

Form+Theme+Context... FTC Palette for Decoding and Encoding the History of Art Education

How does a balance of formal, thematic, and contextual qualities SHAPE our professional roots and “shoots”?

Problem: *Marking/Mapping Discoveries from the History of Art Education, Past To Present*

FORMAL

+

THEMATIC

+

CONTEXTUAL

Actual Composition:

Horizontal/landscape that “considers all available space”

Art Elements: *dots, lines, shapes, textures, controlled/free marks, personal color/value use*

Design Principles: *pattern, contrast, unity, variety, repetition, balance, rhythm, proportion, unity*

2D&3D Qualities: *flat drawing transformed into 3D map via accordian fold*

Size/Scale: *11 x 15 inches –stands up as a screen and tucks into notebook*

Media/ Materials: *watercolor 140 lb. cold press paper, bone folder, black Sharpie pen, water-soluble Ink tense colored pencils, Sketch & Wash pencil, water brush, tracing paper for refining, bone folder for folding.*

Processes/Methods: *“Gradual” 15 weeks of marking, mapping, drawing, painting, composing, writing, bookmaking, reflecting, visualizing, connecting...*

Skills: *Marking, drawing, writing, coloring, blending, composing*

Style: *exploratory, personal, “emergent”*

Other:

*Transform “mistakes” into surprises!
Evolving exploration, documentation and reflection over 15 weeks with periodic large and small group formative critiques.*

Broad Subject/**BIG IDEA:**

Professional Roots--Then and Now

Exploration and discovery of “pivotal moments” in the history of art, education and art education via skills/ knowledge/ pedagogical approaches of creative thinking and critical response to art through art education in schools and museums.

Subject Matter: *Art Education seen as portrait, still life and landscape (mindscape)*

Point of View:

Panoramic orientation and subjective perspective of cause and effect--combined with information from Art Education literature of history and contemporary issues

Visual Sources: *images, symbols, signs, words, quotes, handouts, products, analog drawings, marks,*

Art Historical References:

Roots of Art Education Practice (M.A. Stankiewicz), maps, books, diagrams, narrative, sketchbooks, diaries, professional ancestry, curricula, “perennial debates”

Literary Sources:

Memoirs, history, autobiography, expressive phrases, words, feelings, states of mind

Other Arts Connections:

- 🎵 Music
- 🎭 Theater
- 💃 Dance
- 🎬 Film/New Media

Other Subject Areas:

- ⇒ Math
- ⇒ Language Arts
- ⇒ Science
- ⇒ Social Studies
- ⇒ Physical Education
- ⇒ Vocational Education

WHEN: _____

WHERE: _____

BY/FOR WHOM:

X _____ (name)

Professor _____

WHY: *(Finding) My Place in the Big Picture of Art Education*

Intention/Purpose(s):

⇒

Significance/Relevance:

◆ Personal

◆ Social

◆ Cultural

◆ Historical

◆ Artistic

◆ Educational

◆ Political

◆ Spiritual

◆ Other

*We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.*

TS Eliot

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FTC Insights, Assessments and Questions