

# 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

<p>Actual Composition: <i>Horizontal/landscape that “considers all available space”</i></p> <p>Art Elements: <i>dots, lines, shapes, textures, controlled/free marks, personal color/value use</i></p> <p>Design Principles: <i>pattern, contrast, unity, variety, repetition, balance, rhythm, proportion, unity</i></p> <p>2D&amp;3D Qualities: <i>flat drawing transformed into 3D map via accordian fold</i></p> <p>Size/Scale: <i>12 x 18 inches –stands up as a screen and tucks into notebook</i></p> <p>Media/ Materials: <i>watercolor 140 lb. cold press paper, bone folder, black Sharpie pen, water-soluable Inktense colored pencils, Sketch &amp; Wash pencil, water brush, collage materials, tracing paper for refining</i></p> <p>Processes/Methods: <i>“Gradual” 15 weeks of marking, mapping, drawing, painting, composing, writing, bookmaking, reflecting, visualizing, connecting...</i></p> <p>Skills: <i>Marking, drawing, writing, coloring, blending, composing</i></p> <p>Style: <i>exploratory, personal, “emergent”</i></p> <p>Other: <i>Transform “mistakes” into surprises! Evolving exploration, documentation and reflection over 15 weeks with periodic large and small group formative critiques.</i></p>	<p>Broad Subject/<b>BIG IDEA:</b> <b>Professional Roots--Then and Now</b> <i>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.</i></p> <p>Subject Matter: <i>Art Education seen as portrait, still life and landscape (mindscape)</i></p> <p>Point of View: <i>Panoramic orientation and subjective perspective of cause and effect--combined with information from Art Education literature of history and contemporary issues</i></p> <p>Visual Sources: <i>images, symbols, signs, words, quotes, handouts, products, analog drawings, marks,</i></p> <p>Art Historical References: <u>Roots of Art Education Practice</u> (M.A. Stankiewicz), <i>maps, books, diagrams, narrative, sketchbooks, diaries, professional ancestry, curricula, “perennial debates”</i></p> <p>Literary Sources: <i>Memoirs, history, autobiography, expressive phrases, words, feelings, states of mind</i></p> <p>Other Arts Connections:  <ul style="list-style-type: none"> <li>🎵 Music</li> <li>🎭 Theater</li> <li>💃 Dance</li> <li>🎬 Film/New Media</li> </ul> </p> <p>Other Subject Areas:  <ul style="list-style-type: none"> <li>⇒ Math</li> <li>⇒ Language Arts</li> <li>⇒ Science</li> <li>⇒ Social Studies</li> <li>⇒ Physical Education</li> <li>⇒ Vocational Education</li> </ul> </p>	<p>WHEN: <i>Fall 2011</i></p> <p>WHERE: <i>AVT 605, George Mason University</i></p> <p>BY/FOR WHOM: X _____ (name)</p> <p><b>WHY:</b> <i>(Finding) My Place in the Big Picture of Art Education</i> Intention/Purpose(s): ⇒</p> <p><b>Significance/Relevance:</b></p> <ul style="list-style-type: none"> <li>◆ Personal</li> <li>◆ Social</li> <li>◆ Cultural</li> <li>◆ Historical</li> <li>◆ Artistic</li> <li>◆ Educational</li> <li>◆ Political</li> <li>◆ Spiritual</li> <li>◆ Other</li> </ul> <p><i>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.</i> TS Eliot</p>
--	---	--

© 2011 Renee Sandell, Ph.D. renee.sandell@gmail.com