

Organize Art Design Chicago Learning Journeys

Opportunities to expand learning through Art Design Chicago

Sponsored by the Terra Foundation for American Art, Art Design Chicago includes many exhibits and events that celebrate the vital role that Chicago plays as America's crossroads of art and creativity.

Art Design Chicago is an opportunity to connect—

Art **Literacy** **Social Emotional Development** **History**

and understand **Chicago's** importance past, present, and **future!**

When you “read” an artwork, you can strengthen skills and see many ways people can communicate ideas.

When you create art, you expand your abilities to communicate your ideas.

This guide includes 6 parts:

- School Connection Planner p. 2
- Exhibit List p. 4
- Art Reading Guides p. 6
- Parent/Family Exhibit Guide p. 13
- Create Art to Communicate Your Ideas p. 20
- Learning Journey Planner for Teachers p. 27

More Information and Resources:

Art Design Chicago Exhibits: <https://www.artdesignchicago.org/>

Center for Urban Education Art Literacies Guides: <http://teacher.depaul.edu>

Terra Art Design CPS Education Initiative to Support Exhibits

Center for Urban Education at DePaul University

During 2018, the Terra Foundation for American Art will sponsor exhibits at many Chicago museums. Through funding from the Terra Foundation and the Polk Bros. Foundation, the Center for Urban Education will provide professional development and resources to enable literacy, social science, and art teachers to integrate the themes of the exhibits into meaningful classroom/field trip learning. Teacher Support will include workshops; website based resources; art-making materials for workshop participants; field trip bus costs and guides. Community Schools will receive support to organize projects for students and parent learning activities and field trips.

The resources and workshops will link to SEL-- the exhibits are opportunities to strengthen SEL as students see important themes that relate to their own lives and then write and create art that communicates their own visions.

Active Student Learning Strategies

Workshop content and exhibit-based learning materials will correlate with National arts standards, Common Core Literacy Standards, and C3 Social Science Standards.

Student learning resources will include:

- “Reading” Artworks
- Student-created art interpretation guides
- Analyzing Exhibits—How to “See” the theme
- Students “Adopt” an Artwork and Clarify Its Communication of Theme
- Students Analyze and/or Create Advocacy Art
- Student-created stories—short story, graphic vignette, dramatization
- Student Created Poems
- Student Designed Exhibits—School Hallways, School Website
- Students Guide Exhibit Tours for Families – at school, at museums
- Students create “online exhibits” on their school’s websites.

Learning Journeys

Your Community School can organize...

Family Field trips—Students “lead” the way.

Parent Field Trips – Preview at school, exhibit experience, parents teach their children how to “read” a picture, draw a picture that tells your ideas!

Classroom Field Trips –Students learn how to “read” art; students explore an exhibit, “adopt” their favorite artwork; students create their own exhibits!

Teacher Field Trip – Teachers visit an exhibit during a PD day, then organize projects based on the art.

Inspire Your School

The grant from the Terra Foundation for American Art will support three field trips with buses and learning materials.

How will you help your school organize learning journeys?

Share information:

- Explain the initiative to **teachers** in a meeting this week.
- Provide information to the PAC/BAC.
- Tell the principal about the opportunity.
- Tell the art teacher.
- Email the Internet links to the school's administration and teachers.
- Give copies of the Terra exhibit booklet to principal, teachers, PAC/BAC.
- Forward this planning guide—you'll receive it in PDF format.

Organize Learning Journeys:

- Plan with a Teacher team.
- Make copies of learning guides.
- Coordinate with the PAC/BAC.
- Coordinate with the art teacher.

Next Steps:

The Center for Urban Education will send you an email with a CC to your principal inviting your school to organize 3 Learning Journeys!

Art Design Chicago Exhibits

Terra Foundation for American Art www.artdesignchicago.org

Exhibit	Museum	Schedule	Time Period/Topics
Picture Fiction: Kenneth Josephson and Contemporary Photography	Museum of Contemporary Art	April 28 to December 30, 2018	1960 – 1980 – representing culture and perspectives in photography
Never a Lovely so Real: Photography and Film in Chicago	Art Institute of Chicago	May 12 to October 28, 2018	1940s-1980s—Chicago communities in transition (from Uptown to South Side)
Chicago Calling: Art Against the Flow	Intuit	June 29, 2018 to January 6, 2019	“Outsider” artists
LIONS: Founding Years of UIMA in Chicago	Ukrainian Institute of Modern Art	August 3 to September 30, 2018	1970s-90s—Eastern European immigration to Chicago; interactions with art community
Someday Chicago: Yasuhiro Ishimoto and the Institute of Design	DePaul Art Museum	September through December 2018	1940s-2000—Japanese internment; Chicago and Southside in 1940s-70s; transnational exchange
Hairy Who?	Art Institute of Chicago	September 1, 2018 to January 6, 2019	1960’s - present, emphasis on 60s-70s—artists’ responses to popular culture
Todros Geller: Strange Worlds	Spertus Institute	September 6, 2018 to January 6, 2019	1900s – social, political, and artistic concerns of the mid- 20 th century Jewish identity; immigration and migration
Pictures from an Exposition: Visualizing the 1893 World’s Fair	Newberry Library	September 28- through December 31 2018	The fair—its inspiring exhibits, its influence.
South Side Stories: Rethinking Chicago Art, 1960 – 1980	Smart Museum	September 13 to December 30, 2018	1960 – 1980 – cultural history, focusing on arts of the Black Arts movement

Exhibit	Museum	Schedule	Time Period/Topics
South Side Stories: The Art, Influence and Impact of Dr. Margaret Burroughs	DuSable Museum	September 13, 2018 to March 3, 2019	1960s -1970s—Civil Rights era, Black Arts movement; history of South Side
Pictures from an Exposition: Visualizing the 1893 World's Fair	Newberry Library	September 22 to December 31, 2018	1893—Columbian Exposition, visual culture of the fair and its influence nationally and internationally
The Many Hats of Ralph Arnold: Art, Identity and Politics	Museum of Contemporary Photography, Columbia College	October 11 to December 21, 2018	1960s – 1970s – exploration of identities, including sophisticated portrayals; social issues; social engagement and activism
Keep Moving: Designing Chicago's Bicycle Culture	Chicago Design Museum	October 10, 2018 to February 15, 2019	20 th century – how Chicago bicycle design contributed to popularity and current resurgence
African American Designers in Chicago: Art, Commerce, and the Politics of Race	Chicago Cultural Center	October 26, 2018 to March 3, 2019	1890s -1990s. The exhibit explores how African American designers in Chicago worked across media to define a role for themselves in the design professions.
Modern by Design: Chicago Streamlines America	Chicago History Museum	October 2018 to January 2020	1920s – 1950s – Century of Progress Exposition, Chicago's history as a retail and distribution hub and manufacturing center
Chicago New Media 1973-1992	Gallery 400	November 1 to December 15, 2018	1970s to 1992 --Chicago artists and organizations that contributed to digital art and technology
Change the Canvas, Change the World: A Landscape of Cultural Discovery	Southside Community Art Center	November 3, 2018 – March 2, 2019	1940s – 50s – Black Chicago Renaissance, WPA, history of South Side

Art Reading Guides

The following guides can be used in school and at home with artworks you visit through the Internet and in a museum.

Reading an Artwork

When you look and think about a painting, photograph, or other artwork, you can “read” it—you can figure out a lot.

Take these steps to think about art you see.

Step 1. Find an artwork you like.

Step 2. What do you like about it?
Look at it and think about that.

Step 3. What do you notice?
The artist made choices. Think about those choices.
What did the artist show in it?
What details did the artist include?
What colors did the artist use?

Step 4. Look at the label.
What is the title?
Then take another look at the artwork.
What do you think the artist wants you to understand?
How does the artist help you to help you get that idea?

Step 5. An artwork can tell a story.
But you have to imagine the story.
What do you think the story is that the artwork is telling you?

Leer una obra de Arte

Cuando miras y piensas en una pintura, fotografía u otra obra de arte, puedes "leerla"; puedes descifrar muchas cosas.

Sigue estos pasos para pensar sobre el arte que ves.

Paso 1. Encuentra una obra de arte que te guste.

Paso 2. Qué te gusta de ella?
Mírala y piensa en eso.

Paso 3. ¿Qué notaste?
El artista tomó decisiones. Piensa en esas decisiones.
¿Qué mostró el artista?
¿Qué detalles incluyó el artista?
¿Qué colores usó el artista?

Paso 4. Mira la etiqueta.
¿Cuál es el título?
Luego da otro vistazo a la obra de arte .
¿Qué crees que el artista quiere que entiendas?
¿Cómo te ayuda el artista a obtener esa idea?

Paso 5. Una obra de arte puede contar una historia
Pero tienes que imaginar la historia.
¿Cuál crees que es la historia que te cuenta la obra de arte?

How to 'read' a painting

From the National Gallery

Developing ways of looking

There are many ways of supporting children to look at paintings. Here are a few suggestions that work in the Gallery and the classroom, alone or in combination. All of them enable children to look at length, gathering the visual information needed for them to make a fuller personal response.

Jump in

Invite the children to imagine jumping into the frame. Suggest they explore in front of the painting, behind it, around it. Then lead their looking further by asking questions such as: What would they see, hear, smell, feel? Where would they rest? Who might they want to talk to? What might they want to ask?

Take a walk

Ask the children to let their eyes take a walk around the picture. Look at the

- Top
- Bottom
- Foreground/closest thing to them
- Background/what is far away
- The people/objects

Describe and imagine

Divide the children into pairs. Ask A to close their eyes or have their back to the painting while B has their eyes open, facing the painting. B describes the painting for A to imagine.

Take a mental photo

Tell the children that they are going to have the time you count to 10 to look at the painting as closely as possible. Ask them to remember as much as they can. Invite them to take a mental photo.

Take the painting off the screen or walk behind the group and ask the students to turn around. Brainstorm everything that they can remember before turning back (or revealing the image again) and identify what has been missed.

Look and draw

Ask the children to sketch what they see. This could be done in many different ways. You could tell the children to:

- Keep their pencil on the paper without taking it off
- Use their wrong hand
- Draw only the empty spaces they see
- Use only lines and shapes
- Draw and then pass their drawing to the next person to continue every 20 seconds
- Repeat three times, each with a reduced amount of time

National Gallery Exhibit Explorer Resource (Continued)

How to spark discussion

There are a range of prompts you can use to start discussion. Here are some examples:

- Which person or people do you think are the most important?
- Where do you think the artist wants us to look?
- Tell me about the people in the painting?
- What are the relationship(s) between the people in the painting?
- What is similar or different about certain people?
- What might each character in the painting be saying/thinking?
- What would you do if...?
- Tell me about the place in the painting?
- What else in the picture might be important?
- What might be happening in the picture?
- What if...?
- What words could we use to describe the mood/atmosphere?
- If I tell you... what further connections can you make/how does it change your thinking?
- What do you think might be the message or theme?
- What do you think is viewpoint of the artist?
- What title would you give the painting?

You can SEE IDEAS when you read an artwork.

First, enjoy the exhibit.

Then, look for ideas.

Here are some important ideas you can see in the exhibit.


Choose an artwork that shows an idea.


You can note the title or draw a few lines to show it.


You don't have to complete the chart.

You can put your own concept in the last row.

hope	
courage	
identity	

Focus 

Connect 

Expand Learning 

Show ideas!

Find an artwork that shows one of these ideas.

Then draw your OWN picture that shows that idea your way.

Then look for another idea. It could be in the same artwork.

You can complete the whole chart or just the ideas you think are most important.

community	
united	
progress	
choice	
hope	
change	

Parent Exhibit Learning Resource

Artists help people understand the world.

You can read art just as you would read a story or a poem.

People say that a picture is worth 1,000 words.

This is a set of pages you can use to “read” art at the exhibit and then help your children read pictures and make their own art to show their ideas.

You can use these pages to guide your own family visit to an Art Design Chicago exhibit. Come back to the museum to share the learning.

Los Artistas ayudan a las personas a entender el mundo.

Tú puedes leer arte tal como leerías un poema o una historia.

De hecho, dicen que una imagen vale más que 1,000 palabras.

Este es un conjunto de páginas que puedes usar para “leer” arte en una exposición y luego ayudar a tus hijos a leer imágenes y crear su propio arte para mostrar sus ideas.

Estas páginas tienen espacio adicional para que puedas tomar notas. ¡Puedes dibujar también!

Puedes usar éstas páginas para guiar tu propia visita familiar a una exposición. Regresa al museo para compartir el aprendizaje.

Find an artwork that shows a person.

Think about it.

What do you like about it?

Look at the lines and colors. See how the artist uses lines and colors to show details.

An artist can help you see feelings.

What feelings do you see that the person in the artwork has?

How does the artist help you see that?

What else do you see that helps you understand the person?

Home Connection

You can use these same questions with your child to “read” any picture that shows a person—including a photo.

You can ask your child to draw a picture that shows a person—including feelings the person shows, adding objects to the picture to show more about the person.

Encuentra una obra de arte que muestre a una persona o personas.

Piénsalo..

¿Qué te gusta de ello?

Mira las líneas y los colores. Vea cómo el artista usa las líneas y los colores para mostrar detalles.

Un artista puede ayudarte a ver los sentimientos.

¿Qué sentimientos ves que tienen las personas en la obra de arte?

¿Cómo te ayudó el artista a ver eso?

¿Qué más ves sobre las personas—

¿Puedes descubrir lo que les importa?

Conexion en Casa

Puedes usar estas mismas preguntas con tu hijo para “leer” cualquier imagen que muestre a una persona—incluyendo una foto.

Puedes pedirle a tu hijo que dibuje una imagen que muestre a una persona— incluyendo los sentimientos que muestra esa persona, agregando objetos a la imagen para mostrar más acerca de esa persona.

Pictures Can Tell Stories

Find a painting that show people doing something. That painting tells a story. But it doesn't tell it in words. It tells it in pictures.

Look at the painting carefully. What are the people doing?

Why are they doing it?

How do they feel about what is happening?

What is one of the traits you think one of the people has?

How does the artist help you understand that?

Home Connection

You can ask these same questions about any picture your child looks at that shows people doing something.

Las imágenes pueden contar historias

Encuentre una pintura que muestre personas haciendo algo. Esa pintura cuenta una historia. Pero no lo dice en palabras. Lo dice en imágenes.

*Mira la pintura con cuidado.
¿Qué está haciendo la gente?*

¿Por qué lo hacen?

¿Cómo se sienten acerca de lo que está sucediendo?

¿Cuál es uno de los rasgos que crees que tiene una de las personas?

¿Cómo te ayuda el artista a entender eso?

Conexión en Casa

Pudes hacer estas mismas preguntas sobre imagen que su hijo mire y que muestre personas haciendo algo.

CONNECT/CONECTAR

Home Connection

Your family is important to Chicago progress. Talk about how your family helps the school and community.

Your child is Chicago's future.

Ask your child to draw pictures that show how they help the community now and what they will do in the future to make Chicago a better city.

Home Connection

Tu familia es importante para el progreso de Chicago. Habla sobre cómo tu familia ayuda a la escuela y a la comunidad.

Tu hijo es el futuro de Chicago.

Pídele a tu hijo que haga dibujos que muestren cómo ayudan a la comunidad ahora y lo que harán en el futuro para hacer de Chicago una mejor ciudad.

La siguiente página es un planificador que su hijo puede usar para para planificar sus imágenes.

Chicago's Important Artists of the Future are in your school!

You can read a drawing.

CCSSR1, read closely, to infer ideas, CCSSR2; national art standard 8—perceive meaning in artistic work)



Drawing by Tanjanae, Webster Community School

**Which ideas do you see in this drawing?
Circle them.**

Family

Hope

Community

Challenge

Choice

Collaborate

Change

Progress

Picture Your Own Idea

Choose an idea that is important to your community.

Family

Hope

Neighborhood

Challenge

Choice

Unite

Change

Progress

Draw a picture that shows your own example of that idea.

A large, empty rectangular box with a thin blue border, intended for the student to draw a picture illustrating their chosen idea.

Plan Your Picture

Common Core Anchor Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the idea my artwork will show?

What will I show? List the persons, places, symbols, or things you will put in it.

- _____
- _____
- _____
- _____

Sketch your artwork here.

Write a caption here.

Make the Poetry Connection

An artist and a poet both can tell stories that inspire.

This is a poem by an African American poet about challenges and choices.

Read it, then illustrate it.

Your World

By Georgia Douglas Johnson

Your world is as big as you make it.

I know, for I used to abide

In the narrowest nest in a corner,

My wings pressing close to my side.

But I sighted the distant horizon

Where the sky line encircled the sea

And I throbbed with a burning desire

To travel this immensity.

I battered the cordons around me

And cradled my wings on the breeze

Then soared to the uttermost reaches

With rapture, with power, with ease!

Draw to show what you think the poet's idea is.



Design Your Own Powerful Poem

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

My Idea: _____

Plan your poem here.

Writing a poem is like painting. You start with a sketch. Then you think of things to add to help make your idea clear. List examples you will include in your poem.

- _____
- _____
- _____
- _____

Picture Your Poem Here—Draw an image of what you want your reader to “see” when they read the poem.



Draft your poem. Sketch it here.

Just as an artist may sketch a drawing and then create a painting, poets usually start with a draft they keep polishing.

Poets revise their poems.

They add images.

They polish it with techniques.

Polish your poem—make it powerful.

Check the techniques you will use to help make your idea clear and interesting to a reader. One box is open so you can add another technique you will use.

Alliteration	metaphor	simile	narrator	rhyme	imagery
personification	irony	repetition	onomatopoeia	hyperbole	visual detail

TEACHER LEARNING JOURNEY PLANNER

LEARNING CHOICES

Thinking Skills and SEL

Which skills you will emphasize?

analyze infer research synthesize communicate

Social Emotional Learning

Which SEL competencies will you strengthen?

empathy

self-concept

collaboration

problem-solving

persistence

Teacher Choices: How will you prepare for the field trip?

Strengthen Visual Learning Abilities

How will you prepare students to “read” art at the exhibit?

I will preview the field trip purpose and activities.

I will explain _____

I will show students the exhibit website.

I will show students an artwork from the exhibit (via the Internet) and we’ll interpret it using one of the

I’ll prepare them to “read” art.

1. Display an artwork,
2. Demonstrate how to “read” a painting or photograph: Prompt students to take THINKING time.
3. Use focusing questions to take students beyond “looking”—here are some examples of prompts.
 - *What do you notice?*
 - *What lines, colors, shapes, do you see?*
 - *What do you think the artist wants you to pay attention to?*
 - *What do you think the artist wants you to understand by taking time to think about what you see?*

Here are links to resources to guide students’ interpretation of visual art:

- ❖ <https://www.terraamericanart.org/aac/for-teachers/>
- ❖ <http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx>
- ❖ <http://artsedge.kennedy-center.org/educators/how-to/from-theory-to-practice/formal-visual-analysis>

Students will...

- research artists in the exhibit
- research the time period of the exhibit
- choose an artwork they want to spend time with at the exhibit
- prepare their own list of questions to ask about artworks
- create their own artwork on a theme they will explore in the exhibit

Teacher Choices: Learning in the Exhibit

How will you involve students in “reading” art at the exhibit?

They will...

- have a self-guide and pencils.
- choose an artwork to “adopt” and profile with their own description and questions
- sketch their favorite and write their own label for it.
- they will “Curate” an exhibit based on the exhibit—taking photos (except in the first gallery—no flash, however)—they’ll complete the exhibit at school.
- find examples of ideas—a concept “scavenger hunt”
- analyze an artwork in terms of the elements of art
- photograph or sketch an artwork that includes different persons to take back to school to create a dialogue that the persons might have had
- “connect” two different artworks and explain how you see that connection—
Could be based on a shared theme, could be that they are very different

Teacher Choices: AFTER the field trip

How will students expand abilities and SEL after the Field Trip?

Arts Connected Activities

- construct/curate your own exhibit
- dramatize a scene based on an artwork
- design a mural (your own contemporary “wall of respect” or images that celebrate the past)
- create the mural (can be paper)
- plan and take meaningful portrait photos (way past “selfies”)
- plan and create collages that illustrate themes
- design and construct mosaics
- write poetry based on the themes
- write stories based on the artworks and/or themes
- write personal narratives (with images)
- create an image that communicates a theme relevant to social justice

Core Connections: ACADEMIC OUTCOMES

Which standards will you align your activities to?

Literacy: Increase students' abilities to...

- ___ “read” carefully—noticing details, then inferring relationships. (CCSSR1)
- ___ analyze relationships (CCSSR2)
- ___ summarize and synthesize—focusing on BIG ideas (CCSSR2)
- ___ analyze artist’s purpose and choices (parallel to author’s choices—CCSSR5 and 6)
- ___ integrate ideas and information from a variety of sources (CCSSR7 and W7)
- ___ evaluate an argument (CCSSR8)
- ___ compare and contrast different works relating to the same theme or by the same author/artist (CCSSR9)
- ___ communicate ideas with examples (CCSSW2)

Social Science: Increase students abilities to...

Culture:

- ___ analyze the values that influenced choices of individuals
 - ___ analyze how individuals and groups responded to challenges
 - ___ analyze the role of arts in relationship to cultures
 - ___ analyze ways a community maintains identity across generations
-

History

- ___ SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
 - ___ SS.H.2.9-12. Analyze change and continuity within and across historical eras.
 - ___ SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change. S
 - ___ S.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.
 - ___ SS.H.2.6-8.MdC. Analyze factors that influenced perspectives of people in different historical eras.
 - ___ SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
 - ___ SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.
-

ARTS Anchor Standards

Responding

- ___ 7. Perceive and analyze artistic work.
- ___ 8. Interpret intent and meaning in artistic work.
- ___ 9. Apply criteria to evaluate artistic work.

Connecting

- ___ 10. Synthesize and relate knowledge and personal experiences to make art.
- ___ 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Presenting/Producing

- ___ 4. Select, analyze, and interpret artistic work for presentation.
- ___ 5. Develop and refine artistic techniques and work for presentation.
- ___ 6. Convey meaning through the presentation of artistic work.