

THREE PART ART POST-VISIT POSTER

Edges Frayed

ARTFUL THINKING ROUTINES: CREATIVE QUESTIONS

Use this questioning strategy to help students develop good questions when you want them to get beyond questions of information and see that something has many dimensions or layers.

Slowly look at the artwork for a minute.

1. Brainstorm a list of at least 12 questions about the artwork. Use these question starters to help you think of interesting questions:
 - Why...?
 - What are the reasons...? What if...?
 - What is the purpose of...? How would it be different if...? Suppose that...?
 - What if we knew...? What would change if...?
2. Review your brainstormed list and star the questions that seem most interesting. Then select one of the starred questions and discuss it for a few moments. (If you have the time you can discuss more than one question.)
3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

POST-VISIT TIP

After field trip ask students to share what they learned, liked, and noticed during their field trip to the Cannon Gallery. Did they find answers to the things they wondered about?

VOCABULARY

Embroidery – The art of forming decorative designs with hand or machine needlework. Modern hand embroidery is often characterized by a more “liberal” approach, where stitches are more freely combined in unconventional ways to create various textures and designs.

Line – An element of art defined by a point moving in space. A line may be two- or three-dimensional, descriptive, implied, or abstract.

Font – Refers to the size, weight, color and style of typed characters within a document, email or webpage. Although font and typeface are often used interchangeably, they have different meanings.

Typography – Arranging lettering to make written language legible, readable, and appealing when displayed.

Wash – Diluted pigment that is spread with a brush over a broad surface evenly enough so that no brush marks are visible in the finished product.

Mixed Media – Used to describe artworks composed from a combination of different media or materials.



Sigh, 2019
Embroidery on found textile
Michelle Montjoy

Who made this?

- Michelle Montjoy describes herself as a former public school teacher, parent, and citizen.
- She creates works of art ranging from tiny embroidery pieces to room sized installations.
- She enjoys working collaboratively as well as creating personal artworks.

What inspired this photograph?

Michelle Montjoy is inspired by form and language and uses these to explore a variety of topics including women's history. When speaking about collaborative projects, Ms. Montjoy has said she enjoys the “flattened hierarchy” of sitting around a table and sharing stories and laughter.

THREE-PART ART POST-VISIT LESSON

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Intended Age Group: Elementary (grades K-5 with teacher modifications)

Length of Lesson: Part One 60 minutes
Part Two (optional) 30 minutes

THE PRACTICE: STUDIO HABITS OF MIND

What does artistic thinking look like and how does studio art benefit students in art and in other content areas? Teachers using this lesson will help foster the following thinking dispositions:

1. Understand Art Worlds: Communities

Sample questions to help foster this habit include: How are you working together? Can you summarize what your friend just said? Did your friend summarize all your ideas well enough?

2. Reflect: Question, Explain and Evaluate

Sample questions to help foster this habit include: What are your next steps going to be? What's this work of art about?

Students will work within groups to design unique strategies and creatively solve common artistic goals

MATERIALS:

- Image: *Sigh*, Michelle Montjoy
- White crayons or oil pastels
- 12x18 White watercolor or construction paper cut into various sizes of rectangles
- Hole punches
- String or yarn
- Watercolors
- White tempera
- Brushes

INSTRUCTIONS, PART 1:

1. Conduct a class discussion of *Sigh* using the Artful Thinking Routine: Creative Questions as exemplified on the reverse side of this poster.
2. Next, as a class, brainstorm a list of state of being/state of mind verbs or adjectives (for example wish, love, hurt, frozen, silly and unsteady). Depending on the grade level you may want to create a second column listing adjectives for sounds that match those state of mind verbs.
3. Explain to students that they will engage as a community of artists to create a work of art inspired by *Sigh* in a group of three students.
4. Each person (without telling the other members of their group) will write the word from the brainstorm list or one of their own in an interesting font with a white crayon or pastel. If you are planning to include Part Two of this lesson, they should then use a hole punch to make a number of holes around the edges of the paper. All members will now trade cards.
5. Next, each group member will create a watercolor wash on their new card using at least one color to reveal the hidden word that was written with the crayon or pastel. Once the words are revealed, ask students to pause and look at the words and colors and describe what they see. What connections can they find? What do they like? Is there anything they would like to revise? Coach students to work as a community with active commenting and listening, moving beyond "I like it" or "I think she did a good job." This discussion period will also allow a bit of drying time before the next step.
6. Pass the artworks to the next person who has not had a turn working on a particular card. Using white tempera, paint patterns of embroidery stitch lines around each artwork. Stop here and skip to step eight if only using Part One.

INSTRUCTIONS, PART 2:

7. When all the works of art are dry students can use string to sew all pieces of their groups work together, making interesting links between the work.
8. Wrap up with a short discussion of what the students learned, liked, or noticed while creating this artwork.

Helpful Hints:

Search Pinterest for stitch pattern for step six to inspire interesting brush work.

Some students will need help tying a knot at the end of string. Also, wrapping scotch tape or masking tape will help avoid string and yarn fraying while students are using it to sew.