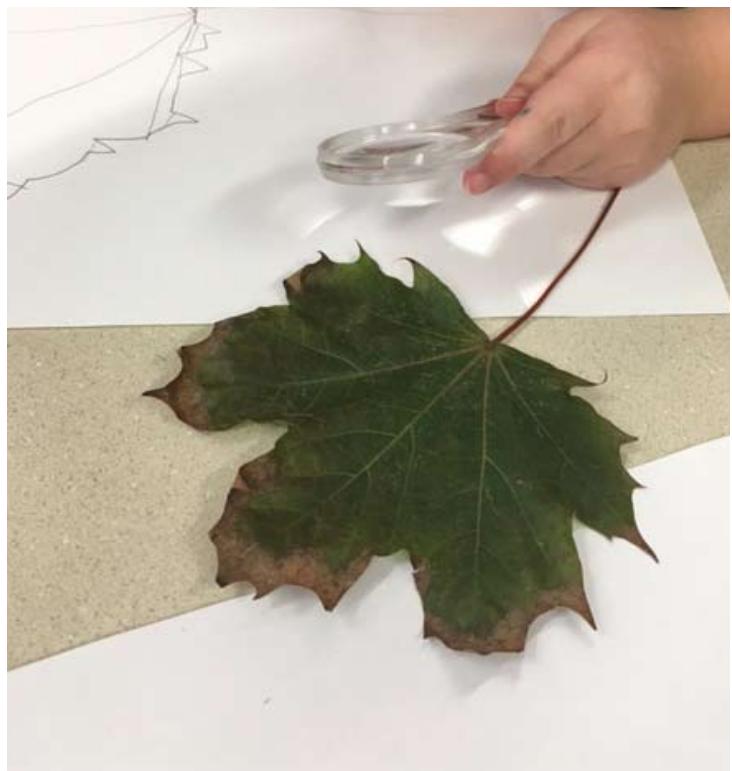
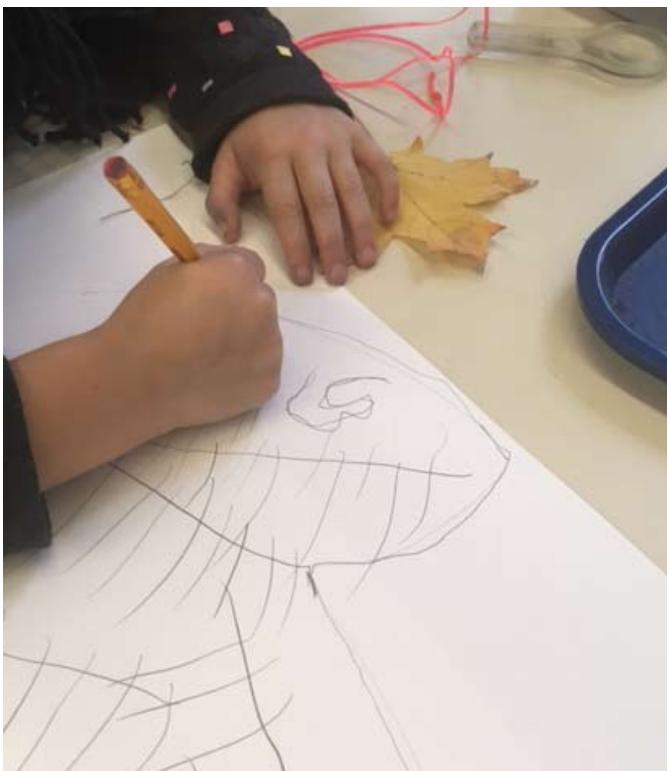
Kindergarten



Kindergarten students have been doing a great job learning the routines of how the art room works. We started off the year learning how **the dot is the first mark we make on our page**. If we drag the dot, it can make a line. If we close off the line, it can make a shape and then with those shapes we can build our pictures!

Kindergarten students explored how to build using shapes by creating a **shape robot**. Students had to organize their shapes and sizes to construct a new robot. I interviewed the students and wrote what their robot's job was? It was great to see so many robots that want to help out around the house! We even had the chance to work on our counting skills, as each student counted and tallied the number of shapes they have within their robot. Be on the lookout for all of these great pieces hanging around the school!

Students have recently been scientists and artists as they explore with a magnifying glass an autumn leaf. They discovered lines in the veins, shapes they could use to draw the leaf and the amazing fall colors in the leaf. Students created an **observational drawing** of their leaf on a piece of paper. We are using Payons (painting crayons) to help bring out all of those fall colors.



First Grade

In art class with Mrs. Pond, we are currently talking more about the **elements of line and space** and how important lines are to creating all art. For our art assignment, we are developing our own **Dream City!** By using *foreground, middleground and background*, we have been able to create a sense of space in our pictures. This helps to make it look like there is distance in our city. We had to think about all the buildings, stores and restaurants that we would want in our very own dream city. We used a lot of variety in our work to make our city interesting and exciting. As inspiration, we looked at paintings by contemporary artist **James Rizzi** (see below for example). His work is fun, colorful, shows a ton of variety and was a great inspiration for the students and their cities!



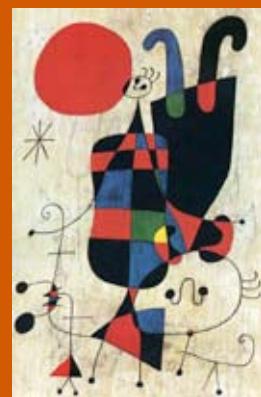
After finishing our dream cities, students are currently working on a piece inspired by artist **Joan Miro**. We spent some time discussing the difference between realistic art, representational art and abstract art. Students examined Miro's work to see what elements he uses in his pieces. They discovered lines, shapes, colors, use of symbols and representational images. Students are exploring these elements in their own piece using oil pastels and a watercolor wash.



Artist Inspirations



James Rizzi, My New York City, 2011



Joan Miro
Figures and Dogs in
Front of the Sun, 1949

Second Grade



In art class with Mrs. Remick, students created **Underwater Self-Portraits**. To begin the project, we looked at underwater photography and discussed how we look different under the water compared to above water. When we started drawing our self-portrait, we had to think about the correct positions of our features. Once we mapped out where our features were located on our head, we used mirrors to observe and draw our own unique qualities. We also looked at the work of the artist **Wyland**, who paints large scale images of whales and sea animals. Like Wyland, we used *observational drawing* skills to carefully observe and draw a sea creature from a book. We then included our sea animals in our underwater self-portraits. They did a fantastic job creating these unique self-portraits!

Students recently completed “**Magic Hat**” drawings, a visual storytelling assignment. Students drew a special person wearing a magic hat - and told an adventure story about their person, using only pictures. The finished drawings show a lot of imagination!

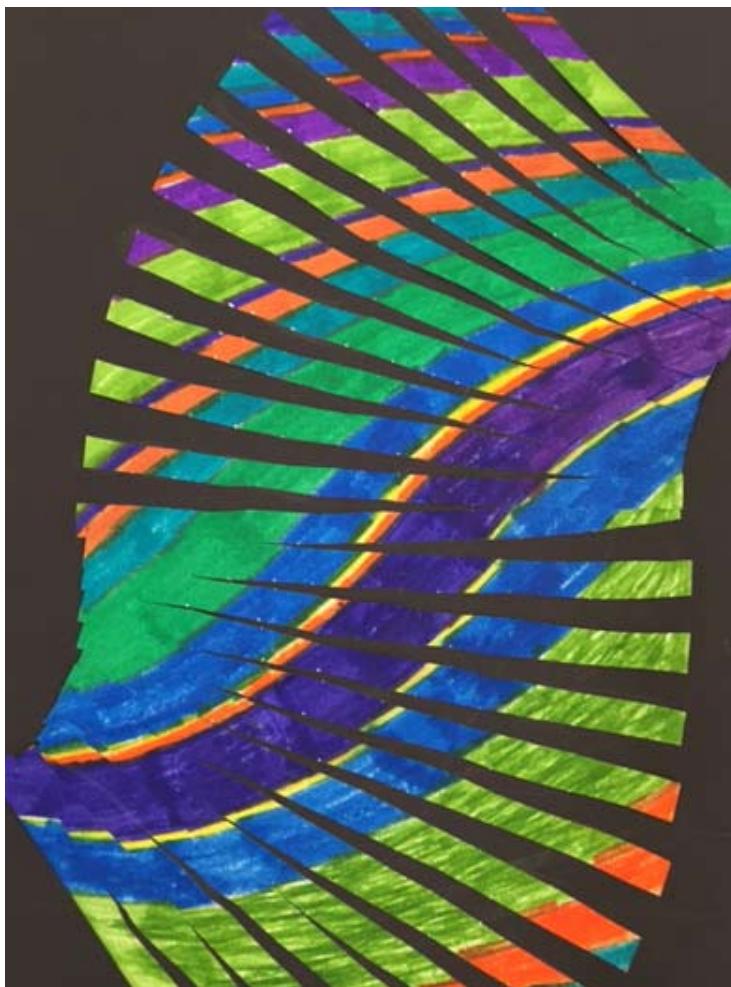
Currently, students are creating a drawing inspired by Fall leaves. We are learning about **warm and cool colors** and **organic and geometric shapes**. We are inspired by the beautiful leaf shapes and colors in our own backyards!



Artist Inspirations: Wyland

Students were inspired by the renowned marine life artist **Wyland** who paints life size whales and other sea life on the sides of buildings. Wyland promotes awareness about environmental conservation. The next time you are in South Boston, look for his **Whaling Wall II** painting on the side of the Planet Self-Storage building (left).

Third Grade



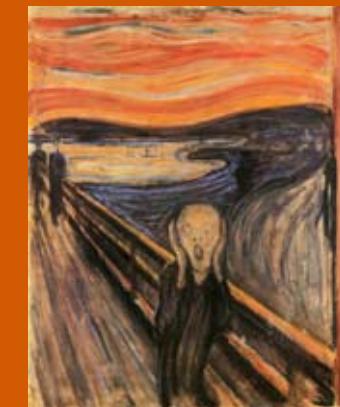
Creating Movement in Art: Students observed different types of line and how *vertical lines* can appear tall and strong in a work of art and how *horizontal lines* can appear serene and calm (such as a horizon line). We looked at the work of some famous artists who use lines to show a sense of movement, such as **Marcel Duchamp** and **Edvard Munch**. Students created colorful diagonal lines and then followed a step by step process to color, measure, cut, and reassemble their paper strips to create movement and “bend” their straight lines to appear curved. Students did a great job following directions and working hard to complete their designs. The finished works are colorful and show lots of movement!

The next art lesson will be creating **clay leaf bowls**. We will learn how to roll a “slab” in clay, cut out a leaf shape and drape it over a mold to create a bowl form. The clay pieces will be glazed and fired, and will be brought home this winter for you to enjoy!



Movement in Fine Art

Students observed the types of lines in these two paintings by **Duchamp** (left), and **Munch** (below). We discussed how the diagonal lines in the Duchamp painting show a figure descending a staircase, and how the artist used diagonal lines to create movement.



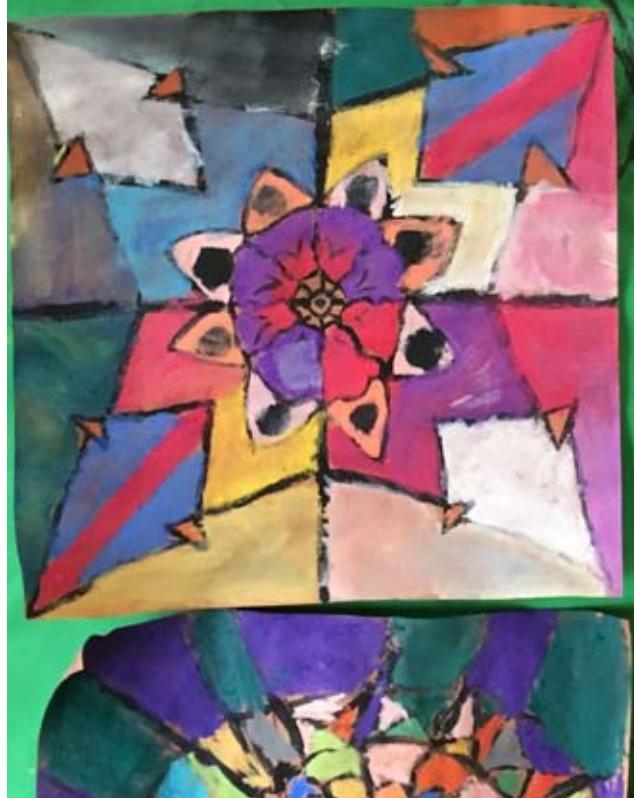
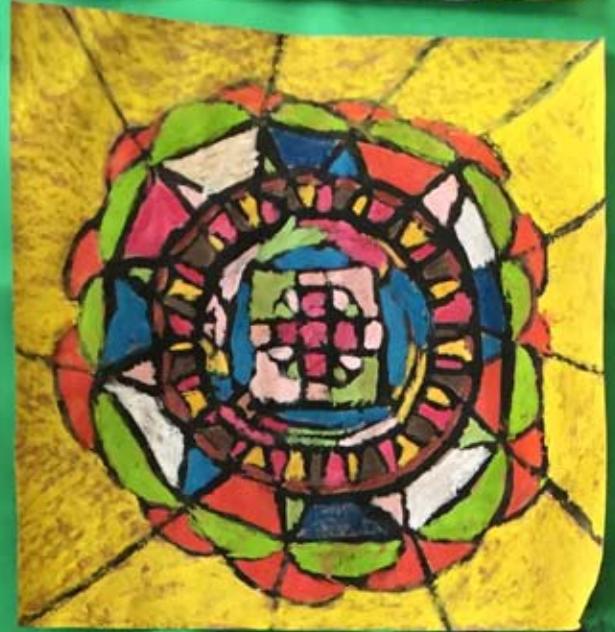
In Edvard Munch's **The Scream** painting, we looked at the wavy lines in the sky and background, and the diagonal lines on the ground that help to move our eyes around the picture.

Fourth Grade

Fourth Grade students studied a special type of balance called **radial symmetry**. We observed different examples of radial symmetry found in nature (such as a snowflake, starfish, and kiwi fruit), and in man-made objects (a tire, spiral staircase, and a rose window). We also looked at examples of **mandalas** created by Tibetan monks.

Students used these examples as inspiration to create their own design with radial symmetry. We first drew our design in pencil and then painted over our lines with black acrylic paint. Then, students used water and chalk pastels to fill in each section of their design. The artwork is striking and looks beautiful displayed together!

Coming up next: Fourth grade students will look at the “Peaceable Kingdom” paintings by American folk artist **Edward Hicks** and jungle paintings by **Henri Rousseau** and will create their own “Peaceable Kingdom” by drawing animals and live plants.



Artist Inspirations: Tibetan Mandalas

The Sand Mandala is a Tibetan Buddhist tradition involving the creation and destruction of mandalas made from colored sand. Once finished, the mandala is destroyed ceremoniously, with the sand returning to nature.





RESOURCES FOR LOCAL ART CLASSES

Arsenal Center for the Arts (Watertown)
<http://arsenalarts.org/>

The Arlington Center for the Arts
<http://www.acarts.org/>

Museum of Fine Arts in Boston (great Sat. morning art classes!)
<http://www.mfa.org/programs/studio-art-classes/kids>

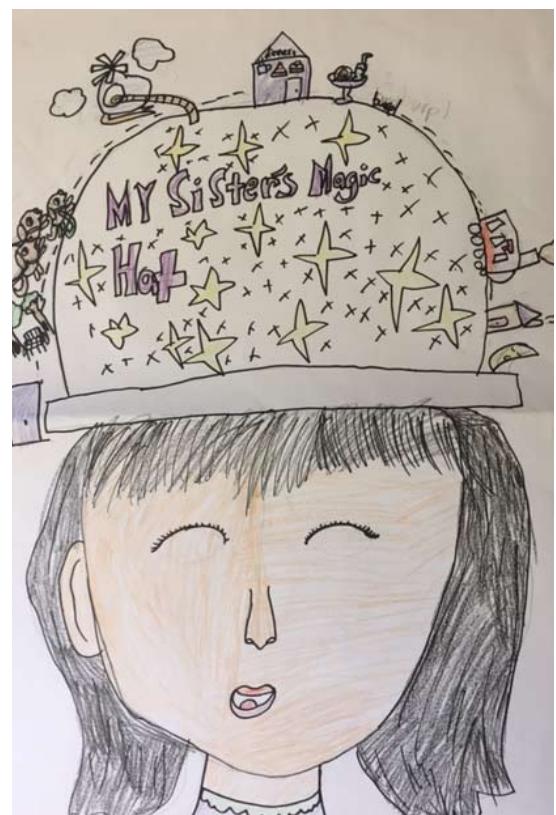
Monroe Center for the Arts (Lexington)
<http://www.munroecenter.org/childrens-classes-fall.html>

Muckykids (Cambridge)
<http://www.muckykids.com/classes>

Indigo Fire (Belmont - ceramics classes)
<http://indigofirestudio.com>

Pinecones and Needles (Belmont - classes and drop-in activities)
<http://www.pineconesandneedles.com>

Other possible options: The Waltham or Newton YMCA
and Butler After School Enrichment classes



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Thank you for reading this edition of Art News to see all the ways art students are learning at Butler. Stay tuned for the next edition in the Spring! As always, please reach out to us with any questions.