

WATERBURY PUBLIC SCHOOLS VISUAL ARTS DISTANCE LEARNING



Waterbury Public Schools
Today's Students, Tomorrow's Leaders

HOW WE BEGAN

- On the evening of March 12, 2020 we received the phone call that school would be closed till at least March 20th.
- The district distributed learning packets to all students.
- Waterbury began conducting technology surveys with the parents and guardians.
- Chromebooks began being distributed to high school students the first weeks of April, followed by middle school then elementary schools.
- A meeting was held with the Fine Arts Supervisor, Holly Maxson to discuss the Distance Learning Plan for the Fine Arts.

FINE ARTS | DISTANCE LEARNING *PLAN OVERVIEW*

- We will be using [WPSCREATES](#) as a resource for supplemental and/or distance learning for online instruction. This website includes lessons, Tedtalks, tutorials, games, applications, activities, articles, printables and learning channels as related to art, dance, music and theatre. Teachers have the opportunity to input their professional expertise and knowledge of students to provide additional support to their classes on all lessons provided. Teachers will be expected to provide specific feedback and/or grading to students through the Google platform to help them become better artists, musicians, dancers, actors as well as readers, writers and thinkers. All Fine Arts classes include content accordingly as designated by their content area and Common Core of Connecticut State Standards via Google Classroom. Fine Arts teachers **Pre K-5 will be invited by the classroom teacher as a co-teacher** to load lessons for their students accordingly in Art and Music under the category “specials”. Fine Arts teachers **grades 6-12 should follow the steps to set up your own Google Classrooms** and post lessons specific to your content standards. Therefore, **Google Classroom will be used by all teachers to post assignments and to communicate with students and families including providing feedback to students and any updates.** Google Classroom ([overview video](#)), there are additional tutorials on the district website for Distance Learning.

MATERIALS NEEDED

- Teachers will need access to the following: Internet connection, laptop, desktop, Chromebook, or an iPad to access Google Classroom.

ROLES AND RESPONSIBILITIES

- Fine Arts teachers grades 6-12 set up Google Classroom for all classes
- Elementary Fine Arts teachers accept invitations from your academic classroom teachers from Google Classroom
- Reach out to all students to get them engaged in Google Classroom lessons
- Provide feedback and/or grades as needed for students
- Monitor interactive discussions to ensure a high level of professionalism
- Actively monitor email for questions and communications from families/students throughout the school day
- Participate regularly in communications with Supervisor via email, virtual meetings, and/or conference calls
- Add the Fine Arts Supervisor, Holly Maxson, and administrators in your building as a co-teacher.

ROLES AND RESPONSIBILITIES CONTINUED...

- Where applicable, add special education staff as co-teachers to your classes, (to assist with modifications/accommodations for SPED students)
- Provide students ample time to complete assignments- more time than you would usually provide in class may be necessary
- Reach out to colleagues, supervisor and administrators for support and collaboration for resources
- Keep building administrators and supervisor informed of situations you may learn about families or students
- Enter your absences into AESOP and inform your supervisor and building principal of any absences

WATERBURY CREATES WEBSITE

[HTTPS://SITES.GOOGLE.COM/WATERBURY.K12.CT.US/WPSCREATES/HOME](https://sites.google.com/waterbury.k12.ct.us/wpscreates/home)

The image shows a screenshot of a web browser displaying the homepage of the Waterbury Public Schools 'CREATES' website. The browser's address bar shows the URL: sites.google.com/waterbury.k12.ct.us/wpscreates/home. The website header features the 'WPSCREATES' logo on the left and a navigation menu on the right with the following items: HOME, #wpscreates Gallery, STANDARDS, VISUAL ARTS, MUSIC, THEATRE, DANCE, STUDENTS, PARENTS, and More. The main content area features a blue and white illustration of a clock tower on the left. To the right of the tower, the text 'Waterbury Public Schools' is written in a black, handwritten-style font. Below this, the words 'visual MUSIC Theatre Dance Media' are written in a smaller, black, handwritten-style font. The word 'CREATES' is prominently displayed in a large, yellow, handwritten-style font. A small downward-pointing arrow is visible at the bottom center of the page.



Search in Drive



- New
- Priority
- My Drive
- Shared drives
- Shared with me
- Recent
- Starred
- Trash
- Storage
503.9 MB used

Visual Arts Department PLC > K-8 Lessons Share



What supplies do you have @ Home!
Check off the boxes of the art materials that you currently have at home!
Required

Email address *
Your email

What Drawing Supplies do you have? *

- Pencil
- Pen
- Markers
- Crayons
- Ink Paper
- Lined Paper
- Construction Paper

@home Art Supplies Surv...

1st-2nd Lessons

1st -2nd

3rd-5th Lessons

3rd-5th

6th Lessons

6th

7th Lessons

7th

8th Lessons

8th

PreK-K Lessons

Prek-K

MY GOOGLE CLASSROOM

Classes - Google Chrome

classroom.google.com/h

Google Classroom

Art Grade 6 Mrs. Gu...
28 students
Due today
Radial Symmetry

Graphic Design
Period 7
15 students

Printmaking
24 students
Due today
Frottage Prints Part II

Graphic Design
Period 2
16 students

Graphic Design Apps ...
7 students

download.png

Show all

GOOGLE CLASSROOM GRADE 6

☰ Art Grade 6 Mrs. Gumbulevich

Stream

Classwork

People

Grades

Radial Symmetry

All topics

Clay Rattle Pictures

Google Classroom ...

Radial Symmetry

Sketchbook Challen...

Color Wheel



JEANETTE GUMBULEVICH posted a new assignment: Radial Symmetry

Due Today



Posted Apr 24

1. Read the Balance Background Information Word Document.
2. Watch the video on Radial Balance (this should be a review of what you read in the textbook prior to March 12th)
3. Then watch the Radial Symmetry- Step By Step video
 - a. I have added a video on how to turn a sheet of A4 paper (rectangular paper) into a square.
 - b. Find something circular (example: plate, bowls, pans) around your house that you can trace on the square paper. Ideally this circle should be slightly smaller than your square paper.
 - c. Fold the paper into quarters.
 - d. Use your center point of the circle to design your radial design. You may use household objects as tracers, or do it all freehand or a combination of both tracers and freehand.
 - e. Color in your design using radial balance. If you do not have anything to color with, I want you to do line designs in each shape you created, remember to keep it symmetrical (so what you do in one shape you need to do in the 3 other shapes that match it).
 - f. OPTIONAL: You can cut and mount your design.
4. Complete the Radial Symmetry Assessment Word Document
5. Upload a photo of your completed radial design and completed assessment.

12

Turned in

16

Assigned



Balance Background Info...

Word



Radial Balance - Art Voca...

YouTube video 0 minutes



Art With Trista - Radial Sy...

YouTube video 5 minutes



How to turn an A4 sheet ...

YouTube video 2 minutes




Radial Symmetry Assess...

Word



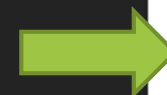
FEEDBACK TO STUDENTS





 JEANETTE G...
10:56 AM Today Resolve


I love how you incorporated value when you colored your design. The value makes it look like they are stacked layers of shapes. :)



Comments and feedback can also be added to the Private Comment box. I have most of my interaction with students in this area especially during their planning process.




Turned in on May 1, 2:17 PM

  Radial Sy...

 Radial Sy...



 Ma... 

Grade

/100 

Private comments

Cancel Post

Art
30 April 2020

Radial Symmetry Assessment

1. What is the definition of radial symmetry?
The definition for radial symmetry is that the elements radiate out from a central point element are repeated evenly both vertically and horizontally from the axis lines.
2. Give an example of how you created radial symmetry?
An example of how I created radial symmetry is I drew petals from a flower and continued that all around and made leaves all around and in the middle of a circle and in the circle a tiny flower that was all around the circle.
3. Did you use only tracers, freehand or a combination of both?
I did a combination of both.
4. What did you use to create your large tracer and/or any other objects you used to trace? I used a bowl for the big circle and a bottle for the tiny circle.
5. What do you like about your radial design?
I like the way the drawing came out. I like the colors and the pattern.
6. What would you change about your radial design?
I would change the symmetry. I feel it was not lined properly and it was a little off.



GOOGLE CLASSROOM GRADE 4



Art: Week 3: Design a room!



Stefanie Porcaro Apr 27

Hey Everyone! Great Job Last week!

1. Look at the examples of different room interiors, examples below and google!!
2. Create a room by drawing or building that has walls, windows, and a floor, include furniture and decorations, with interesting patterns and designs!! The cooler the better!
3. When you get something you like, take a photo of your finished work.
4. If you can try upload a picture of your work! Watch this quick video: <https://youtu.be/EdwJER4nPCo>
5. Make sure you complete your assignment by pressing the black button MARK AS DONE! Thanks

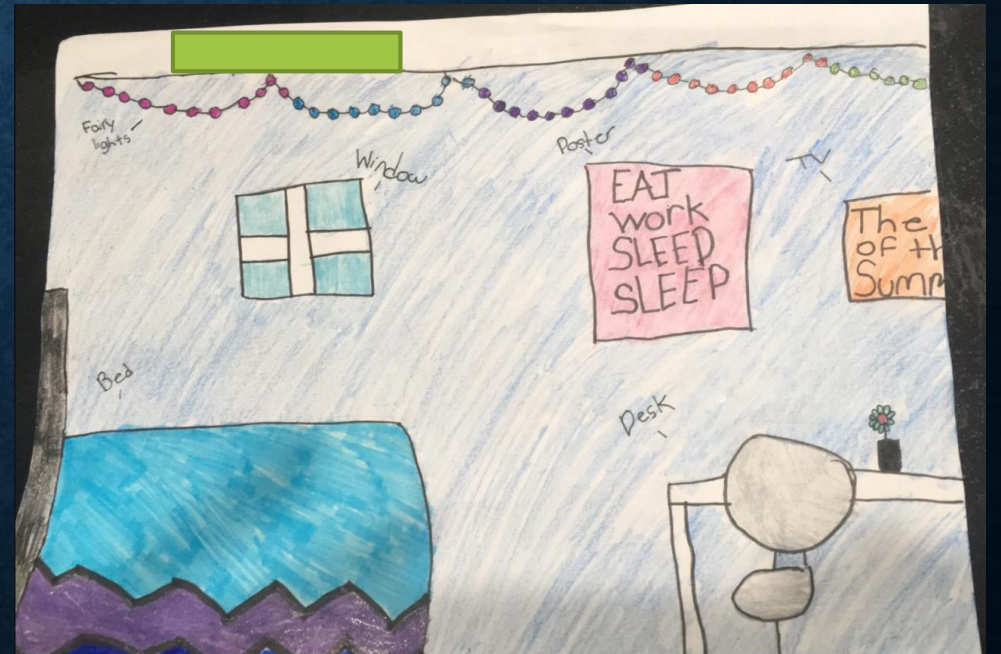


Art Week 3 4th grade .pdf
PDF

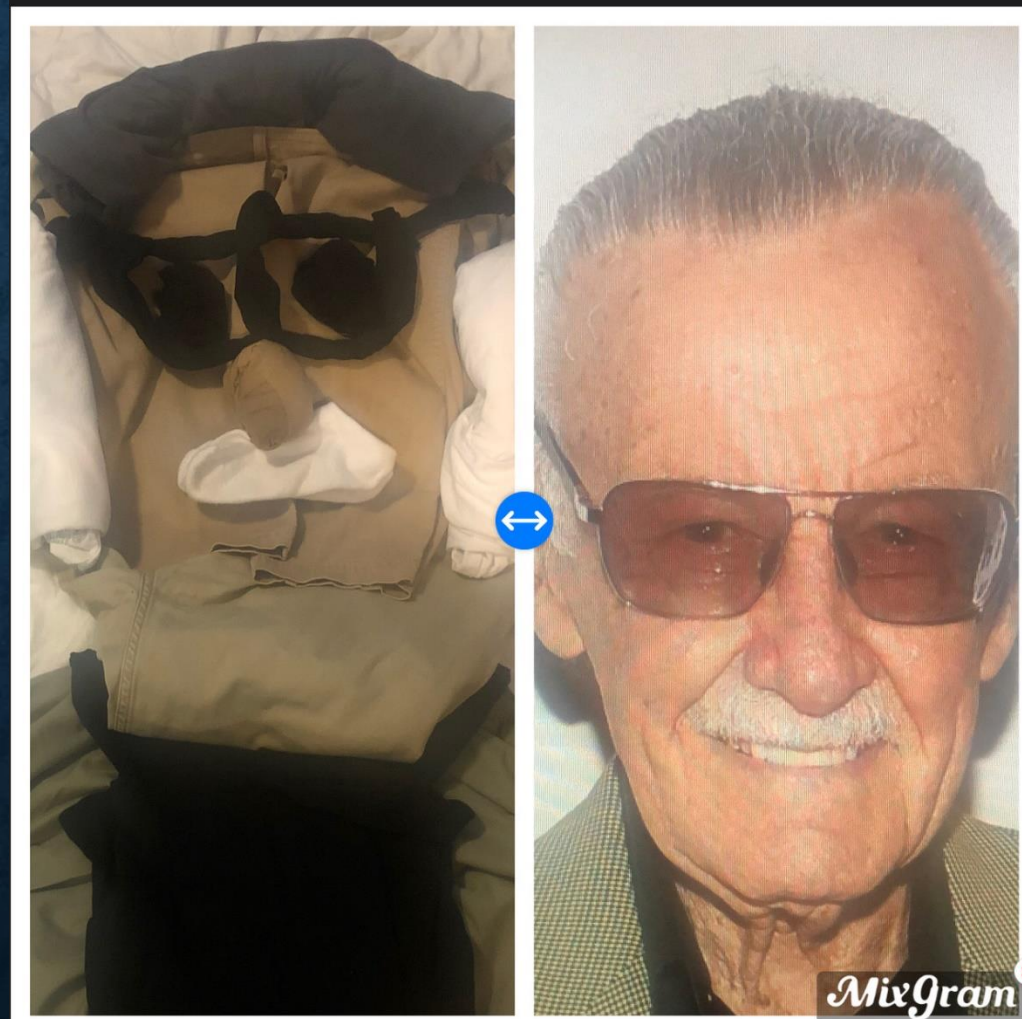


semana de arte 3 grado 4th ...
PDF

9 class comments



PORTRAIT ASSEMBLAGE USING CLOTHING HIGH SCHOOL SCULPTURE



FOUND OBJECT COLOR WHEEL GRADE 6



FROTTAGE PRINTS



FEEDBACK TO STUDENTS

but then thought that was too simple and I decided to start preparing for the winter by gathering acorns. Then in trying to find more ideas for my other two sketches I thought of pumpkin spice lattes, because they're only available during the fall, but I decided that was too simple. For my final sketch I had run out of things that were **distinguishably fall and** a little less simple without being too complex. I started thinking of fall traditions and came up with apple picking, which led me to think of what people do with the apples they have picked, which is bake pies. That is when I started sketching my third sketch, which ended up being my final subject matter, after I had finished sketching the apple pie i felt like i needed to add more, which is when I added the apples on the sides, because the apples would bring more colors from the background into the subject matter tying the two together more.

2. What was your biggest challenge doing this project?

The biggest challenge I faced when doing this project was trying to sketch on my background, because I had used colored pencils, and knew that if I made a mistake I would not be able to cleanly erase it, and it would ruin my background. This challenge also translated into the painting process, because if I had accidentally went over the lines I would not be able to cover it up.

3. How did you overcome that challenge?

I overcame this challenge by sketching out a full size image of my subject matter and then using **tracing paper** to copy the image, which I then transferred to my background. After transferring my image I then went over the lines to darken them so I could easily see them when painting, making sure to follow the faint lines I had made during the transfer process percicley. When painting I made sure to use the smallest practical brush for each section, and took my time around the edges of shapes, often switching to smaller brushes when painting them to avoid making too many mistakes.

4. What part of your project was most successful and why?

The most successful part of my project would most likely be the apples. I think that this is the most successful part of my project because they bring a lot of vibrancy to my piece. Adding the subject matter and the background further together through the color schemes. I also feel like there is a lot of detail in the apples, as you can see the different brush strokes of color which mimic the way different



JEANETTE G...

12:43 PM Today

Resolve

I love that you picked a theme in both subject matter and color



JEANETTE GUMBULEVICH

That was a great way of overcoming the challenge. Good thing you had tracing paper at home.

Viewers of this file can see comments and suggestions.

Comment

Cancel

SPECIAL THANKS TO:

DR. VERNA RUFFIN

SUPERINTENDENT, WATERBURY PUBLIC SCHOOLS

DR. GREGORY RODRIGUEZ

DEPUTY SUPERINTENDENT, WATERBURY PUBLIC SCHOOLS

**THE EXECUTIVE CABINET AND ACADEMIC OFFICE OF
THE WATERBURY PUBLIC SCHOOLS**

HOLLY MAXSON

FINE ARTS SUPERVISOR, WATERBURY PUBLIC SCHOOLS

STEFANIE PORCARO

VISUAL ARTS TEACHER, ROTELLA MAGNET SCHOOL, WATERBURY

HEATHER MAXEN

**VISUAL ARTS TEACHER, WATERBURY ARTS MAGNET SCHOOL
WATERBURY**

CONTACT INFORMATION

Jeanette M. Gumbulevich

Visual Arts Teacher, Waterbury Arts Magnet School

Adjunct Art Faculty CCSU

jgumbulevich@waterbury.k12.ct.us