

I.V. Elementary Kinder Art Exhibition

05.29.19



AD&A
MUSEUM
UC SANTA BARBARA

Hosted by the Art, Design & Architecture Museum
Education Outreach Program Interns
University of California, Santa Barbara (UCSB)
552 University Rd
Santa Barbara, CA 93106

Welcome to the 2018-2019 I.V. Kinder Art Exhibition!

Congratulations to the **Isla Vista Elementary** after-school program students for an educational and successful year of art-making and art-learning! This exhibition is a culmination of the work your students learned about and created. The **UCSB Art, Design & Architecture Museum (AD&A)** Education Outreach Program interns worked to broaden your children's understanding of the value of old, modern, and performative art.

This catalog is an overview of each lesson plan taught to the children. These lessons were meant to provide historical and artistic background on the significance of different forms of art and expression.

About the UCSB Art, Design & Architecture Museum Education Outreach Program

The **Education Outreach Program (EOP)** is a division of an internship program managed by the Art, Design & Architecture Museum at the University of California, Santa Barbara. With the guidance of the current EOP supervisor, six student interns collaboratively developed age-appropriate lesson plans teaching art and art history to the after-school students at Isla Vista Elementary from September 2018 to May 2019.

Meet Our EOP Team

EOP Supervisor: Lia Simon

EOP Interns: Petra Favorite, Madison Hester, Jenny Jimenez, Noelle Barr, Alyssa Solares, and Christina Spektor.

Special Thanks

The EOP interns would like to extend their thanks to the students and their parents for their participation in this program dedicated to the education of the local youth. Thank you to **Ms. Veronica, Juan Pimentel, Juan Quesada** from I.V. Elementary, the AD&A Internship Coordinator, **Sophia Gimenez**, and AD&A Museum Director **Bruce Robertson** and Assistant Director **Elyse Gonzales** for their support and making this exhibition possible.

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Fall 2018

COLOR

Our first lesson of the year was an introductory lesson on the color wheel, emphasizing what happens when you mix different **primary** and **secondary colors**. Students looked at several abstract paintings, and were asked engaging questions to get them to think about the topic. These questions included what colors they saw, and how the artists combined the different colors. At the end of the lesson plan, the students were asked to create their own color wheel as well as mix colors, incorporating the techniques and themes that were discussed in class.



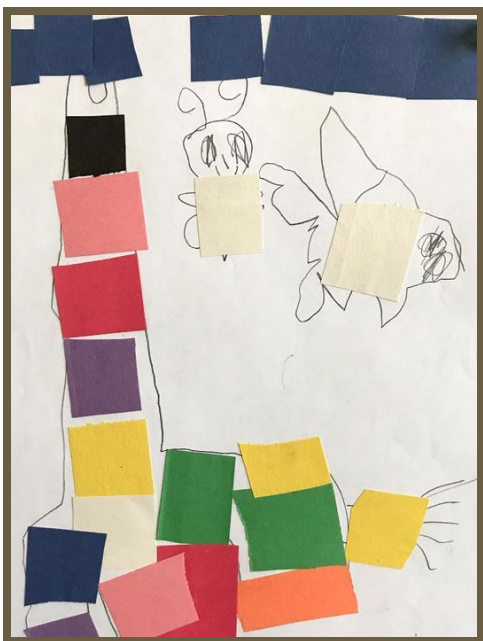
SHAPES

The next week was a supplementary introductory lesson plan about the different shapes found around us daily. This lesson was meant to introduce the students to the idea that artists use different shapes built on top of each other to create their final masterpieces. The lesson included paintings by artists like **Mark Rothko** and **Frank Stella**, and showed a short video of **Yayoi Kusama's** exhibition, *Infinity Mirrors*. To tie the lesson into the upcoming holiday Halloween, students were asked to create their own trick-or-treating bags by cutting out and using different shapes to make a pumpkin's face, or jack-o-lantern, which would then be glued onto their trick-or-treating bag.



PREHISTORIC CAVE PAINTINGS

Taking inspiration from the famous **Chumash** cave painting off of Highway 154 in Santa Barbara, the kindergarteners learned about prehistoric cave paintings. They discussed the definition of **"prehistoric"** as before written records, and learned that the purpose of cave paintings is to express their story. They learned that cave paintings were made using materials like spit, animal fat, and dirt, and the subjects of these paintings such as people and animals. Students created their own "cave painting" by using different colored markers to draw either their family member, pet, or favorite animal on rocks collected from local Santa Barbara beaches.



MOSAICS

Building on shapes, students learned about how mosaics are created from using small shapes to create a big picture. The students learned how **mosaics** are made and how they are found in different buildings, decorating walls, lamps, masks, and as art pieces by themselves. They learned how mosaics are found in places all over the world and they saw examples from Italy, Turkey, and South America. Students created their own mosaic by drawing a design, then cut out pieces of construction paper and glued the pieces onto their design to create their own personalized mosaic.

MUSEUMS & PRINTS

To prepare the students for their museum visit to the **Prints!** exhibition that week at the Art, Design, & Architecture Museum at UCSB the students learned about prints. The kids learned about different types of museums and appropriate museum etiquette. After learning that an **“exhibition”** is an art show, the lesson transitioned to learning about prints. After seeing a couple of examples of prints from the exhibition and watching a video on printmaking, students created their own prints. They etched a design onto a styrofoam sheet, painted the design in their desired color, and pressed the styrofoam sheet onto a blank sheet of paper to reveal their printed design.



CLOSE-UPS



The students were introduced to still life by learning about close-ups. Still lifes are drawings or paintings of non-living objects, usually set up in a specific way. Students learned about American artist **Georgia O'Keeffe** who painted close-ups of flowers. **Close-ups** are drawings or paintings that focus in on a certain area of a larger object, in this case looking at the center of flowers. Students studied differences between still lifes and close-ups by looking at examples of both.

At the end of the lesson plan, the kids were asked to draw their own close-up still life by looking closely at and drawing real flowers. They even got to keep the flowers!

NATIVE AMERICAN TOTEM POLES

The students learned about the purpose of **totem poles** and got to create their own. They watched a short, interactive video explaining how totem poles take a long time to create and are used to remember people or events, and how they are still made today by indigenous communities in the Pacific Northwest in North America. The objective of this lesson plan was to demonstrate the idea that the story behind art can be about more than just what you obviously see. The students created their own totem poles by coloring designs with colored pencils, cutting out the designs, and gluing them onto an empty toilet paper roll.



Winter 2019



POINTILLISM

The students learned about **pointillism** which is using lots of little dots to create a picture. They watched a short video that taught them about French artist **George Seurat** and they looked at pictures of several famous pointillism paintings. Students made their own pointillism painting by picking out one of three designs, and painting them using the pointillism technique they just learned about. They did this by dipping a q-tip into paint, and gently dabbing their q-tips on the paper to make intricate points.

SELF-PORTRAITS

Students learned about **portraits**, which are drawings, paintings, or photos of a person or people, and self-portraits, which are drawings, paintings, or photos of yourself that you make. They learned how portraits can be in different art mediums like paintings, drawings, and photographs. They looked at...



SELF-PORTRAITS cont.

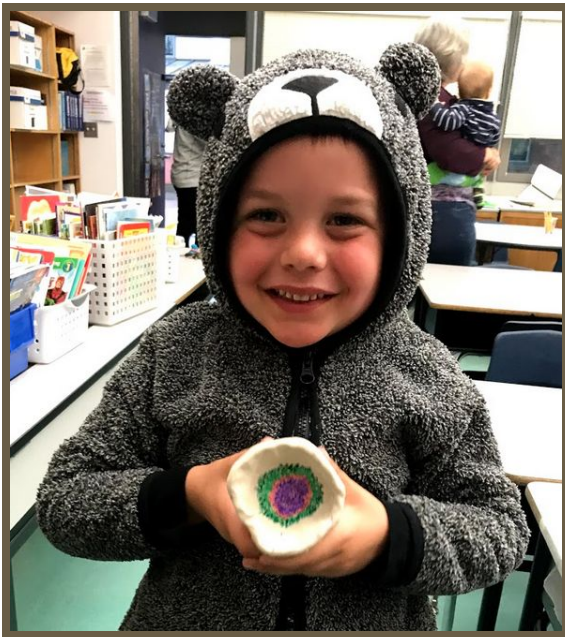
...famous examples like the *Mona Lisa* by Italian artist **Leonardo da Vinci** and *Portrait of a Woman* by Spanish artist **Pablo Picasso**, and talked about their own school portraits as examples of how we use portraits in everyday life today. At the end of the lesson plan, students made their own self-portrait by looking at themselves in mirrors, and drawing what they saw on a piece of paper with crayons.



DECORATIVE ARTS: CERAMICS

Students learned about **decorative arts**, which is a form of art with an intended function. Students learned that art can be useful and pretty. They watched short videos on the methods artists use to create ceramic pots, like a potter's wheel or just your hands. They learned that there are steps to creating ceramics from molding the clay to painting the final piece. Afterwards, each student received a chunk of clay and made a bowl by molding the clay.

They did this by using the pinching method and then decorated their bowl using markers.



SURREALISM

By looking at famous paintings made by Spanish artist **Salvador Dalí** and Mexican artist **Frida Kahlo**, the kindergarteners learned about surrealism. **Surrealism** is an art movement interested in human psychological wants and emotions. In this lesson, we compared our dreams to things we might want. Therefore, the children painted their dreams and created a visual story. Some of the images of Dali imply different ideas, so we wanted the children to play with visual ideas. By looking at the work of Kahlo, the children connected their dreams involving themselves into creative storytelling about their thoughts and emotions.



MUSIC & ART



In this lesson students were asked to think about how music conveys emotions and artistic ideas. The interns brought in their **musical instruments** to show how musicians, like painters, apply different textures in music. Students listened as teachers played with contrasting textures on the **violin**, and talked about how those sounds make them feel different emotions. The children also engaged with ideas...



MUSIC & ART cont.

...about musical shape and color.
Students listened to popular, classical, and film music, while drawing their emotions from each song.

ABSTRACT SCULPTURE

Students learned about abstract art and abstract sculpture. **Abstract art** is a style where artists disfigure forms into inaccurate representations. **Sculpture** is a form of 3D art that is built up out of solid materials. The students thought about what happens when “abstract” and “sculpture” are put together. After looking at different examples of abstract sculptures, the students were asked to sculpt their emotions in response to hearing different scenarios. Some of the scenarios included: “what do you feel when... your mother makes you your favorite meal for dinner” or “... when you fall on the playground and scrape your knee”. Their sculptures reacted to those scenarios using pipe cleaners and a paper cup base.



Spring 2019

PLEIN AIR



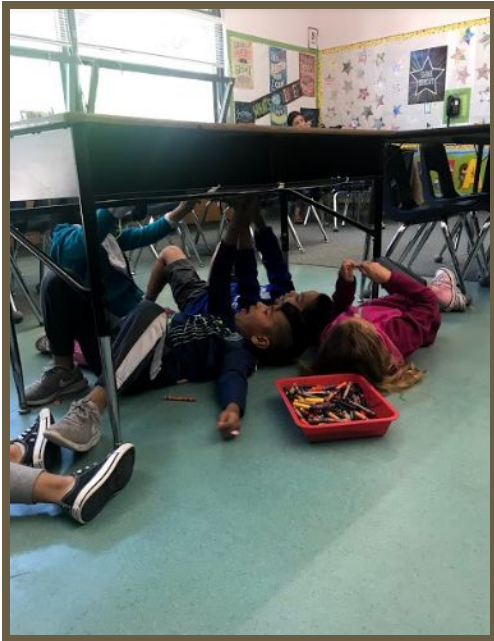
Students learned about **landscapes**, which are images of the land outside, and **“plein air”**, the process of painting outside in the open air. These methods were used by impressionist artists, during the Impressionist Era, where they sketched and painted outdoors. Impressionists are also interested in optics and how light plays on form. After learning about **Claude Monet**, a French, plein air artist, we walked to the outdoor garden. There we had them observe nature and draw what they saw using colored pencils. Their drawings included renderings of the playground, nearby buildings, trees, insects, and flowers. Connecting with the environment allows for artistic interpretation to flourish.

DUTCH STILL LIFES

This lesson plan introduced the students to **Dutch Still Lifes** by looking at different examples showing a variety of foods, flowers, and random objects. The kids created their own still lifes by drawing what they saw from the objects set on their tables. Their still life drawings included flowers, dog toys, a Rubik’s cube, and other random objects. The kids each got to take home one of the flowers they drew!



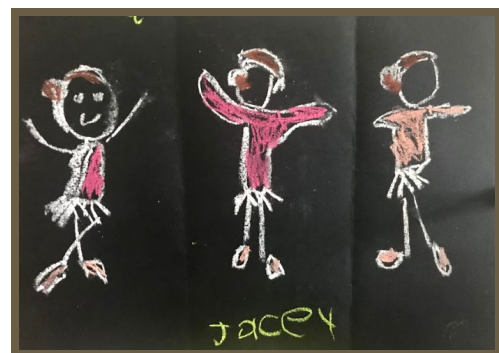
CEILING PAINTINGS



In this lesson, students were introduced to what ceiling paintings are and how they are made. They learned that **ceiling paintings** are made with plaster and it takes a team to create them. Ceiling paintings can be seen in all kinds of different spaces and range in subject matter, the scenes we proposed for them to draw were: jungle, ocean, outer space, and city. The kids grouped up and drew the scene they agreed on, but in order to get an idea of the ceiling painting process they drew on paper taped to the bottom of their desks. This was a fun way to understand the process behind ceiling paintings and a way to collaborate with others on a work -- something real artists do.

IMPRESSIONISM

Impressionism brought movement into the classroom in an interactive lesson presenting Gina the Ballerina. The children used chalk pastels and crayons to draw Miss Gina, by focusing on form. In this project we looked to the art by **Edgar Degas**, who is famous for his drawings of Parisian dancers. The children drew three quick sketches of our ballerina, in the same manner as Degas. We learned art is not limited to visual objects, but can be expressed through physical performance!



WEAVING



Students were introduced to the practice of **weaving** through learning about the different materials that people use to weave, such as paper, wood, and yarn. They learned about different types of weaving using these materials including paper weaving, basket weaving, and rug weaving. They also learned about the different tools these artists use such as their hands and a **loom machine**, which is a device used to interweave threads. For their activity, students used pipe cleaners to weave. They practiced the weaving technique of going over and under a white pipe cleaner loom using pre-cut, multi-colored pipe cleaners.

COLLAGE

For the final lesson of the year we taught the children about collages. **Collages** are forms of art made from a mix of materials adhered to another object or paper. Materials for collages include fabric, buttons, stickers, paint, photos and much more. The students learned about the four forms of collage: mosaic, paper, decoupage, and fabric. They engaged with artistic freedom, free from any aesthetic constraints by choosing what they wanted their collage to be about and look like.



Students & Interns at the Kinder Art Exhibition



CONGRATS, STUDENTS!

The I.V. Elementary students contributed to a wonderful Art Exhibition, which will be on display Wednesday, May 29, 2019.