Littleton Middle School
Littleton, MA

Working together to educate the whole child!

Maureen Caouette BFA, MEd, CAGS

NAEA

National Art Education Association

2011 National Middle Level Art Educator of the Year

Littleton Middle School
380 students

Located 30 miles outside of Boston
In Massachusetts

'a little town near Boston with farms too!'

Littleton Middle School
380 students

Students receive art twice in a six day rotation 43 minute periods - all year long

Class Information

Come to class with a pencil!!!

Each student will have an art sketchbook/folder that I supply. You will have one for all three years. This is part of the studio habit grade. It is to be respected.

Class rules are:

- Being a successful student in the art studio requires hard work, practice, and following the rules just like it does everywhere at LMS.
- *Remember Studio Habits -* ***hand, head & heart***

Grading Policy

Art Grades are part of the total LMS average!

- Grades are divided into 3 categories.
- **Studio Habits** – 30%(refer to our studio rules)
- **Projects** – 60% (4or 5 a trimester)
- **Quizzes** – 10% (at least one quiz per trimester)
- *Each project will have a rubric. Effort is part of this, not the whole grade!*

Art Quizzes

Yes, students will be quizzed in Art!

- Vocabulary:
- Color & Clay
- Art History:
- Artists we will study throughout the year.

My Goals

- To give students the academic & artistic skills they need to understand and explore the world of art.
- To provide a supportive and creative art room environment.

To join forces with the LMS staff in the development of life long learners and creative thinkers!

Afterschool help

- I am here most days after school.
- I have National Jr Art Honor Society Club on Monday.
- Extra help and makeup work will be on Tuesday and Thursday from 1:45-2:30.

National Junior Art Honor Society

- Limited to Grades 7&8
- Meets once a week
- Funded by district and participants
- Service to school & community through Art

The BIG Picture?

- Are we teaching in a vacuum?
- Who teaches what?
- What is taught when?
- Where does Art fit into the life and curriculum of a 21st century middle school?

Design is the Fundamental Soul of a man-made creation. M Rayala Ph.D

- **Am I a Transformer?**
- As a teacher of visual arts, am I fast, fluid, and Flexible?
- Does my curriculum reflect the needs of the learner and the trends of the economy?

Why Design Education?

- "Fifteen years ago companies competed on price. Today it's quality. Tomorrow it's design."
- Robert Hayes
- Professor
- Harvard Business School

Middle school students make choices:

Cell phones

Clothes, jewelry, sneakers

Sports equipment

Video games

Bikes

Their environment:

Their room!

Middle School Students

- First time consumers
- Making choices
- Influenced by outside sources
- Media literate
- Team oriented

- Design Ed: compelling & authentic

Mask making Unit
Exploring Identity Past & Present

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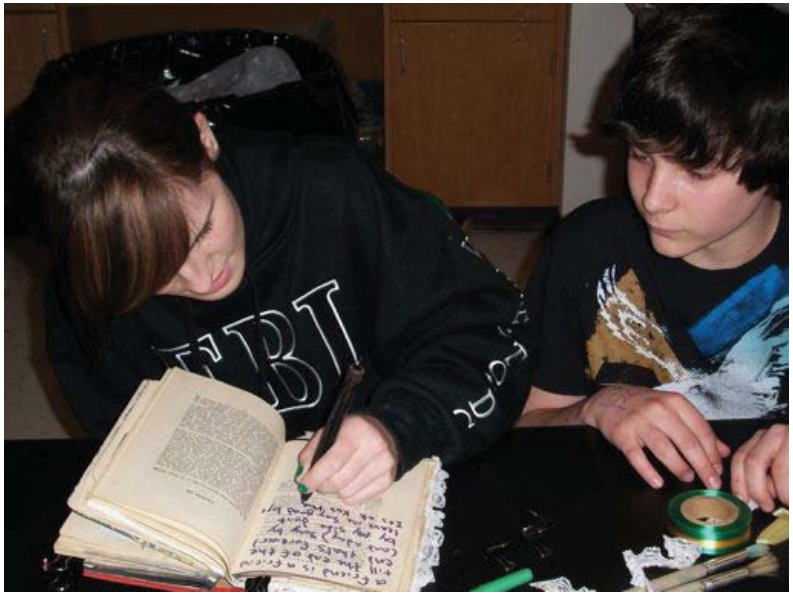
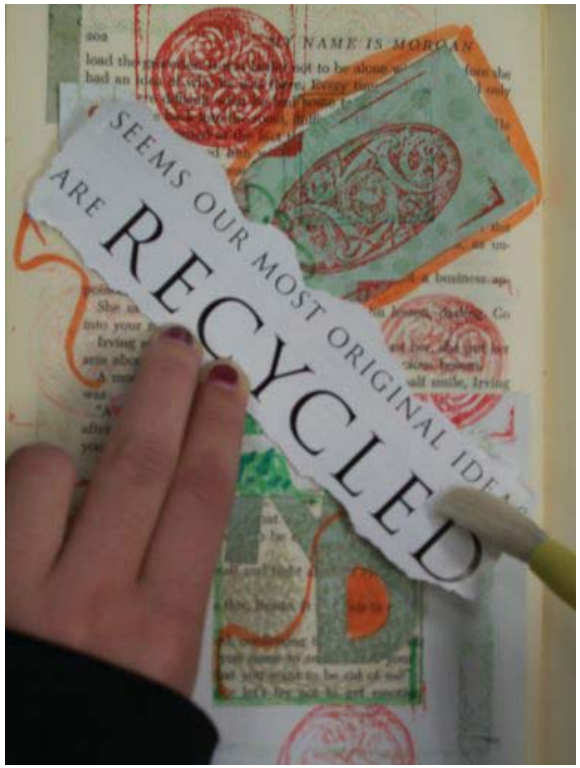
Book Making Unit
Creating & Altering





Tin Time Capsules

HOW?

- Curriculum Mapping
- Long-range planning
- Scope and Sequence
- Clear communication
- Finding reference points
- Using the calendar

- Vertical Teaming
- Horizontal Teaming

- TIME!!!!!

Each year we build upon knowledge and techniques acquired from past years.

Elementary Knowledge:

What skills, techniques and topics were covered within the elementary art program?

High School Expectations:

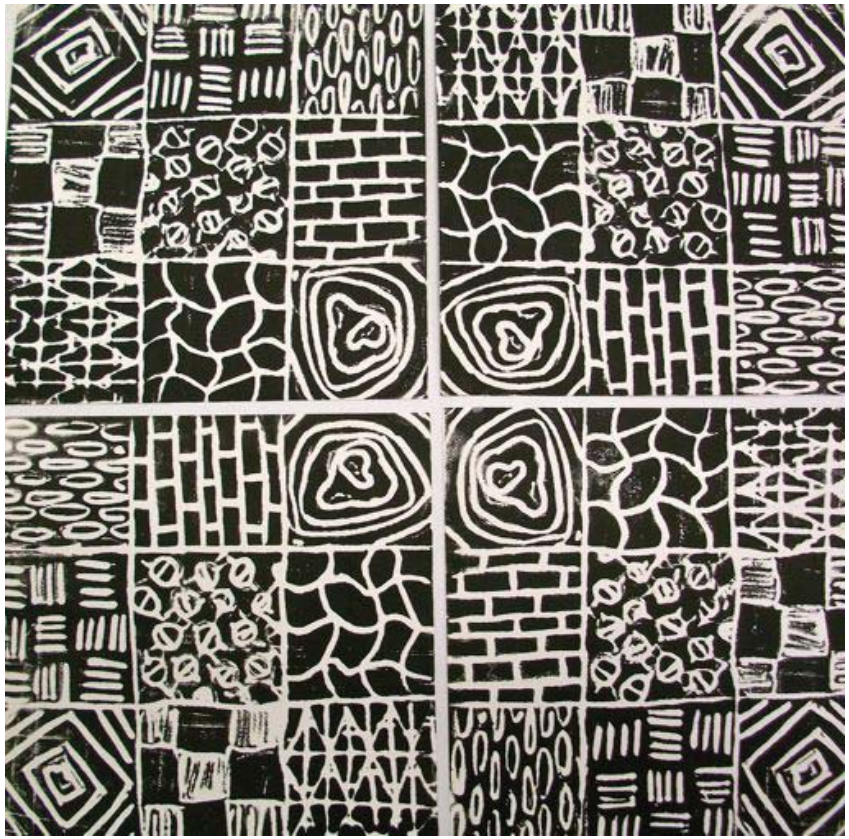
What skills, techniques and knowledge will be needed for the student be successful in the high school Art program?

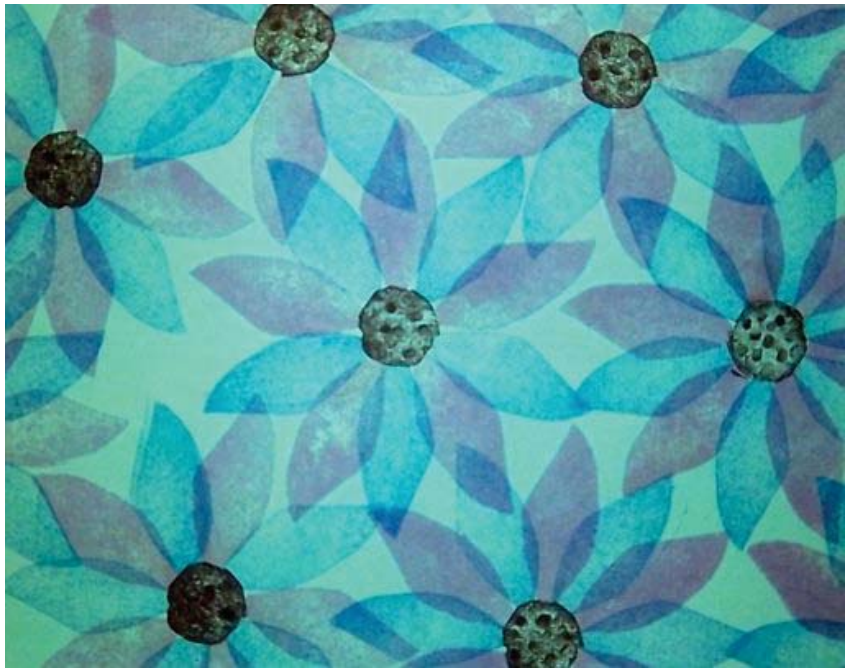
Seasonal Card Design- Grade 6

Introduce students to design for a commercial product

- Specifics of Product
- Target Market
- Design Process
- Expanding upon prior knowledge of advertising

Print making Unit 6-8





2" soft cut printing assignment:

Project: You are a designer for the LMS House of Design. Our current client needs designs for their new home and office. Please design a pattern for a floor, carpet, wallpaper, or fabric to be used for their draperies and furniture.

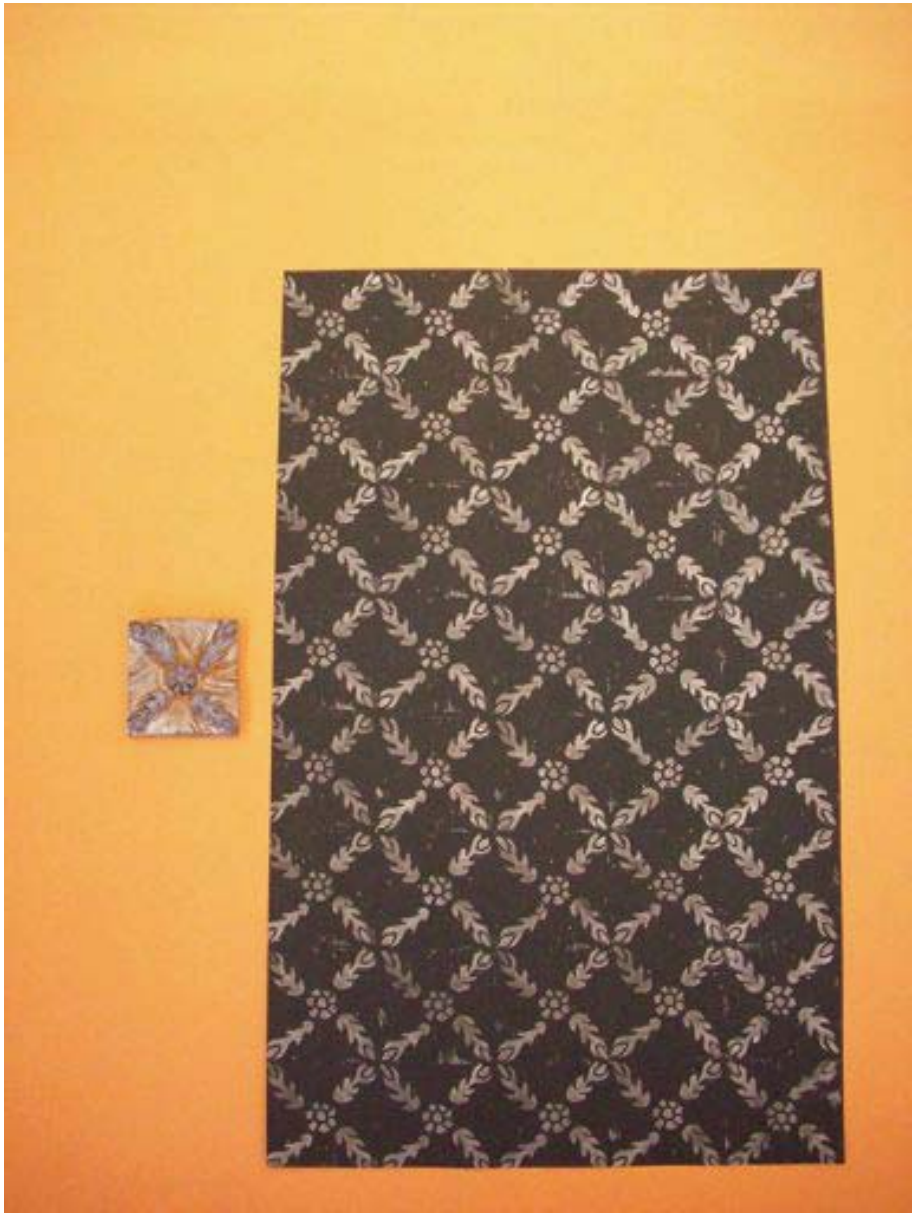
1. In your sketch book do a design in a 2" square. The corners of this design should also form a design when they are connected. Areas the client is interested in are: cultural designs, geometric designs, and designs that reflect nature.
2. Show the design in a 4" x 4" square in your sketchbook
3. On the 2" soft cut transfer your approved design from your sketchbook
4. Using a sharpie, blacken out the area that you will remove. (this will be the color of the paper!)

Observe safety at all times. Use a bench hook. Cut away from yourself.

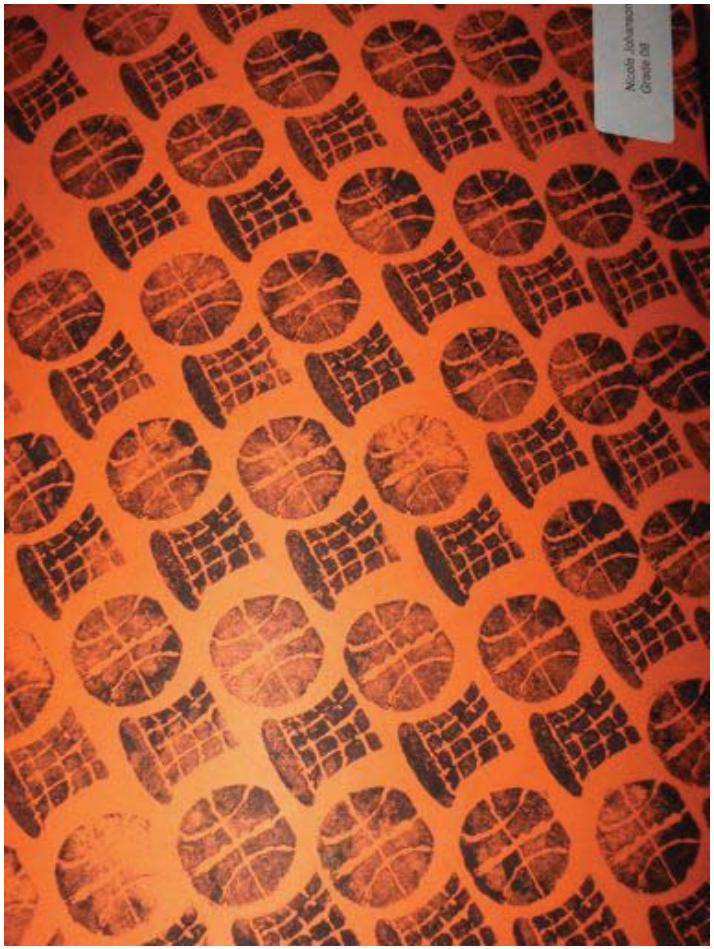
5. Proof your block in your sketchbook. Make sure the corners create a design. Graph out your composition in your sketchbook and print a few lines.
6. Decide on your ink and paper color. Graph out the composition with a sketch line and ruler if necessary. **Print!! Keep it clean!!!**

Grading

Clean neat work – 10pts
Composition - 50pts
Work habits - 20pts
Sketchbook - 10pts
Concept - 10pts

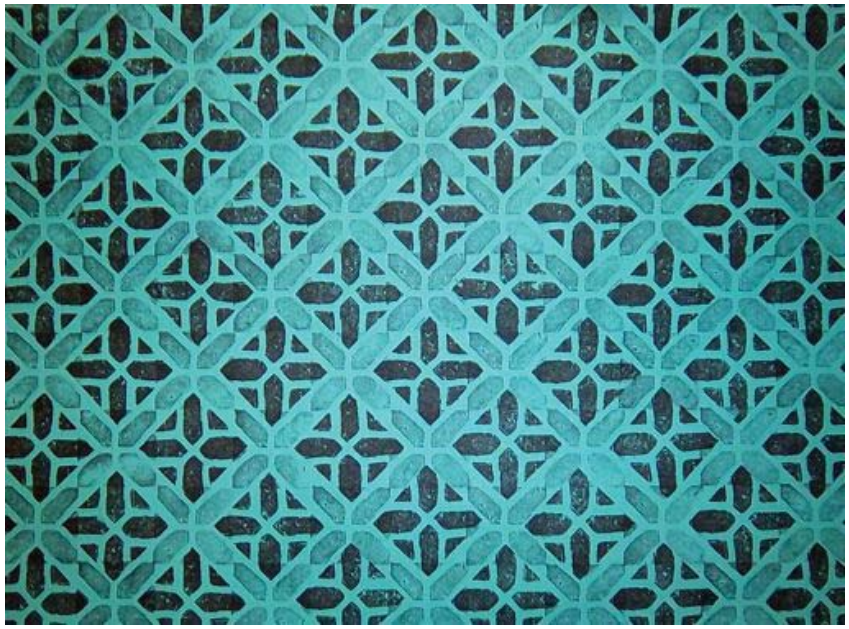


Grade 8 Wrapping paper Design with a theme



- Materials:
  - Art Gum Erasers – 1” x 1” or 1”x 2”
  - Exacto knives
  - Sketch books, pencils
  - Various colored ink pads
  - Colored bond paper or construction paper

Print making for Design & Industry



Clay Unit - Vocabulary Material

Pinch, Slab, Coil, Sculpt

Gr. 6 Pinch Pot Ming Bowl

Gr 7&8 Coil Luminary

From Gargoyles to Tomb Treasures

Sequential Clay Units

- Elementary: pinch, slab, coil, drape, intro to sculpture, into to glazes
- Middle: combining techniques, ancient worlds of ceramics, glazing techniques, into to wheel
- High School: sculptural pieces, the bust, wheel working, conceptual ceramics

How do we maintain Vertical Teaming while we Horizontally Team in our School.

- 1. Collecting Data
- 2. Using the school calendar
- 3. Understanding state and district standards

How do we maintain Vertical Teaming while we Horizontally Team in our School.

- 1. Collecting Data
- 2. Using the school calendar to map lessons
- 3. Understanding state and district standards
- 4**. Remembering that Art is not in the curriculum to raise scores but to inform, inspire, educate, and create the conceptual thinkers for today and tomorrow**

Making the connections

- Providing art instruction both within the context of horizontal mapping and as a subject in its own right.
- What can you do and where can you go as an artist/designer today?
- Use art as media to communicate content and as a method of learning through a variety of higher order thinking skills.

Painting Unit

Encouraging students to develop an authentic, creative voice, while reflecting, reacting and thinking as a creative problem solver of today and tomorrow.

Landscape Unit

Direct Observation

Water Soluble Oils on tissue treated canvas

Gr. 6 Dragon Sculpture: Pinch & Pull

- Model magic is used in this simple two period lesson on Dragons. A brief discussion was conducted about dragons throughout Asia. The pinch and pull technique was demonstrated and practiced. This method provides a foundation for more advanced sculptural techniques.

Sumi Brush Scrolls

- Students studied the various landforms of China in their social studies and science classes. In art class they discussed the art of scroll painting and practice using a bamboo brush with ink.

Teaming with Ancient History

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Grade 7 Egyptian Unit

- Students visit the Museum of Fine Arts in Boston to go on a fact finding tour in the extensive Egyptian Exhibit.
- In Ancient History, students study Ancient Egypt.

Egyptian Artifacts:
Metal Arm Band, Scarab, Tomb Carving

Gr. 8 Art of the Middle Ages

- Illuminated Letters & Calligraphy
- Celtic Design Printing
- Tapestry Weaving
- Repousse:
- Tooling of Metal

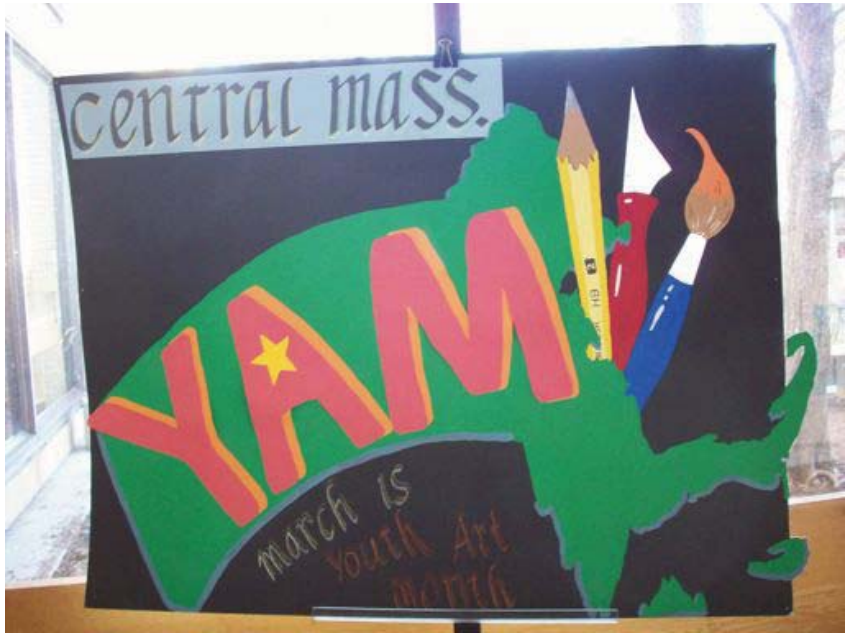
When planning a unit that will team with another subject within you school ask yourself these questions:

- What is the essential question of my lesson?
- What are the desired results of this lesson?
- Are my students technically and creatively prepared for this lesson?
- Is this knowledge transferable?

Opening the Door….

- Teaming leads to :
  - A collaborative school culture
  - A professional learning community
  - Looking at the Big Learning Picture
  - Curriculum Mapping
  - Focusing on Student Learning
  - Respect and Responsibility of all curriculum areas
  - Curriculum Flexibility and Relevance

Youth Art Month



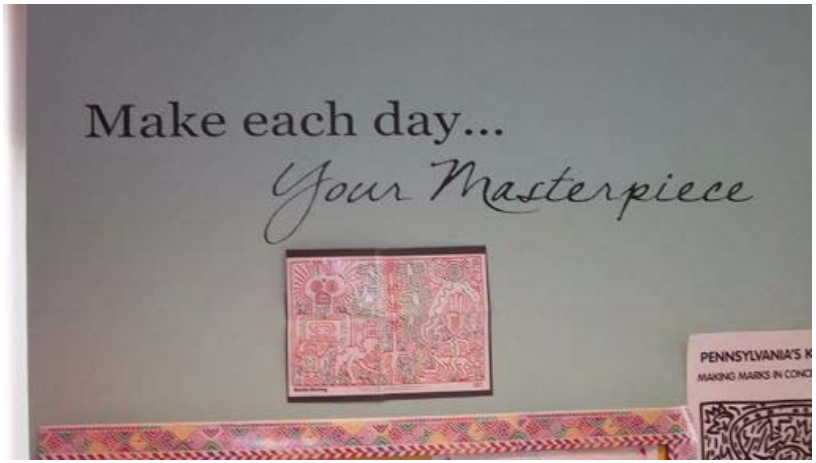
Boston Globe Scholastic Art Awards

Mass Art Ed Assoc.

NAEA & Team East

My Class in a Nutshell

- We learn about good choices in art making. The art studio must always be respected.
- We have the opportunity to explore art through many different materials & techniques.



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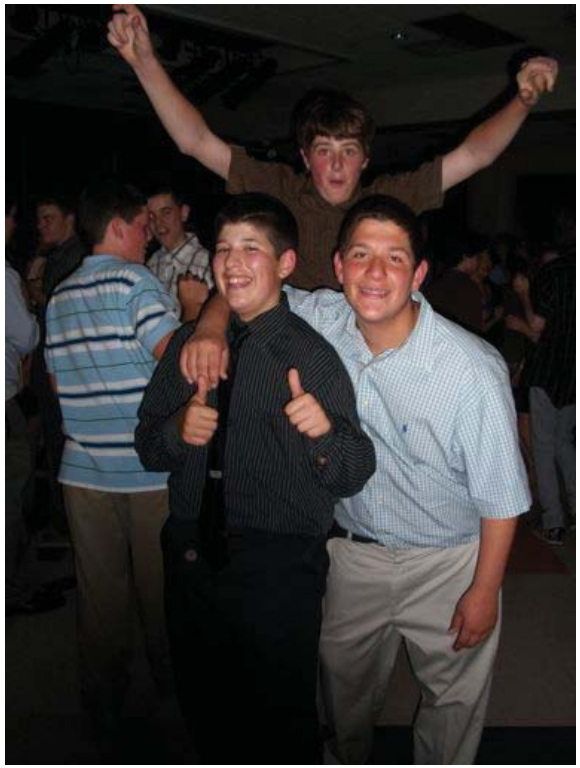
Teaching Art in middle School is an adventure!



- Remember, Good Artistry is a combination of Mastery & Originality….and Studio Habits too!

How to contact me

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