

OGDEN MUSEUM OF
SOUTHERN ART

Artists and Sense of Place

Catch the Colors of Our Neighborhood

Elements of Art Embedded in
Neighborhood Traditions

JOSEPH A. CRAIG ELEMENTARY SCHOOL

Artist-in-Residence Elizabeth Shannon

Catch the Colors of Our Neighborhood

- Overview
- Enduring Idea
- The Artist - Elizabeth Shannon
- Scope and Sequence
 - Preparation
 - Students Work
 - Neighborhood Discovery
 - Exhibition of Parade
- Related Content Standards
- Vocabulary

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Overview

The Ogden Museum of Southern Art developed an artist-in-residency program that matches artists in the Ogden collection with their neighborhood public schools. The artist spends four weeks in the school creating art with the students. The residency program, *Artists and Sense of Place*, gives students the opportunity to explore their neighborhoods through the artist's chosen media. The artist-in-residence at Joseph A. Craig Elementary School was Elizabeth Shannon who brought her talents as artist, art educator and art activist to the school. Ms. Shannon provided developmentally appropriate art experiences for each class in pre-kindergarten through second grade and special education classes. The activities focused on the basic elements of art - color, line, shape and form. Influenced by the strong Mardi Gras traditions in the Treme neighborhood, Ms. Shannon created a carnival parade from the students' work. She also documented the process through a photographic journal. The "parade" was exhibited at the Uphill Gallery in the Treme Neighborhood.

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Enduring Idea

The elements of art are elements of everyday life and learning in the neighborhood. As such, these elements should not only be present in the lives of children, but should be celebrated. Through this residency, Ms. Shannon is once again an advocate for arts education and parades its virtues in true New Orleans fashion.

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The Artist - Elizabeth Shannon

Elizabeth Shannon's art visually advocates for causes ranging from the environment to education. A long time activist for the arts in New Orleans, Ms. Shannon's work at Craig Elementary explores the need for arts education in the schools. By introducing the every day aspects of the basic elements of art with young children, Ms. Shannon demonstrated the relationship of art to language, math, history and culture. An internationally recognized artist, Ms. Shannon continually offers her expertise for the benefit of children and schools.

The Artist - Elizabeth Shannon



Jan - Feb 2003

Ogden Museum of Southern Art

6

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Scope and Sequence - Preparation

- Research - the artist explored neighborhood resources such as the Backstreet Cultural Museum and the New Orleans African American Museum as well as the Mardi Gras traditions in the neighborhood
- Meeting with the principal - Ms. Ann Rowson Love met with Ms. Young prior to the residency. Ms. Shannon and Ms. Randolph met with Ms. Young to discuss scope, room needs and schedule.
- Teacher meetings - During the first week of the residency, Ms. Shannon met with each teacher to determine classroom's familiarity with art and teacher needs.
- Art Lab - The room was set up as an art lab where teachers and students could use materials, work with the artist and explore lesson plans and resources.

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Scope and Sequence - Students' Work

- Pre-K - LINE
 - Warm up: Continuous line drawings that capture the rhythm of music.
 - Trace hands and blend colors with oil pastels. Hands were cut out and created a collage for the “parade.”
 - Use of modeling clay to limber up. Create hands with clay one digit at a time.
- Kindergarten - COLOR
 - Identify primary and secondary colors with color wheel.
 - Blend colors with oil pastel on color wheel photocopy using cotton swabs.
 - Color wheels were cut out and used as color cones for the “parade.”

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LINE AND COLOR



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Scope and Sequence - Students' Work

- First Grade - COLOR AND MIXING PAINT
 - Warm up: Demonstrate how to hold paintbrushes and how to paint with them
 - Paint shapes on paper with primary colors
 - Blend primary colors to make different shapes in secondary colors
 - Paint plastic toy horses using primary colors
 - Painted papers were hung in exhibit as color quilt
 - Painted horses created horse brigade for the “parade”
- Special Education - FEEL OF COLOR
 - Place children’s hands in paint or paint hands. Make hand print on different colored paper.
 - Place children’s fingers in paint and help them “paint” textured paper. Make prints from these paintings.
 - Hand and texture prints displayed in exhibit

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COLOR - MIXING, TOUCHING



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Scope and Sequence - Students' Work

- Second Grade - CULTURAL AND ENVIRONMENTAL LINKS
 - Introduction: Make connections with the New Orleans African American Museum's Congo Masks
 - Color photocopies of Congo Masks with oil pastels. Attach beads to masks. Beaded masks were used as the characters in the "parade."
 - Recycle milk cartons for small gardens of rye grass in classroom. (This is a good example of using the resources of the artist in residence who helped this classroom teacher develop this idea due to her interest in recycling.)
- Second Grade - MATH: SHAPE TO FORM
 - Introduction: Discuss working in teams, sharing materials as well as concepts of shape to form.
 - Create three dimensional geometric shapes (rectangle, pyramid, cube, cone) from pre-cut shapes.
 - Assemble shapes into characters for "parade" floats.

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LINKS TO SOCIAL STUDIES AND MATH



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Scope and Sequence - Students' Work

- Second Grade - SHAPE, PATTERN AND TEXTURE
 - Introduction: Identify basic shapes - triangle, rectangle, circle, oval, square.
 - Draw shapes on poster board in pattern.
 - Cut out shapes from painted textured cardboard.
 - Place shapes on paper and color in white spaces.
 - Patterned pieces were used as floats in “parade.”
- NCP - COLOR, SHAPE, SCALE, SEQUENCE
 - Introduce Mardi Gras Indian culture at the Backstreet Museum and discuss color, texture, materials.
 - Create head dresses with cardboard, paint, beads and feathers.
 - Demonstrate color and sequence using small plastic dinosaurs in blue, red, yellow, and purple. Dinosaurs became a brigade in the “parade.”

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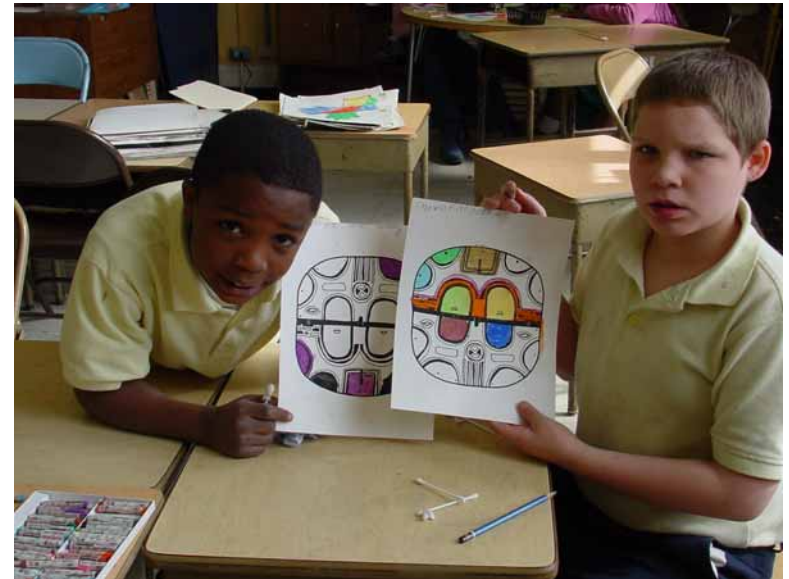
SHAPE, TEXTURE, PATTERN, SEQUENCE



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Scope and Sequence - Students' Work

- ED - COLOR AND FOCUS
 - Introduction: Discuss working with art materials. Show examples of Congo Masks in books.
 - Color photocopies of Congo Masks with oil pastels.
 - Identify primary and secondary colors with color wheel.
 - Blend colors with oil pastel on color wheel photocopy.
 - Colors were blended on both the Congo Masks and the color wheel using cotton swabs.



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Neighborhood Discovery

Joseph A. Craig Elementary is within walking distance to several cultural resources. During the residency, students from two classrooms visited the Backstreet Cultural Museum which exhibits Mardi Gras Indian and Jazz Funeral artifacts. Other classrooms had visited the New Orleans African American Museum prior to the residency and were well versed in their African Mask and Louisiana collections. The Treme Community Center held a jazz concert for the students during the residency and cultural events are also held at the Mahalia Jackson theater in Armstrong Park across the street from Craig. The newest neighbor to Craig is the Uphill Gallery, a collaboration between St. Mark's Community Center and the Ogden Museum of Southern Art. The exhibition for the Craig artist in residency was held at the Uphill Gallery.

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Exhibition at Uphill Gallery

The artist, Elizabeth Shannon, took the elements of art created by the students and developed a panorama of a Mardi Gras Parade across the gallery wall. A color quilt was also made from the students' color exercises and "hung" on another wall. The process of making the art was shown through a series of large photographs and a scrapbook. The exhibit opening was held March 20, 2003 at the Uphill Gallery.

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EXHIBIT OPENING - UPHILL GALLERY



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Related Content Standards

K-4 Louisiana Content Benchmarks

Visual Art

Benchmarks K-4

CE-1 VA- E1 Explore and identify imagery from a variety of sources and demonstrate visual representation;

CE-1 VA- E2 Explore techniques and technologies for visual expression and communication;

CE-1 VA- E3 Use art vocabulary and the elements and principals of design to communicate the language of art;

CE-1 VA- E5 Work individually and as a group member in a responsible and productive manner;

AP-2 VA- E2 Recognize and respond to concepts, such as beauty and taste, which are determined by culture and differ from person to person;

AP-2 VA- E3 Discuss and identify the role and status of the artist and how art is used in daily life, in the workplace, and within the community;

AP-2 VA- E5 Participate in elementary inquiry into the basic question "What is art?"

HP-3 VA- E2 Express how visual symbols communicate a universal language;

HP-3 VA- E3 Explore and discuss art images from the past and the present;

HP-3 VA- E4 Identify media used in works of art throughout history;

HP-3 VA- E5 Describe ways the visual arts are used in daily life;

CA-4 VA- E2 Work individually and/or collectively to identify symbols and images in art and other core curricula.

Benchmarks Pre-K

PK-VA- VA1 Observe various forms of art expression

PK-VA- VA2 Participate in individual and group art activities

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Related Content Standards

Language Arts

BENCHMARKS K-4

- ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions;
- ELA-4-E2 giving and following directions/procedures
- ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information;

BENCHMARKS PRE-K

- PK-LL-L1 Listen and understand directions and conversation.
- PK-LL-L2 Follow directions that involve two-or three-step sequence of actions.
- PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books.
- PK-LL-W2 Use early stages of writing in the form of shapes and letter-like symbols to convey ideas.

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Related Content Standards

Math

Benchmarks K-4

N-1-E Constructing number meaning and demonstrating that a number can be expressed in many different forms

N-9-E Demonstrating the connection of number and number relations to the other strands and to real life situations

M-1-E Applying the concepts of length, area, volume, capacity, weight, mass, time, money and temperature to real-world experiences

M-4-E Using estimation skills to describe, order, and compare measures of length, capacity, weight/mass, time and temperature

G-1-E Determining the relationships among shapes

G-2-E Identifying, describing, comparing, constructing, and classifying two-dimensional and three-dimensional geometric shapes using a variety of materials

G-4-E Drawing, constructing models, and comparing geometric shapes, with special attention to developing spatial sense

G-6-E Demonstrating the connection of geometry to the other strands and to real-life situations.

Benchmarks Pre-K

PK-CM-N1 Compare numbers of objects

PK-CM-0-N2 Perform one-to-one correspondence

PK-CM-N4 Count objects

PK-CM-M2 Anticipate, remember, and describe sequences of events

PK-CM-P1 Recognize patterns in the physical world

PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns

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Related Content Standards



Social Studies

BENCHMARKS K-4

- H-1B-E2 relating the history of the local community and comparing it to other communities of long ago;
- H-1C-E1 describing the people, events, and ideas that were significant to the growth and development of our state and nation;
- H-1C-E4 recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage;
- G-1A-E2 locating and interpreting geographic features and places on maps and globes;
- G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture;
- G-1B-E3 describing how the physical and human characteristics of places change over time;
- G-1C-E2 describing and comparing the types of settlement and patterns of land use in local communities, the United States and world regions;

BENCHMARKS PRE-K

- PK-CSS-G2 Use words to indicate directionality, position, and size
- PK-CSS-G3 Develop awareness of the world around you

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Vocabulary

- Line
- Color
- Form
- Mass
- Shape
- Trace
- Construction
- Pattern
- Texture
- Smooth
- Rough
- Carnival
- Congo
- Samba
- Parade
- Procession
- Primary Colors
- Secondary Colors