

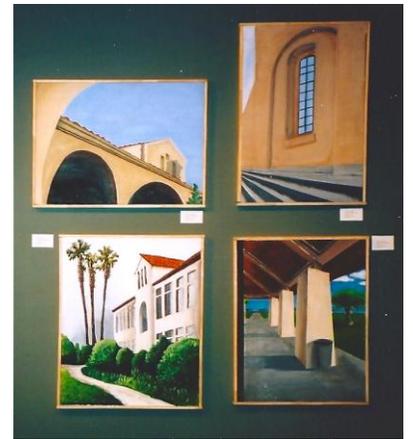


Making Arts Learning Visible

EDUCATIONALLY INTERPRETIVE EXHIBITION

at the Stanislaus County Office of Education

MARCH 4 – 8, 2013



Preschool-12 Teachers

The aim of the Educationally Interpretive Exhibition is to provide another model for the display of student work. It is intended to help viewers understand that the creation of visual images stimulates, develops, and refines particular modes of thought and contributes to the enhancement of the student's artistic intelligence.

AS PART OF YOUTH ARTS MONTH, Join the Stanislaus County Office of Education, in partnership with the Stanislaus County Alliance, in Making Arts Learning Visible!

Art making is not simply a pleasant break from the work of other disciplines; art making can and does evoke and refine forms of thinking that other activities do not. Making it possible for viewers to see the connection between thinking and making is what this exhibition intends to achieve. The work selected illustrates not individual students' talent, but *the forms of thinking that are used in the creation of their artwork.*

Rethinking the Display of Student Art

Preschool and Primary: K-2

- Multiple examples of the same lesson (6-9 is an excellent sample)
- A simple statement of lesson objectives – can be both skill- and concept- based related to the content standards
- A few great “student quotes” from their comments as they created the art work
- Photos of students working on the lesson
- Artwork will be informally attached to Kraft paper panels

Elementary: 3-5

- Multiple examples of the same lesson (6-9 is an excellent sample)
- Statement of lesson objectives – the art concept and the skill development related to the content standards
- Thumbnail or preliminary sketches for the lesson as part of the display
- Student and/or teacher quotes about learning process
- Student “artist statements” about the art work and learning process
- Photos of students working on the lesson
- Artwork will be informally attached to Kraft paper panels

Middle School: 6-8

- Introductory classes may follow the elementary format as outlined above
- Advanced classes may follow the high school example as outlined below

High School: 9-12

Single student's work or 2-3 student examples, including 2-D, 3-D, photography, multi/media, and the digital arts

Include the following:

- Teacher statement outlining lesson/unit objectives related to the content standards
- Preliminary sketches, thumbnail ideas, practice sheets, etc., related to the assignment or skills involved
- Student “artist statements” about the art work, the learning process, or the intent of the work
- Photos of students working on the lesson (optional)
- Simply matted, finished work (the preliminary work does not have to be matted)



**Elementary:
Multiple examples of the
same lesson**

**What needs to be
submitted to create an
Educationally
Interpretive Art Show?**



**Secondary:
Examples of work in progress
to create the final product**



HOW SCOE AND THE ALLIANCE CAN SUPPORT YOU

BEGIN TO THINK ABOUT what you might submit to this special art exhibition. SPACE WILL BE LIMITED. It is intended that this model will be refined and expanded in the future, as it is an important way to show “evidence of learning” and to help viewers understand the difference good teaching in the arts will make for our students.

The Stanislaus COE and Alliance Offers

After school workshops to help teachers:

- Select the lesson and specific artwork to be displayed,
- Write lesson objectives and/or overview, and
- Collect the documentation of the learning process that supports the selected lesson.

Workshops will include ways to take these methods back to the school site.

- Overview of the Educationally Interpretive Exhibition
 - December 4, 2012, 3:30 – 5:00, at SCOE, Elmdale Room
 - Register online at: <http://ccsesaarts.k12oms.org/411-66166>
- Selecting and displaying student work for an Educationally Interpretive Exhibition
 - January 29, 2013, 3:30 – 5:00, at SCOE, Boardroom
 - Register online at: <http://ccsesaarts.k12oms.org/411-66169>

FURTHER GUIDELINES AND EXAMPLES will be available on the SCOE Visual and Performing Arts webpage: <http://www.stancoe.org/scoe/iss/arts/>

Register to Display your Students' Arts Learning

Register online at OMS Link: <http://ccsesaarts.k12oms.org/411-66161> **Space will be limited.**

All student work and accompanying documents must be submitted, via email or in person, to the Stanislaus County Office of Education by **Tuesday, February 26, 2012, by 5:00 pm.**

Please deliver to Helen Markiss, hmarkiss@stancoe.org, 209-238-1318, in Instructional Support Services, 1st floor.

Instructions for Hanging the Exhibition

1. Preschool and Elementary Art Work: Submit multiple examples of the same lesson (NO matting or frames).
2. Secondary Art work: Submit single student's work or 2-3 student examples (simply matted, finished work).
3. Statement of lesson objectives and/or overview of the art concept and the skill development related to the content standards.
4. Fill out the labels provided with all required information and tape to the back of each piece of artwork.
5. Submit photos digitally of students working on the lesson. (The Stanislaus COE will print the images in the appropriate scale.)
 - Submit "original" photos as jpgs ONLY; uncompressed images—no alterations
6. Submit a folder with the student quotes or artist statements. (SCOE will transcribe them for display.)

Contact Information

- **Preschool through elementary:** Patty Larrick, Coordinator, Stanislaus County Alliance
yesacp@earthlink.net or (209) 962-6758
- **Middle and high school:** Henrietta Sparkman, Stanislaus County Alliance
sparkman.h@att.net or (209) 521-8336
- **For general guidelines, time frame, logistics:** Jill Polhemus, SCOE VAPA Consultant
jpolhemus@stancoe.org or (209) 238-1326

The model for this exhibition was developed by Elliot Eisner, Professor Emeritus, of Education and Art Education at Stanford University and has been presented at the National Art Education Association and the Stanford School of Education.

The arts invite students to pay attention — to the environment, to the materials and techniques unique to art and to the products of their imagination in order to create their own unique, expressive feelings. Art makes meaning in the lives of children.