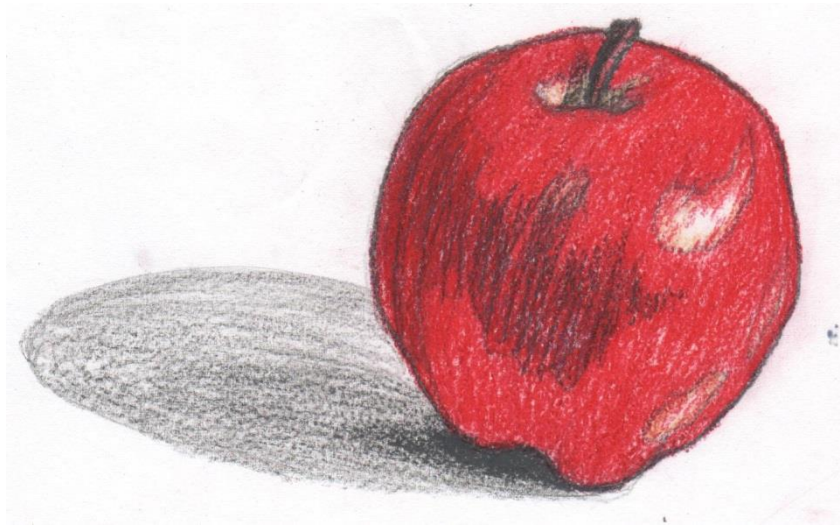


ART DOCENT PROGRAM

Volunteer's Handbook

VISUAL ARTS ENRICHMENT
IN THE CLASSROOM



Interurban Center for the Arts
Green River Community College Foundation
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www.InterurbanCenterfortheArts.org

INTERURBAN CENTER FOR THE ARTS

A Green River Community College Foundation Program

We train Art Docent volunteers in **7 School Districts**

Throughout **12 Cities**

Helping **400 Volunteers** each year

Teaching **14,000 Students** who

Create **100,000 Art Projects**

Our Mission for the Art Docent Program is to **INSPIRE, EDUCATE** and **SUPPORT** students and volunteers with a flexible, arts education program that meets and exceeds the Washington State Visual Arts Standards. **We strive to help our volunteers become ambassadors for life-long learning in the schools and communities they serve.**



The Interurban Center for the Arts (ICA) provides training and materials enabling volunteers to present high quality visual arts programs in local schools.

Art Docent volunteers learn art concepts, techniques and classroom management.

They are introduced to the visual arts standards set forth by the **State of Washington's Essential Academic Learning Requirements (EALRs.)** All volunteers are encouraged to align their lessons with these age appropriate targets.

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Introduction

ICA ART DOCENT PROGRAM

Welcome!

Welcome to the Interurban Center for the Arts! We appreciate your service as a volunteer in local schools and your commitment to support the creativity and education of our children through an Art Docent Program. The Interurban Center for the Arts (ICA) Art Docent's Handbook provides guidelines to assist you in managing your Art Docent lessons.

What is Interurban Center for the Arts?

The ICA services, primarily elementary school visual arts enrichment, aka Art Docent Programs. We can provide educational materials with sample projects, training, workshops, and support to volunteers in Art Docent Programs.

The ICA is a program run by the Green River Community College (GRCC) Foundation and is supported through donations from people like you and through grants from local and national organizations. We are committed to providing a high-quality, flexible and accessible service and to retaining this outstanding educational and community program. The ICA strives to continue to increase the numbers of trained, passionate volunteers going into classrooms serving as positive community role-models for our children.

Training

See www.InterurbanCenterfortheArts.org calendar for current training schedules.

- **Basic Training** course teaches our new volunteers the process of presenting art docent lessons in the classroom. New member volunteers also receive this ICA Art Docent Handbook which is a reference guide to assist docents in managing organization, lessons, and projects in the classroom.
- **“Projects! Projects!”** These popular and high energy workshops provide even more ideas for projects that the volunteer may want to try in the classroom.
- **Additional Workshops** on art skills or art docent requested topics present art concepts and techniques along with mini-projects.

Educational Materials

The ICA offers full-membership schools educational art kits for its volunteers which translates into 8 monthly lessons in the classroom each school year. The educational ICA kits include:

- A portfolio with 8 **large prints** by a diverse group of artists;
- A box set of **information packets** corresponding to each artist. A packet includes a synopsis of biographical information on the artist along with more detailed bio information; small laminated prints; website listings; a picture or portrait of the artist; art history, vocabulary and concept information.
- A project binder with **project ideas** for each artist. All projects have been tested in the classroom and have been critiqued by the volunteer who presented the project.

Art Docent Checklist



ICA ART DOCENT PROGRAM

ICA@greenriver.edu

THE ART DOCENT PROGRAM

<input type="checkbox"/>	School Clearance Approved and Volunteer Training Completed
<input type="checkbox"/>	GRCC ICA Basic Training Completed
<input type="checkbox"/>	School Art Docent Welcome Meeting and Art Closet Tour Completed
<input type="checkbox"/>	Teacher(s) Notified, Introductory Parent Letter Sent, Lesson Schedule Set
<input type="checkbox"/>	Attend additional GRCC ICA workshops.

2-3 WEEKS BEFORE ART DOCENT LESSON

<input type="checkbox"/>	Confirm this month's artist/print on the Print Rotation Form
<input type="checkbox"/>	Look through Artist's Wallet for biographical information, sample artworks, etc.
<input type="checkbox"/>	Look through Project Notebook to get lesson project ideas
<input type="checkbox"/>	Determine Goal of this lesson (Element of Art, and/or Principle of Design)
<input type="checkbox"/>	Record Information on Art Docent Calendar to reserve materials for lesson

1 WEEK BEFORE YOUR LESSON

<input type="checkbox"/>	Confirm lesson time/date with Teacher (Use Teacher Reminder Form, if applicable)
<input type="checkbox"/>	Send Art Docent Lesson Notification (Use Parent Notification Letter, if applicable)
<input type="checkbox"/>	Create your Lesson Plan and fine tune your presentation (Lessons: 30 min - 1 hour)
<input type="checkbox"/>	Do a practice run of the project at home with your child
<input type="checkbox"/>	Check for Supplies

THE DAY OF ART DOCENT LESSON

<input type="checkbox"/>	Check out print, artist materials, cart, art supplies, cleaning materials
<input type="checkbox"/>	Organize materials before going into classroom
<input type="checkbox"/>	Introduce artist/print & goal. have students observe artwork and create project
<input type="checkbox"/>	Remember this is both art education and art appreciation. Make it fun!
<input type="checkbox"/>	Make time for proper clean-up and art shows, if applicable

AFTER THE ART DOCENT LESSON

<input type="checkbox"/>	Complete Presenter's Report
<input type="checkbox"/>	Return print, artist's wallet, cart, art supplies, etc.
<input type="checkbox"/>	Mount student's artwork and add labels
<input type="checkbox"/>	Display artwork in Teacher's assigned Art Docent display area
<input type="checkbox"/>	Save previous artwork for end-of-year student art portfolio

Guidelines

ICA ART DOCENT PROGRAM

The Art Docent Program

The Art Docent Program is provided by volunteers at your school who are trained at the GRCC Foundation's Interurban Center for the Arts to provide classroom lessons in arts education and arts appreciation. This program was started to supplement arts education when current budgets didn't allow for a full-time Art Teacher.

Art Docent Volunteers are expected to take the position seriously and demonstrate appropriate, dependable behavior. This is a great opportunity to take an active role in the classroom. Please enjoy the experience and present an enjoyable, educational experience for the students.

Each Elementary School/PTA/PTO is responsible for their Art Docent Program and its volunteers. The following guidelines are some suggestions that past Art Docents have found helpful.

Required!

- **School Clearance with District Training.** Register at school office for school/district volunteer clearance and background check. Attend school's volunteer training. All volunteers must have this process successfully completed before going into the classroom.
- **ICA Basic Training.** Attend GRCC ICA Basic Training which is mandatory for new docents. This training provides docents with instruction that includes the keys to successful art docent lessons in the classroom. A sample lesson is taught to provide docents with a lesson experience, as well as a starting project.
- **School's Art Docent Meeting.** Meet with your Art Docent Chairperson or attend school's Art Docent Welcome Meeting for specific details about your schools program.

Highly Recommended!

- **New Docent Practice.** Assist an experienced docent with their lesson giving you an opportunity to see an actual art docent lesson before going into the classroom with your first lesson.
- **Get Some Help.** Have an experienced docent assist you in your first lesson. Check with your teacher or Art Docent Chairperson to see if parent volunteers are available to assist during any of the lessons.
- **Art Docent Program Volunteer's Handbook.** Read this handbook which includes details and resources for Art Docents.
- **Art Docent Contact List.** Sign up on the Art Docent Contact List at <http://www.InterurbanCenterfortheArts.org> to get up to date information.

Helpful!

- **Art Docent Information.** Check out your school's Art Docent website or documentation.
- **Workshops.** Register for Projects, Projects and other ICA workshops.
- **Library & Online Research.** Your local library and the web are great sources for ideas.

Resources

Meet the Teacher. Introduce yourself to the teacher and find out what their expectations are of you and let them know what, if anything, you'd like assistance with. Remember this is a great opportunity to help with art appreciation and education in your child's classroom, please be respectful of the teacher and the students.

Educational Materials & Art Supplies. Become familiar with the ICA educational materials, documentation, art materials and other resources that are available to you through the Art Docent Program.

Required!

- **Contact Teacher.** Notify the teacher about Art Docent Program.
- **Set Schedule.** Set lesson schedule, for the entire year if possible.
- **Check on Concerns.** Ask about concerns on allergies, health, cultural, or classroom issues.

Highly Recommended!

- **ICA Materials.** Take a look at the prints, packet information and project binder.
- **Art Supplies.** Familiarize yourself with the art docent supplies at your school.
- **Print Rotation.** Take a look at the schedule on the Print Rotation Form which shows what print is assigned to each grade/teacher for a particular month.
- **Parent Notification.** Personalize Parent Notification Letter and email to teacher requesting it be sent out to parents.
- **Get Assistants.** See if assistants are available to help distribute materials and with displays.

Helpful!

- **Request Techniques.** Ask Teacher for tips on class management techniques that are used in their classroom and/or in the school. Some techniques may include:
 - Have the teacher organize the students and introduce you.
 - Raise your hand and wait until class is quiet.
 - Raise your hand and silently, go slowly from 5-4-3-2-1-0 fingers countdown.
 - Raise your hand and count aloud along with a visual 5-4-3-2-1-0 fingers countdown.
 - Try "Hands on your head", "Hands on your shoulders", and "Hands in your lap".
 - Thank you for your attention.
- **Discussion Techniques.** Ask Teacher for tips on discussion techniques that are used in their classroom and/or in the school. Some techniques may include:
 - Encourage observation of artwork before starting discussion session.
 - Make time for each student who wants to add to the discussion.
 - Encourage listening skills as others talk.
 - When possible, paraphrase student's comments and include art terms.

The Art Docent Lesson

2-3 WEEKS BEFORE THE ART DOCENT LESSON

Required!

- **Determine Artist.** Look at the Art Docent Print Rotation form to determine which artist you will be presenting this month.
- **Choose Goal.** Decide what element of art you want to teach this month (color? shape? etc.) Use the lesson planning form or “Concepts” booklet to help you focus your lesson.
- **Select Project.** Look under the artists name in the red Project Notebook to find a project that will work. You are not restricted to these projects. If you have a great idea – try it out. Practice your project before presenting to the class – you will be much more comfortable answering questions and anticipating problems if you have already done it yourself.

Highly Recommended!

- **View Artist Information.** Look through the information in the Artist Packet (the brown manila wallets) stored in the art room. Become familiar with the artist.
- **Confirm Lesson.** Contact the classroom teacher to confirm the lesson date and time.
- **Reserve materials.** Reserve the print, packet and art supplies for the date and time of your presentation. The calendar is in the art supplies room.

1 WEEK BEFORE THE ART DOCENT LESSON

- **Practice.** Fine tune your presentation and practice the project with your child at home.

Helpful!

- **Send Reminders.** Send “Teacher Reminder Form” and “Parent Notification Form” (if needed.)
- **Request volunteers.** Ask for volunteers if assistance is needed for this lesson.
- **Collaborate.** Collaborate with other docents regarding ideas for projects or displays.
- **Be Creative but Inform.** If music or extra visual/audio items are part of your lesson, let the teacher know ahead of time.

THE DAY OF THE LESSON

Required!

- **Introduce Artist/Print** and have students observe the artwork then discuss.
- **Introduce Concept** (Elements of Art or Principles of Design) and discuss.
- **Introduce Materials and Project.** Introduce and lead students through the art project lesson. Note: a warm-up activity can help transition to the project.
- **Clean-up.** Leave enough time for clean-up and have it be part of the lesson.

Highly Recommended!

- **Arrive Early.** So that you can prepare the materials, your lesson and start on-time.
- **Organize Materials.** Organize cart, art supplies, print, and artist’s materials before going into the classroom. If you can arrange your lesson right after a recess or lunch period, the

teacher may allow you to set up during that time. Place materials on student's desks knowing that they may focus on these items upon entrance into the classroom. Discuss audience skills that you'd like the students to learn.

- **Ask for an Introduction.** It helps to have the teacher settle the class and introduce you.

Helpful!

- **Optional: Review previous lesson.** Review and complete concept, artwork and artist from previous lesson.
- **Quick Work?** If students finish early, verify they are producing "quality" work. Suggest they add more detail. Ask them about it and see if they can come up with additional skills they'd like to include in their artwork. Or have extra sketch paper and ask them to create a sketch.
- **Art Show.** If there is enough time, have a class art show. (Show artwork up on projector.)

AFTER THE LESSON

Required!

- **Clean Supplies.** Clean brushes and other supplies thoroughly.
- **Return Supplies.** Replace supplies and check all program materials back in. Make sure you returned:
 1. Print
 2. Artist Wallet (check the inventory in the front to make sure it is complete.)
 3. Presenter's Report
 4. Easel
 5. Art Supplies
- **Display Artwork.** Mount the students' artwork:
 1. Label all artwork. Labels help viewers to understand what they are looking at. Sample format:

In the style of
Vincent van Gogh
Mrs. Tanner's Amazing Third grade artists
present
"Dancing Starlight"
October 2013

2. Ask your teacher where you can display the art in the hall. (Keep art organized when you take it down off the walls. We will use it of our Art Walk night in the spring.)

Highly Recommended!

- **Art Docent Report Form.** Complete the "Presenter's Report" in as much detail as you can. Attach a sample of your project to the report then place it in the front of the Artist Wallet.

Events & End of Year Tasks

Required!

- **Student Portfolio.** At the end of the school year, return the Art Docent Program projects to each student in the form of a student portfolio. This can be as simple as a large construction paper folder in half decorated by the student.
- **Teacher Evaluations.** At the end of the school year, the ICA requests teachers and docents submit an evaluation to help the program continue to provide quality products and services. Please confirm teacher/docent evaluations.

Highly Recommended!

- **Class Projects.** If your school has a fundraising event, you may be requested to participate with a class project from an Art Docent Lesson. Often you can have a warm-up activity and collage these pieces into a work of art by you and your students.
- **Art Walk.** If your school has an open house or Art Walk, you may be requested to create a display which includes one of each student's artwork from the Art Docent Program.

Helpful!

- **Next Year.** Sign up for next year's Art Docent Program at the end of this school year.

Organization Tips

- Supplies can be put out for table groups rather than individuals.
- Q-tips can be used instead of brushes for painting projects. No need for washing or water.
- Bowls are sturdier for water than cups.
- Water pitcher and bucket can be used for water refill and dumping old water if no sink is available.
- Bring clean up materials.
- Be aware of logistics for 30+ students.

Print Rotation Form

Example,

GR.	October	November	December	January	February	March	April	May
K	Currier & Ives	Gogh	Kyosai	Matisse	Monet	Remington	Turner	Velazquez
1 st	Velazquez	Currier & Ives	Gogh	Kyosai	Matisse	Monet	Remington	Turner
2 nd	Turner	Velazquez	Currier & Ives	Gogh	Kyosai	Matisse	Monet	Remington
3 rd	Remington	Turner	Velazquez	Currier & Ives	Gogh	Kyosai	Matisse	Monet
4 th	Monet	Remington	Turner	Velazquez	Currier & Ives	Gogh	Kyosai	Matisse
5 th	Matisse	Monet	Remington	Turner	Velazquez	Currier & Ives	Gogh	Kyosai
6 th	Kyosai	Matisse	Monet	Remington	Turner	Velazquez	Currier & Ives	Gogh

What should I teach?

ICA ART DOCENT PROGRAM

Introduce the Print *in an interesting way.*

Try a different method each month and see what works best for you and your students.

- **Surprise.** Cover the print and reveal it slowly. “What do you see?”
- **Observation.** Ask the students to spend 10-20 seconds observing the print. Then have a discussion. “What’s happening in this picture?”
- **Title.** Have them suggest a title? “What makes you say that?”
- **Feelings.** What are the feelings expressed about the print? “What clues did you find?”
- **Art style.** “What do you notice about the style of this artwork? “
- **Interest.** “What interests you in the artwork?” Why?
- **Change.** “If you could add something to this artwork, what would you like to add?”
- **Prediction.** “What do you think might happen next?”

Introduce the Artist *based on the age level you are teaching.*

Use one of the following methods each month.

- **Biography.** Read interesting portions from the small print.
- **Book.** Read a short book about the artist.
- **Picture.** Show a picture or self-portrait of the artist. During the lesson, ask “who remembers the artist’s name?”
- **Basics.** Give basic information about the artist, like:
 - where they were born,
 - how they became artists, and
 - what they were known for.

Introduce the Concept *based on the age level you are teaching.*

- **Concept.** Color, Line, Shape, Form, Value, Texture, or Space. (Elements of Art)
- **Other Concepts.** Upper grades, can add Principles of Design.
- **Discussion.** Tell me about the ‘concept’ in the artwork.
- **Repeat.** Repeat the concept during art-project and in conclusion.
 - *The goal of the lesson is to learn about... or*
 - *We are learning about an Element of Art... or*
 - *The Art Concept today is...*

The Project *should be based on the age level and concept you are teaching.*

- **Art Materials.** Explain what the art supplies and materials are and how they can be used for this lesson. Also, discuss how materials should be cleaned and put away at the end of the lesson. Remember, there are often 30+ students in a classroom.
- **Describe the Project.** Present an overview of the project. Discuss how it applies to the concept and what skills will be learned in producing this artwork.
- **Show a Sample.** Present a sample artwork so that students may see what the final result may look like. But stress that everyone’s art will look different.
- **Have a Warm-up.** Use a warm-up to practice new skills or get experience with the materials.

- **Announce Project Process.** Let student's know if you will be presenting step-by-step procedures or if you will be giving directions and then letting them create. (Remind students to work quietly or with inside classroom voices.)
- **Give Notice.** Remind students when there is 5 minutes left. And again with 1 minute to go.
- **Give Guidance during clean-up.** Help transition from project to clean-up to wrap-up with guidance.

Extra Time *based on the age level.*

- **Add more details.** When one or two students finish much earlier than the rest, you can discuss with them individually about their work. Suggest details or techniques that may like to try on their artwork.
- **Have students read.** When student's complete their work early and have cleaned up but there is not enough time to start another project, ask them to read quietly at their desk.
- **Have students sketch.** Have extra paper and pencil for students who may like to sketch at their desks after the main project is finished. Have them sign this work and collect so that it may be added to their portfolio.
- **Have an Art Show.** If most of the class is finished with 10-15 minutes left in the planned lesson time, have an art show. Announce that today you will have an art show. Discuss what the expectations of an audience are and what skills they can practice. Based on time, you may want to limit talking and clapping until the end of the show. Having an informative comment relating to the lesson's concept and/or elements in art allows the students to see different aspects of the concept in art.
 - Say what you saw.
 - This sailboat shows a variety of shapes.
 - You used a lot of the primary color blue today!
 - This artwork contains diagonal lines.
 - Question the artist?
 - What was the hardest part to paint?
 - How did you figure out how to make the hands the right size?
 - Why did you choose green?

Wrap-up the Lesson *based on the age level you are teaching.*

Review the Artist. Ask who remembers the artist's name? If time, review some details about the artist.

Review the Artwork. Ask who remembers the title of the artwork? If time, review some details and discuss how the lesson concept applies to the artwork.

Review the Concept. Ask who remember the concept? If time, review some details.

Review the Project. Review the project and explain what the students learned in the lesson.

For Kindergarten and 1st Grade

ICA ART DOCENT PROGRAM

Lesson Time

Kindergarten: 20-30 minutes

- Artist/Print: 5 minutes
- Concept: 5 minutes
- Project: 10 minutes
- Clean-up: 5 minutes

1st Grade: 30 – 45 minutes

- Artist/Print: 10 minutes
- Concept: 5 minutes
- Project: 20 minutes
- Clean-up: 5 minutes

First Lesson Suggestions

- **Begin with simple projects.** 1-5 Steps. Increase the steps as the year progresses.
- **Start your first lesson with color.** Focus on primary colors. You can always do another lesson later in the year -- moving to secondary colors. They love it.
- **Use a half sheet of paper.** This allows student to complete projects.
- **Go step by step.** K/1st graders need to watch you do it on the overhead. They can draw with you. Identify shapes that they can relate to when drawing. (i.e. a mountain is similar to a triangle, a person's arm could be an oval or rectangle.)

Techniques Recommendations

- **Try oil pastels.** A good choice for your first lesson, these coloring tools move across the paper faster and are more vibrant than pencils/pens, etc.
- **Save painting projects for later in the year.** Plan for help with painting projects. Note: tempera paints dry faster than acrylic.
- **Q-tips are great brushes.** Students can use one q-tip for one color and a different for a second color. Clean-up is a snap. (Cleaning brushes in water at their table is difficult.)
- **Outline.** Use sharpies to outline their drawings or have them practice drawing and then use the sharpie to do the project.
- **Help create successes.** Don't use cutting or precise/fine motors skills in the first few projects.

For 2nd Grade and Up

ICA ART DOCENT PROGRAM

Lesson Time

2nd – 3rd Grade: 1 hour

- Artist/Print: 10 minutes
- Concept: 10 minutes
- Project: 30 minutes
- Clean-up: 5 minutes

4th Grade+: 1 hour+

- Artist/Print: 10 minutes
- Concept/Art History: 15 minutes
- Project: 30 minutes
- Clean-up: 5 minutes

First Lesson Suggestions

- **Begin with simple projects.** Increase the steps as the year progresses. Plan your project with layers so you can add or subtract items depending on time.
- **Start your first lesson with color.** Choose focus based on grade level (secondary color, warm/cool colors, tertiary, tints and shades, etc.)
- **Use a half sheet of paper.** This saves paper and allows students to add more detail and complete the projects on time.
- **Try Oil Pastels.** If you want to use a lot of color, oil pastels are better colors tools, they move across the paper faster and are more vibrant, than pencils/pens, etc.)
- **Go step by step.** It helps if students watch the lesson on the overhead. As the year progresses, lessons can vary in techniques and methods.

Techniques Recommendations

- **Plan for help with painting projects.** Note: tempera paints dry faster than acrylic. (Q-tips are great brushes, they can use one for one color and a different for a second color. Clean up is a snap. (Cleaning brushes in water at their table is difficult.))
- **Watercolor pencils/crayons.** Try a lesson with watercolor pencils or crayons. The students apply the color in the lesson. This in itself could be the complete lesson. If there is still time, water and small brushes can be used over the medium to create a watercolor blending effect.

Forms

ICA ART DOCENT PROGRAM

1. Teacher Reminder
2. Parent Notification
3. Lesson Plan
4. Art Docent Report Form

Teacher Reminder

ICA ART DOCENT PROGRAM

Thank you for supporting additional arts education and appreciation in the classroom. Volunteers at this school have attended training at GRCC Foundation's Interurban Center for the Arts (ICA) and will teach a monthly lesson, 8 times this school year. For more information, visit www.InterurbanCenterfortheArts.org.

We ask Teachers to help recruit a volunteer for their classroom, assist in guidance with monthly lesson plans, and provide necessary discipline during lessons. Although we strive for minimal Teacher's assistance, we appreciate open communication when issues arise and ask that you complete an annual evaluation at the end of the school year to help us maintain quality standards. For more information, Teachers can contact their school's Art Docent Chairperson or the ICA Program Coordinator at ICA@greenriver.edu.

Dear _____,

I would like to confirm the Art Docent session we scheduled for:

- Day:
- Date:
- Time:

The artist we will be presenting this month is:

The focus of the lesson will be: _____

Our hands-on project this month will involve: _____

Please remind your students to clear their desktops before the scheduled art session.

Thank you!

Signed: _____

Phone/Email: _____

Parent Notification

ICA ART DOCENT PROGRAM

To support arts education and appreciation, volunteers at this school have attended training at GRCC Foundation's Interurban Center for the Arts (ICA) and will teach a monthly lesson in your child's classroom, 8 times this school year.

If you are interested in more information about this program, please see www.InterurbanCenterfortheArts.org or contact your school Art Docent Chairperson or the ICA Program Coordinator at ICA@greenriver.edu.

Our class will be having an Art Docent session on:

- Day:
- Date:
- Time:

The artist we will be presenting this month is:

The focus will be on the concept:

The art supplies we plan to use are:

Please have your child dress appropriately.

If you are interested in helping with this session please contact me.

Signed: _____

Phone: _____

Email: _____



ART DOCENT PROGRAM

Lesson Plan

Grade

GOAL

ART CONCEPT

Minutes

ABOUT THE ARTIST

STYLE

PROJECT OBJECTIVE

DIRECTIONS

MATERIALS

Minutes

vocabulary & EALRS & Notes

Sample Picture

Docent
Date

School
Teacher



ART DOCENT PROGRAM

Art Docent Report Form (page 1)

Set #

PRINT:	ARTIST:
Date:	Grade & Teacher:
Docent:	School:

How long was your presentation?

PRINT: MIN.	PROJECT: MIN.	TOTAL: MIN.
----------------	------------------	----------------

How did you introduce the print and the artist?

	WROTE THE ARTIST'S NAME ON THE BOARD.
	Unveiled the print slowly looking for concept (color, lines, etc.)
	Uncovered small portions that I wanted them to focus on.
	Ta Da! Turned the print over for students to see all at once.
	Showed last month's print and compared to this month's print.
	Encouraged open discussion about the artwork.
	Directed the discussion toward a concept.
	Other ideas:

Did you use additional resources? Books? Websites? Artifacts? Music?

Resource	Location	Subject
Artlex Online Art Dictionary	http://www.artlex.com/	vocabulary
•		
•		

What was the focus of your lesson?

ELEMENTS OF ART	PRINCIPLES OF DESIGN	SKILLS & TECHNIQUES/STYLE
Line	Repetition/Pattern	Materials
Shape	Contrast	
Form	Emphasis/Dominance	Techniques
Color	Variety	
Value	Balance	Art Style
Texture	Movement/Rhythm	
Space	Proportion	



ART DOCENT PROGRAM

Art Docent Report Form (page 2)

Describe the project you did with this print. **Please attach a sample.**

Supplies (or materials recommendations after lesson)

Directions (step by step instructions and recommendations based on lessons learned)

Visual Arts Standards

ICA ART DOCENT PROGRAM

ART STANDARDS FOR VISUAL ARTS

Washington State Office of Superintendent of Public Instruction

<http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.PDF> This document defines the Essential Academic Learning Requirements (EALRs) and standards for the Visual Arts, including Elements of Art, Principles of Design, and Foundations that are developed through each grade level.

OSPI Arts Mission

“The Arts: communicating and integrating life, literacy, and learning through experience for all learners.”

Elements of Art

- **Line** – a long narrow mark (made by pencil, pen, or brush).
- **Shape** – a 2 dimensional area enclosed by a line (geometric, organic).
- **Form** – a 3 dimensional object.
- **Color** – the visible range of reflected light.
- **Value** – the lightness or darkness or measure thereof.
- **Texture** – a description or quality of a surface and how it is simulated.
- **Space** – the area above, below, around, and within an artwork and how it is used in respect to the artwork.

Principles of Design

- **Repetition/Pattern** – a method of repeating elements in regular, alternating, random, or rhythmic ways.
- **Contrast** – a technique that shows differences in elements of an artwork (light/dark, smooth/rough, thick/thin).
- **Emphasis/Dominance** – a method of showing what is strongest or most important in an artwork.
- **Variety** – to show differences in an artwork for visual interest.
- **Balance** – the arrangement of an artwork that shows the importance of individual items (symmetrical, asymmetrical).
- **Movement/Rhythm** – a method used to draw the viewer’s eye from one point to another in an artwork.
- **Proportion** – The relationship of the parts to each other or to the whole in regards to size and placement.
- **Harmony/Unity** – A method of stressing similarities of parts of an artwork.

Foundations

Art Production, Media, Safety, Techniques and Skills Artist's Statements, Narratives, and Reflections Aesthetics, Criticism, and Visual Thinking Cultural and Historical Context (Culture, Place, and Time) Styles, Movements, Genres, and Artists Presentations, Installations, and Exhibitions Audience.

ARTS APPRECIATION GOALS - Kindergarten

Elements of Art

- **LINE** – **Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag. Expression, emotion.** (OSPI pg. 15, Concepts pg. 11)
- **SHAPE/FORM** – **Geometric/organic shapes** (OSPI pg. 15, Concepts pg. 13)
- **VALUE** – **Black & white/grayscale artwork and photography, monochromatic -one color plus B & W** (OSPI pg. 16, Concepts pg. 14)
- **TEXTURE** – **Actual/ implied textures** (OSPI pg. 17, Concepts pg. 14)
- **SPACE** - **Over/under, above/below, besides, behind/front** (OSPI pg.17, Concepts pg. 12)
- **COLOR** – **Primary colors, secondary colors, warm & cool colors** (OSPI pg. 18, Concepts pg. 5)

Principles of Design

- **REPETITION/PATTERN** – **Repeating one element (line, shape, color) to create pattern** (OSPI pg. 18, Concepts pg. 9)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 19)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 19)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 20)
- **CREATE, PRESENT, & RESPOND** – Practices the artistic process (OSPI pg. 21)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 23)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 23-24)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 24-26)

ARTS APPRECIATION GOALS - 1st Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, **movement, shapes, textures and patterns** (OSPI pg. 27, Concepts pg. 11)
- **SHAPE/FORM** – Geometric/ organic shapes (OSPI pg. 28, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus B & W (OSPI pg. 28, Concepts pg. 14)
- **TEXTURE** – Actual and implied (OSPI pg. 29, Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front (OSPI pg.29, Concepts pg. 12)
- **COLOR** – Primary colors, secondary colors, warm & cool colors (OSPI pg. 30, Concepts pg. 5)

Principles of Design

- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (OSPI pg. 31, Concepts pg. 9)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 31)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 32)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 32)
- **CREATE, PRESENT, & RESPOND** – Practices artistic process (OSPI pg. 32-34)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 35)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 35-36)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 37-38)

ARTS APPRECIATION GOALS - 2nd Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, movement, shapes, textures and patterns. **Imaginative and observational drawing.** (OSPI pg. 39, Concepts pg. 11)
- **SHAPE/FORM** – Geometric and organic shapes. **Free form. Positive/negative shapes.** (OSPI pg. 40, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus black & white, **3 levels of value** (OSPI pg. 40-41, Concepts pg. 14)
- **TEXTURE** – Actual and implied (OSPI pg. 41-42, Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front. **Foreground, background, middle ground, size, overlap, placement on page.** (OSPI pg.42-43, Concepts pg. 12)
- **COLOR** – Primary colors, secondary colors, warm & cool colors (OSPI pg. 43, Concepts pg. 5)

Principles of Design

- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (Concepts pg. 9)
- **EMPHASIS/DOMINANCE** – **Identifies and uses emphasis/dominance** (OSPI pg. 44)
- **CONTRAST, VARIETY, BALANCE, MOVEMENT/RHYTHM, & PROPORTION** – Explore / create works of art using these principles of design (OSPI pg. 44)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 45)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 45)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 46)
- **CREATE, PRESENT, & RESPOND** – Practices artistic process (OSPI pg. 47-48)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 49)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 49-50)

- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 51-53)

ARTS APPRECIATION GOALS - 3rd Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, movement, shapes, textures and patterns. Imaginative and observational drawing. **Details, contours, and design.** (OSPI pg. 55, Concepts pg. 11,14)
- **SHAPE/FORM** – Geometric and organic shapes. Free form. **Positive/negative shapes.** (OSPI pg. 56, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus black & white, 3 levels of value (OSPI pg. 56-57, Concepts pg. 14)
- **TEXTURE** – Actual and implied (OSPI pg. 57-58 Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front. Foreground, background, middle ground, size, overlap, placement on page. (OSPI pg.58-59, Concepts pg. 13)
- **COLOR** – Primary colors, secondary colors, warm & cool colors (OSPI pg. 59, Concepts pg. 6)

Principles of Design

- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (Concepts pg. 9)
- **EMPHASIS/DOMINANCE** – Identifies and uses emphasis/dominance (OSPI pg. 60, Concepts pg. 15)
- **CONTRAST, VARIETY, BALANCE, MOVEMENT/RHYTHM, & PROPORTION** – **Explore / creates works of art using these principles of design** (OSPI pg. 60)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 60-61)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 61)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 62)
- **CREATE, PRESENT, & RESPOND** – Practices artistic process (OSPI pg. 63-65)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 65)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 66)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 67-69)

ARTS APPRECIATION GOALS - 4th Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, movement, shapes, textures and patterns. Imaginative and observational drawing. Details, contours, and design. **Value, gesture.** (OSPI pg. 71, Concepts pg. 14)
- **SHAPE/FORM** – Geometric and organic shapes. Free form. Positive/negative shapes. **Illusion of 3D on 2D.** (OSPI pg. 72, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus black & white, 3 levels of value (OSPI pg. 73, Concepts pg. 14)
- **TEXTURE** – Actual and implied (OSPI pg. 73-74, Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front. Foreground, background, middle ground, size, overlap, placement on page. **Detail/diminishing detail, color/diminishing color.** (OSPI pg.74-75, Concepts pg. 13)
- **COLOR** – Primary colors, secondary colors, warm & cool colors, **Intermediate (tertiary) colors.** (OSPI pg. 75-76, Concepts pg. 6)

Principles of Design

- **BALANCE** – **Identifies and demonstrates symmetrical (formal), asymmetrical (informal) and radial balance.** (OSPI pg. 76, Concepts pg. 4)
- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (Concepts pg. 9)
- **EMPHASIS/DOMINANCE** – Identifies and uses emphasis/dominance. (Concepts pg. 15)
- **CONTRAST, VARIETY, MOVEMENT/RHYTHM, & PROPORTION** – Explore and creates works of art using these principles of design (OSPI pg. 76)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 77-78)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 78)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 79)
- **CREATE, PRESENT, & RESPOND** – Practices the artistic process (OSPI pg. 79-81)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 82)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 83)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 84-86)

ARTS APPRECIATION GOALS - 5th Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, movement, shapes, textures and patterns. Imaginative and observational drawing. Details, contours, and design. Value, gesture. **Uses line to create texture.** (OSPI pg. 87, Concepts pg. 11)
- **SHAPE/FORM** – Geometric and organic shapes. Free form. Positive/negative shapes. Illusion of 3D on 2D. **Realism.** (OSPI pg. 88-89, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus black & white, **4 levels of value** (OSPI pg. 89-90, Concepts pg. 7)
- **TEXTURE** – Actual and implied (OSPI pg. 90-91, Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front. Foreground, background, middle ground, size, overlap, placement on page. Detail/diminishing detail, color/diminishing color. **Positive/negative spaces/shapes.** (OSPI pg.92, Concepts pg. 8, 12)
- **COLOR** – Primary colors, secondary colors, warm & cool colors, intermediate (tertiary) colors. **Tints and shades (color values)** **Complementary color pairs, language of color** (OSPI pg. 93, Concepts pg. 6)

Principles of Design

- **BALANCE** – Identifies and demonstrates symmetrical (formal), asymmetrical (informal) and radial balance. (OSPI pg. 94, Concepts pg. 4)
- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (Concepts pg. 9)
- **EMPHASIS/DOMINANCE** – Identifies and uses emphasis/dominance. (Concepts pg. 9)
- **MOVEMENT/RHYTHM** – **Identifies movement in an artwork** (Concepts pg. 15)
- **CONTRAST, VARIETY, & PROPORTION** – Explore and creates works of art using these principles of design (OSPI pg. 94)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 95)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 96)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 97)
- **CREATE, PRESENT, & RESPOND** – Practices the artistic process (OSPI pg. 98-100)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 100-101)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 101)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in items, events, and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 103-106)

ARTS APPRECIATION GOALS - 6th Grade

Elements of Art

- **LINE** – Direction, horizontal, vertical, diagonal; curved, dotted, dashed, zigzag, expression, emotion, movement, shapes, textures and patterns. Imaginative and observational drawing. Details, contours, and design. Value, gesture, texture. **One-point perspective**. (OSPI pg. 107-108, Concepts pg. 11)

- **SHAPE/FORM** – Geometric and organic shapes. Free form. Positive/negative shapes. Illusion of 3D on 2D. Realism. **Tessallations**. (OSPI pg. 108-109, Concepts pg. 13)
- **VALUE** – Black & white/grayscale artwork and photography, monochromatic -one color plus black & white, 4 levels of value, **depth** (OSPI pg. 109-100, Concepts pg. 7)
- **TEXTURE** – Actual and implied (OSPI pg. 110-111, Concepts pg. 14)
- **SPACE** - Over/under, above/below, besides, behind/front. Foreground, background, middle ground, size, overlap, placement on page. Detail/diminishing detail, color/diminishing color. Positive/negative spaces/shapes. **One-point perspective**. (OSPI pg.112, Concepts pg. 8, 12)
- **COLOR** – Primary colors, secondary colors, warm & cool colors, intermediate (tertiary) colors. Tints and shades (color values) Complementary color pairs, language of color, **Color wheel, mood** (OSPI pg. 112-113, Concepts pg. 6)

Principles of Design

- **BALANCE** – Identifies and demonstrates symmetrical (formal), asymmetrical (informal) and radial balance. (OSPI pg. 114, Concepts pg. 4)
- **REPETITION/PATTERN** – Repeating one element (line, shape, color) to create pattern (Concepts pg. 9)
- **EMPHASIS/DOMINANCE** – Identifies and uses emphasis/dominance. (Concepts pg. 9)
- **MOVEMENT/RHYTHM** – Identifies movement in an artwork (Concepts pg. 115)
- **CONTRAST, VARIETY, & PROPORTION** – Explore and creates works of art using these principles of design (OSPI pg. 94)

Art Skills

- **USES TOOLS** – Creates art in 2D/3D with lines or texture (OSPI pg. 115)
- **STYLES OF ART** – Learns about art of various artists, cultures, and times (OSPI pg. 116)
- **AUDIENCE** – Learns appropriate audience behavior (OSPI pg. 117)
- **CREATE, PRESENT, & RESPOND** – Practices the artistic process (OSPI pg. 118-120)

Communication

- **EXPRESS/PRESENT IDEAS** – Expresses feelings through art (OSPI pg. 120-121)
- **FOR A SPECIFIC PURPOSE** – Learns about art in festivals and traditions (OSPI pg. 121)
- **ART & CAREERS** – Interprets music with line, shapes and colors. Identifies art in events and environment. Explores careers in art. Work habits – clean up, organizes, and shows respect for self and others in making and viewing art. (OSPI pg. 123-106)