NE BELIEVE THE BEST WAY TO LEARN ART IS BY MAKING IT. In what ways are we providing our students with the aesthetic personalized, compassionate, and community-oriented education they need?

How are we transforming the art education we are providing?

TEN ways our visual arts program has evolved.

1. NEW COURSES: Fashion, Printmaking, Sculpture
   Digital Filmmaking, Universal Themes in Art
2. INNOVATIVE MATERIALS

Students choose materials - 100 things sculpture project. – dome made from pencil lead.

ADHESIVE BACKED FABRIC FOR OUR ANNUAL 9TH GRADE MURAL
100’ X 20” PHOTO TEX WATERBASE $70.00 A ROLL
WWW.PHOTOTEXGROUP.COM WALTERJR@PHOTOTEXGROUP.COM

Point and shoot - Underwater camera - Olympus Tough

Long exposure photography night photography – steel wool spinning.

Long exposure photography LED lights – cable-tied to a bicycle wheel on a spoke.

Graphic Designed Vinyl adhere to staircase

3. TECHNOLOGY

Photoshop begins in grade 5

Gesture drawing of peers posed as Greek gods. Scanned drawings are inverted and printed on pottery design.

Grade 6 Dinosaur Drawings are scanned into Photoshop then colorized. Each student photographs a location in the school on their iPad to use as the background for their dinosaurs.

Grade 8 students design an identity collage onto a Styrofoam head. They choose a location anywhere in the world to place their sculpture as public art.

High school students used Photoshop to create this response to “360-degree view of self-assignment.
A student in Graphic Design uses InDesign to create text on a path.

Pixelstick- an LED light writing tool.

DJI OSMO Handheld- Gimble-Stabilized 4K video camera.

Aaxa 4 LED Projector battery operated. Amazon  www.aaxtech.com

3D Printing- Monsters - 1,2,3D Sculpt.

4. REFLECTION

Blogging is a great way for students to create digital portfolios and reflect on their work. We use Wordpress for student blogs in our 9th grade Art class that is required of all students. But there are lots of other platforms available, like- blogger, Blendspace, Weebly, and Sway.

Individual student blogs in grade 9 via wordpress.com
Sculpture Class Blog  https://latinsculpture.org/
Student feedback on the student experience in classes each semester.

How does it feel to be in this class? Use anonymous Post its

Tell me what you did today and I can tell you who you are?
Collaborate
Create
Play
Experiment
Observe
Explore
Make
Reflect
Discuss
Improve

From Educator Olivia Gude

How much time and effort did you put into this?
What do you think your strengths and weaknesses were in this assignment?
How could you improve your assignment?
What are the most valuable things you learned from this assignment?

5. STUDENT CHOICE
Where Are You on the Choice Spectrum?
Student Choice- digital collage- Digital Imaging Class.
Photograph an object for Low Poly assignment- Digital Imaging Class
Animal and number of colors use in Zentangle –Drawing class
Organic and inorganic choice –Drawing Class (Octopus, playing cards and dice)
Grade 9
Choice of figure, symbols, and text in the design of a 21st century god/goddess in a Greek Roundel.
Research a Renaissance artist and design a gallery of their work using perspective.
Research and combine an animal and occupation- Drawing
Create a sculpture using 100 of the same thing repeated. Dress out of parent’s divorce papers

ADVANCED PHOTOGRAPHY – CONCENTRATION ASSIGNMENT
Research, plan, shoot 36-72 images, create Tear Sheet- Dance Photography in the city/ light graffiti
Final Exam 2-minute slide show- Last Assembly of the year. Advanced Photography Toy soldier in the city-

6. COLLABORATION
Collaborative Conversations in the art rooms. Talking is learning. What are your students talking about?

9th grade grid drawings pairs

9th grade Mural 2014 “Arts in Chicago “
9th grade Mural 2015 “Chicagoans”
9th grade Mural 2016 “Uptown Partnership”

PORTRAIT PHOTOGRAPHY PROJECT IN CHICAGO’S UPTOWN NEIGHBORHOOD
WeareUPTOWN.org


7. COMMUNITY ART EXPERIENCES
Senior art shows

All student, faculty and staff art exhibits:
*Trash to Treasure, Heart and Soul, Collaborative Collage*
9th grade mural on Adhesive backed canvas (see innovative materials)

**Jeopardy Rocks - Jeopardy Game Creator For Teachers**
[https://www.jeopardy.rocks/](https://www.jeopardy.rocks/)
*Create your own art Jeopardy*
Make fun and cool *Jeopardy* games for school or class projects.

ArtFest - a two-week celebration of the Visual Arts

As part of ArtFest 2017, Latin's Visual Arts Department invites students, faculty and staff to participate in

"*Collaborative Collage: A Community Collaborative Art Experience*"

January 9-20, 2017
Over the course of the two weeks, students, faculty and staff are encouraged to bring in images that speak to them – magazine pictures, text, poetry, headlines, words, literature, printed music, photos, paper scraps – to pin to the walls of Gallery 2. Participants can make their own collage or add on to existing collages in the gallery. Remember, this is collaborative! Artists are encouraged to add, move and alter the collage as the artwork evolves to fill the gallery walls. Tables with scissors and other supplies will be available for artists in Gallery 2.

Questions? Email Betty Lark Ross

All images must be suitable for our JK-12 audience and images will not be returned.

Below is a full schedule of ArtFest 2017 events:

January 9-20

- Create and hang “Collaborative Collage: A Community Collaborative Art Experience,” Gallery 2
- 8th grade visual art 3D collage heads, Gallery 2
- LS recycled materials horse relief collage, inspired by Deborah Butterfield, LS 5th floor bulletin board

January 9

- US Sculpture Class making balloon sculptures, 8-9:30 a.m., Gallery 2
- ArtFest Dress Up Day: Lots of Color Day

January 10

- US Lunch with Chicago Tribune photographer Brian Cassella, 11:15 a.m. -12:30 p.m., MS/US Library
- ArtFest Dress Up Day: Pattern Day (stripes, checks, dots, lines, repetition)
January 11
- Middle School Doodle Day, MS Gallery
- ArtFest Dress Up Day: Monochromatic Day (shades of one color)

January 12
- Gallery 2 Exhibit Reception: Cookies and Collage, 3:30-4:30 p.m., Gallery 2
- ArtFest Dress Up Day: Art Opening Day (black)

January 13
- ArtFest Dress Up Day: Complimentary Color Day (blue and orange, red and green or yellow and purple)

January 17
- Matt Lamb’s “Umbrellas for Peace” paintings, inspired by Chicago artist Matt Lamb, “a global art initiative involving the painting and decorating of umbrellas by children and adults with the ultimate goal of promoting peace throughout the world,” MS and US art rooms and exhibit in US lobby

January 19
- Pictionary or collaging during US Advisory, 9:35-10:15 a.m.

January 20
- Art Jeopardy, US Gathering, 9:55-10:15 a.m.
- Collaborative Collage Exhibit ends, Gallery 2

TABALUE VIVANT
Lower School students dramatize a famous painting - we write a script, invent characters, find costumes and props, paint the backdrop, and put on a show. It is so fun for kids to create an original play as they learn about an artwork. And, they really remember the painting. Many of the plays we have produced are based on famous artworks from the Art Institute. I have videos and smart board projections - here are a few photos. The Nighthawks Cafe by Edward Hopper we have turned into a “film noir” mystery about stolen coffee beans; and we once did Vincent Van Gogh’s Bedroom about his life in the south of France. I have also had kids write stories and perform about other artworks including The Jolly Flatboatmen by George Caleb Bingham; Rembrandt’s Nightwatch painting; Monet’s Waterlilies; and about Georges Seurat’s Sunday Afternoon on the Grande Jatte.

No Hate Photoshoot Middle School and Upper School

Chicagoland High School Film Festival May 19, 2017

http://blogs.latinschool.org/chicagolandfilmfestival/
Two-person Senior Art Exhibits in Gallery 2- Every two-weeks end of January until end of May.
Blog reflection- “Loteria Piñata” Sculpture class
As a child, I would hear my cousins happily singing: “Dale, dale, dale, No pierdas el tino, porque si lo pierdes, pierdes el camino,” as we swung to hit the moving object in the air. I didn’t understand which camino, or path, I would be losing if I lost my aim while hitting a piñata. Creating this stopped piñata in motion helped me understand a little more about my culture, and how losing my path and resisting temptation actually referenced the strength of my faith. Throughout this project, I learned how to bring awareness to an audience about a popular Mexican custom by patching a blown-up balloon with paper-mâché made up of vibrant colored Loteria cards, and successfully illustrating a message of resisting temptation. Piñatas are mainly used for religious and birthday celebrations, and the Loteria cards are a popular game played. I purposely chose these cards to cover the balloon because its colors show how temptation is irresistibly colorful. Then attaching paper-mâché cones to the dried base and adding streamers to the tips of the cones, I conveyed a message of desiring livelihood. The candy hanging from the broken piñata, wrapped in the black and white cards, were added to show that the things you yearn for are not always good for you, hence the things that the piñata of temptation represents is not good. I successfully portrayed the moment in time with the candies because it reflected the moment, which my perspective about my childhood and myself changed. I, along with many others, have learned new insight about the tradition and meaning of breaking a piñata. I also learned a bit about the craftsmanship it takes to build one; at first I used flour and water as a base, but the paper didn’t stick right to the balloon and the vibrant images were covered with an opaque layer from the flour, so I needed to start over in order to keep the message of brightness versus darkness and battling the deceiving colors. My favorite part about this project is how concise and detailed I was, along with working with the color scheme. The inside of the piñata is dark and black and white, showing that what you want is very deceiving. When looking back at childhood memories, I remember the flashy streamer colors, but now I know that it represents evil, and swinging at the piñata is me battling away the darkness and continuing to have faith, just as I continued to have faith the with my project, always believing in myself and hoping for a good outcome. #piñata #party #temptation #evil #100project #Loteria cards

Still life Self Portrait- Darkroom Photography

READ Poster Islamic Woman and our local Starbucks

Still life Self Portrait- Darkroom Photography

9. Evocative and Provocative
  • Oliva Gude-
  • Are your students exploring issues relevant to their lives using diverse art making approaches, vocabularies and range of artistic investigation?
• Is your student’s work relevant to contemporary culture and educational concerns?
• **What have you censored lately?**

Nude Painting for Congressional Art Contest
Wire Middle Finger
Case Hands holding soap-carved bottle of glue
Condom Dress
Censored Female drawing
Censored drawing of protest

10. **Creativity and Play**

Newspaper dresses in Fashion class
No sew t-shirts
Alternative materials rainbow pompom glued on photo
Stuffed animals and toys inserted into nylon stockings
Helium Balloon Sculptures

1. **New courses**-
2. **Innovative materials**-
3. **Technology**
4. **Reflection**
5. **Student choice**
6. **Collaboration**
7. **Community Art Experiences**
8. **Identity and Diversity**
9. **Evocative and Provocative**
10. **Creativity and Play**