



Glastonbury Public Schools Art Department

Distance Learning -Spring 2020

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OUR JOURNEY --In the beginning.....

- **In school Friday -- March 13; Distance learning to begin Monday March 16**
- **What was in place? 1-1 iPads K-12; K-1 students had “trial run” with Ipads at home on March 12.**
- **Some apps already in place (Google Classroom Gr. 6-12, SeeSaw for some art teachers mostly K-5**
- **No PD or planning time other than one “meeting: session that was provided after school one day.**

Week 1:

- **SeeSaw** - useful for students who had been used it in classroom.
- **Collaboration was key -- Regular “Zoom” and Google MEETs staff meetings were set up.**
- **Teams “met” by level -- teachers set their own level-meetings as well as department sessions.**
- **What soon became clear: Too many platforms for parents, especially for primary grades.**
- **Google folder shared K-12 to place resources, lessons, and links.**
- **The district admin met regularly to problem-solve, share feedback, and plan ahead.**
- **K-5 offered a choice of activities; 6-12 planned lessons to connect to current work. Materials at home are an issue.**

Week 2:

Biggest concern -- Lack of consistent engagement; some students had not checked in at all. Others were sporadically doing assignments with little thought or effort.

Other concerns --

- Long term goals -- determined ‘non-negotiables’ for knowledge and skills
- How to deliver consistent district-wide art instruction
- Report cards –
 - what would this look like?
 - How to assess?

Week 2 (CONTINUED):

- **Consistent way to connect with kids (platforms)**
- **Full district-version of SeeSaw was purchased to be used by all K-5 specials teachers; set up through either classroom teachers' accounts or by specials teachers (Elementary schools decided how they would manage this.)**

Week 3:

- **New apps for Virtual Museums and drawing/painting apps**
- **Teachers were connecting with kids via SeeSaw uploads (K-5), Google classroom;**
 - Some set up “office hours” or time slots for meeting with kids who wanted 1-1 or small group support;**
- **Teachers collaborating to share their innovations using Videos, on-line**
- **Full district-version of SeeSaw was purchased to be used by all K-5 specials teachers; set up through either classroom teachers’ accounts or by specials teachers (Elementary schools each decided how they would manage this.)**

Week 4-6:

Decisions being made at the district level regarding grading

Expectations for student work:

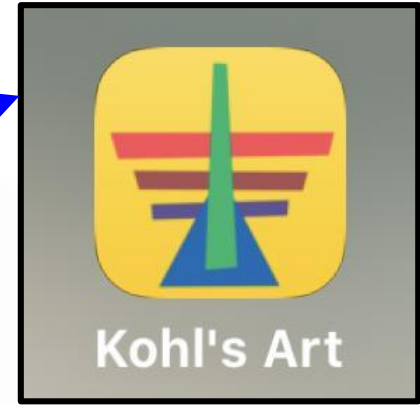
- **Assessment criteria: Work is turned in, demonstrated effort that was more than minimal;**
- **No assignments graded as “LATE”**
- **More students are connecting (gr.6-12); Teachers will continue to make efforts to communicate with those not checking in regularly.**
- **Some K-5 parents decided that students will not complete their “specials” work, leaving some students without that support to complete their assignments.**

Elementary lessons

- **Teachers create learning packet collaboratively, for each week.**
- **GOAL: Engagement, completion with attempt at learning skills and knowledge**
- **Mostly IPAD use; Apps include: Sketches School, Milwaukee Museum app. NGA Kids, Also, photography with Ipads.**

Art Crossword 2-3 Directions

1. Open “Kohl’s Art Generation” app on your IPAD



2. Click on

EYETOUCH

3.

LISTEN 

or

WATCH 

or

PLAY 

the numbers to find the answers to the questions. There is a **word bank** to help you.



4. Use the **drawing tool** or **type tool** to fill in the words in the crossword boxes.

In See Saw Click on

 **Add response**

to get your
crossword puzzle!

Art Crossword 2-3

**Remember to click on

EYETOUGH



LISTEN



WATCH



LISTEN



LISTEN



PLAY



LISTEN

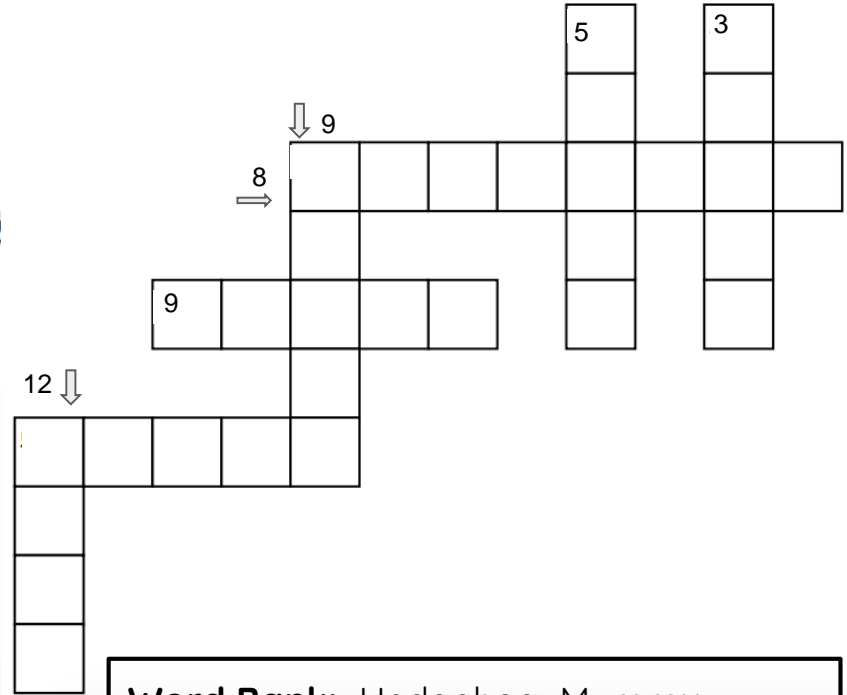
Listen, watch or play the artworks to find the answers.

Down

- #5-What part of the art is now missing?
- #3-What is this art object?
- #9-Before there were museums, art was in people's _____.
- #12-What do you see in the foreground of Monet's painting?

Across

- #8-What animal the dog is looking at?
- #9-What is in the shadow?
- #2-What is the necklace made of?



Word Bank: Hedgehog Mummy
Beads Clock Spear Homes Boat

Texture Scavenger Hunt

Look for **3** objects with **real textures**.

Find something:

- Smooth
- Rough
- Bumpy
- Furry
- Prickly

Take a **photo** of the **real objects**.



Look at the object and **draw** it. Use lines and shapes to **draw** the textures. (Implied Texture)



Take a **photo** when you finish the drawing.

Texture

Texture Ideas

Smooth

Rough

Bumpy

Furry

Prickly



Photo

Photo



Drawing

Drawing



Use this template on the **SEESAW ACTIVITY** to put all of your photos together.

Look in the activity instructions →




SEE SAW - Assignment for elementary May 4-8



LOOM - a platform for slides and video -- similar to Prezi

Student Instructions

Getty Museum Famous Artwork Challenge(week 7- May 4 - 8)

link  to watch my video that explains this week's assignment - artwork Challenge.

favorite famous artwork. Take a photograph  or screen shot of the

artwork.(hit home button and sleep/wake button at the same time)

3. Recreate the artwork with objects from around your house. Take a  photograph.


4. Hit  Add response add response and tap your name

5. This will bring you to template.

6. Tap the camera button and upload  your two photos

7. Tap the  check.

 Kindergarten, 1st Grade, 3rd Grade, 2nd Grade, 5th Grade, 4th Grade, Art

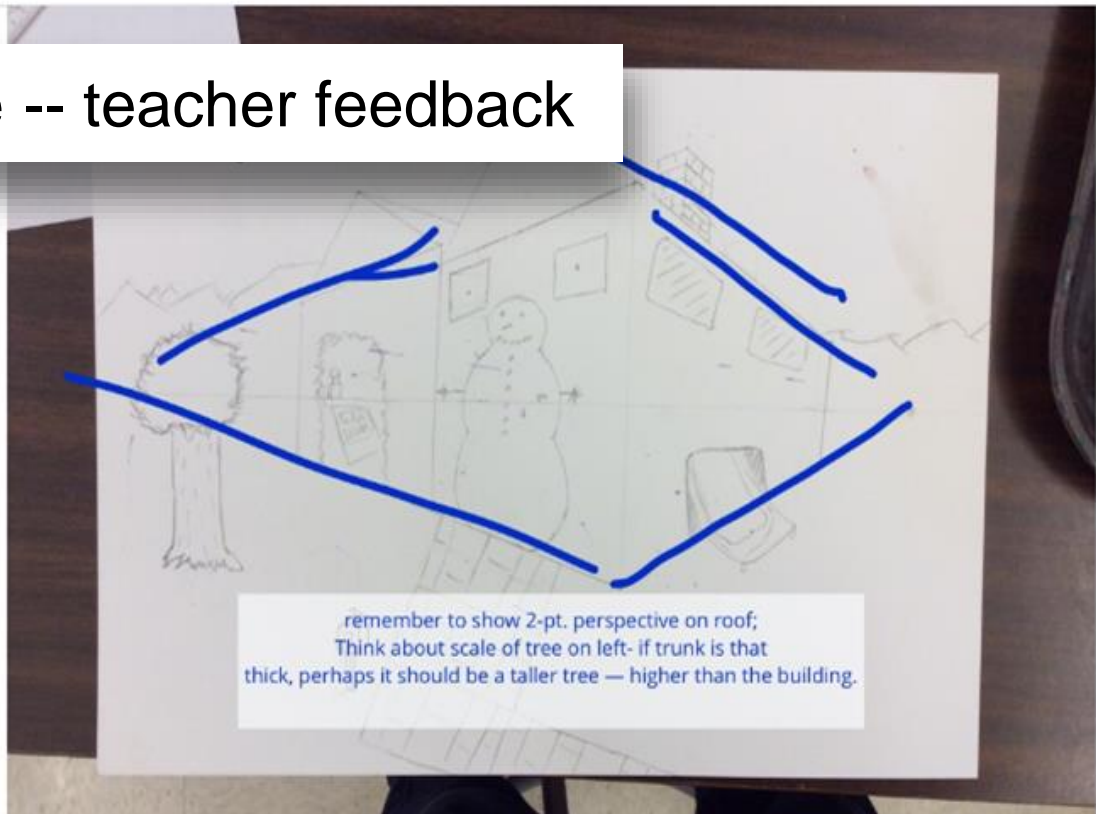
 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Students will edit this template:



In response to: Landscape -- peer feedback

SeeSaw example -- teacher feedback



remember to show 2-pt. perspective on roof;
Think about scale of tree on left- if trunk is that
thick, perhaps it should be a taller tree — higher than the building.



SeeSaw example – teacher feedback and peer feedback

Feb 12, 2018

(STUDENT) (STUDENT), (STUDENT), (STUDENT), Nabia crawford (STUDENT), (STUDENT), (STUDENT), (STUDENT), (STUDENT)

Jan (STUDENT) Like your color blending

(STUDENT) I really like all of the colors and how you shaded them. I also like the pig (?) that you put in
y nice work.

(STUDENT) I like your piggy

n

(STUDENT) 😊

(STUDENT) I like it

[Link to Celloman](#)

Grade 6 -- Music
Eugene Friesen to
Exploring the Arts, a
four-time Grammy
Award-winner!!!! Mr.
Friesen is also known
as the "Celloman".

Responding activity followed.

erasani
(d May 1)

sen to Exploring the Arts, a four-time Grammy Award-winner!!!! Mr. Friesen, also known as the
lays internationally as a concert and recording artist, composer, conductor, and teacher. Mr. Friesen
chool of Music, and is currently an artist-in-residence at the Cathedral of St. John the Divine in New
y member of the Berklee College of Music in Boston.

GIDEON WELLES - Explor...
YouTube video · 19 minutes

Eugene Friesen
Google Forms



Robert Chadeayne May 2

My year is now complete! I look forward to your performance every year and I truly appreciate your
aking the time to create this presentation for us. I enjoyed the video while listening to Humpback
armonies. I have heard you play that song well over a dozen times and the mixed media made for a
unique interpretation. I generally listen for the rhythms of the staccato and echo parts but with the
watery visual effects I found myself hearing more of the whales and bubbles in the background. Calming
and peaceful. Beautiful. Thank you.

Type here to search




Middle School Examples – Posted on Google Classroom

Due Apr 22
Screen Shot 2020-04-30 at 2.05.11 PM.png

4/20 Assignment (due 4/22): Stop Motion tutorial and Question Sheet


Open with ▾

 Christopher DelCoro Apr 20


Welcome Back Everybody!
I hope everyone has had a good break and rest from e-learning. We will ease back into it by making this assignment due next class (Wednesday 4/22) instead of today.

DIRECTIONS:
I made a video detailing some of the features of the Stop Motion app. I hope it will be helpful to those who did not get a chance to look at all the features. You should watch the video and answer the questions in the attached Google Doc. All answers can be found by watching the video.
Please make sure you complete and submit the Google Doc by 3:00 Wednesday.

DON'T FORGET TO CHECK IN WITH A "HI" FOR ATTENDANCE IN THE "CLASS COMMENTS" BELOW. AND USE THE CLASS COMMENTS TO ASK QUESTIONS TOO!



Stop Motion Tutorial #1.mov
Video

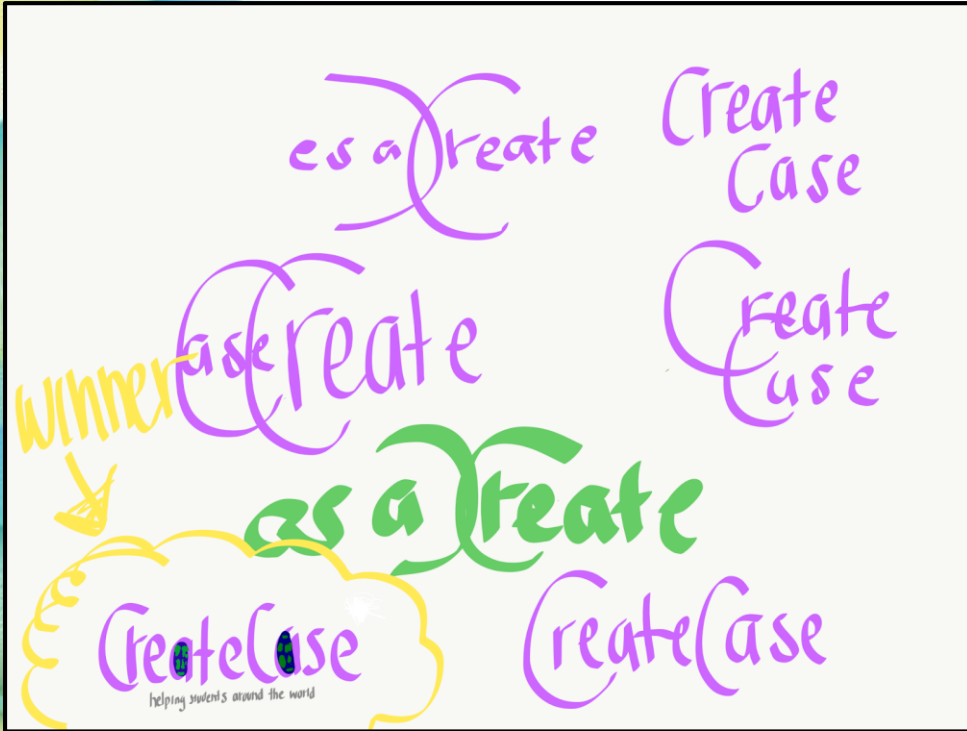


Stop Motion Video View Che...
Google Docs

– 🔍 +

LOGO Planning & Design (Gr 7)

Students begin by learning about and responding to LOGO designs.



Students present their research and planning in a google slide show.

Grade 8 Sculpture - George Segal (sculpture)

Let's explore what it would be like to BE a sculpture. We all are 3-dimensional and George Segal liked to use people he knew for his sculptures. He used a plaster gauze to wrap his subjects as if 'isolated

Given our current cultural situation confronted with the COVID-19 pandemic, I am wondering Segal's characters to express a sense of invisibility or isolation. Here's the assignment: After viewing the link below, dress yourself in ONE color (do the best you can) and pose somewhere in your house like you are invisible, immoveable, like a statue.



Student work - George Segal

Google Classroom Post Introducing the Assignment



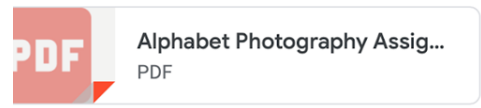
Due Mar 26, 3:30 PM

Alphabet Photography Assignment

100 points

Dea Shea Mar 25

1. Read the PDF File
2. Add a class comment (not a private comment) with the WORD you choose
R COMMENT WILL ALSO COUNT AS YOUR ATTENDANCE FOR TODAY 😊
 t taking photos 📷



0 class comments

Karlie sagendorf (STUDENT) Mar 26
Karlie



Student examples



High School assignments:

Journaling =
[Link to Prezi instructions](#)

Student example:

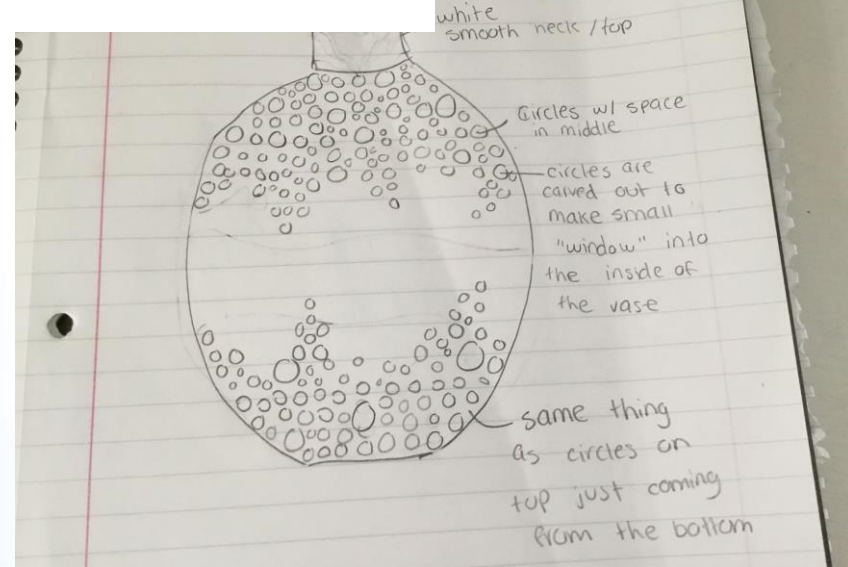
Date: 4/27/20 Planning & Refining Area:

4/27/20 (Monday): When drawing my piece I created 3 different textures and

4/28/20 (Tuesday): Today I went for a drive with my mom,

4/30/20 (Thursday):

I thought that I could still create a vase that represented the rain. So, I created



4/28/20 (Tuesday): As I stated above in my planning + refining area, today I went for a drive with my mom. We went to..... . In my piece I used various

Activities and tools:

- **Google Classroom Streaming -- daily assignments posted for student comments around a question or task of the day. (AP, Adv. classes)**
- **Zoom meetings as office hours to “check in” or discuss assignments.**
- **Responding and creating activities**
- **Virtual tours of museums with docents (Wadsworth, New Britain Museum)**
- **Other apps, Notes (on all Iphones, Ipads), Adobe apps, Imovie, YouTube, Prezi or slide shows for instruction, Screencastify**



Journal sketch done on NOTES app

- **Virtual studio tours with working artists, local and international**

High School assignments:

- Journal
- Sculpture, Crafts, design: Origami, paper weaving, quilling, found objects, environmental art
- Teachers using : Google Classroom for posting; creating tutorials and demos using YOUTUBE, Prezi, PPT



Sandra Gustafson

Mar 23

Good Morning AP – going forward our schedule will be:

MONDAY: peer feedback for works in progress, view slidesh

TUESDAY-THURSDAY: respond to conversation prompts

FRIDAY: drop box for Works in Progress

Check out todays slideshow, use slide # if you aren't sure wh



APupdate

YouTube video 6 minutes

Google Classroom Streaming (AP Studio)

[And YouTube video](#)

Choose to Create

Earth Week: April 20-24, 2020

Choose at least 2 activities to explore & create. Spend at least 45 minutes on each assignment. Also, find the questions to answer in Google Classroom.
Due on May 1. Do more for extra credit!

Assignments for Weeks of April 20- May 1 Upload all work to Google Classroom

Reuse Reduce Recycle

Use recycled materials to create a vibrant, person, animal, or plant.

Creative Challenge

Draw a recycling symbol.

Sketchbook

Use the words "Healthy Earth" or "Unhealthy Earth" to make an interesting drawing.

Virtual tour of Elizabeth Park

Watch a video and draw from observation.

APRIL 20-24, 2020
EARTH WEEK

Video Tutorial Nature Florida

Watch the Video Tutorial for tips on creating your own Nature Illustration!

Create an Earth Day Poster

LEARN MORE ENVIRONMENTAL ARTIST Benjamin Von Wong

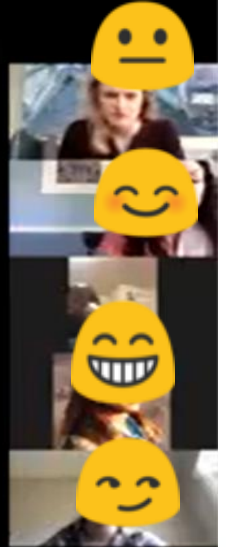
Use your imagination to show a healthy/happy Earth vs an unhealthy/food Earth.

HS - Earth Day assignments -- slide show of 8 assignments to choose from. Links to artists' videos and resources

“Welcome to a virtual school field trip to the Wadsworth Atheneum. Lindsey Fyfe, School and Teacher Programs Manager, will lead the discussion. Please join in!”



Pablo Picasso, Spanish, 1881-1973
The Artist, 1963,
Oil on canvas, 39 1/2 x 28 7/8 in.,
Gift of the Carey Walker
Foundation



Moving Forward

Lessons learned:

- Keep platforms to a minimum and as consistent as possible
- Engagement, connections are priority. Keep trying!
- Collaboration is key to keeping fresh ideas and learning new processes
- Planning:
- Looking at fall for new social distance guidelines
- Teaching will look different in the fall

PD:

- Look for on-line PD, collaboration with colleagues, other districts

Resources/Links:

[CT ART ED Distance learning Facebook Group](#)

[ONLINE ART TEACHERS \(K12\) Facebook Group](#)

[The Art of Education](#)

[Conn. Art Education Association Forum](#)

Contact me at: **Cindy Parsons, cindy53art@gmail.com**