

2002

## Middle school art and the Internet

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## Middle school art and the Internet

### Abstract

This graduate project focuses on the efforts of one middle school art teacher to integrate the Internet into the middle school art curriculum at one middle school in Iowa. Classrooms with Internet access increased to 63 percent in 2000 (National Center for Education Statistics, 2000) with similar numbers of school age children ( 65 percent) having Internet access in their homes (U.S. Census Bureau, 2001). Art teachers have been reluctant to embrace this technology (Matthews, 1997) even though many art education resources exist on the Internet. The Internet can provide a vast resource of artwork from web sites published by museums and galleries around the world as well as providing a means to publish artwork with the potential of worldwide exposure. Through careful orchestration, art instructors can bring engaging and valuable Internet experiences to middle school students.

This project describes the author's attempt to integrate Internet experiences into the middle school art curriculum. The project encompassed: (a) setting up an Internet computer lab in the art classroom; (b) identifying valuable and useful web sites; ( c) designing lessons; (d) creating an art classroom web site; and (e) establishing teacher-to-teacher and student-to-student Internet connections.

Results of this project indicated the integration into the art curriculum of the Internet (with supporting technologies) can result in: (a) positive and motivating effects on student learning; (b) valuable resources for a studio-based program; ( c) the creation of artistic opportunities not available through other means; ( d) and student construction of learning in new and meaningful ways.

MIDDLE SCHOOL ART AND THE INTERNET

A Graduate Project

Submitted to the

Division of Middle Level Education

Department of Curriculum Instruction

in Partial Fulfillment

of the Degree of

Masters of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

John F. Bueltel

June, 2002

This project by: John Bueltel

Titled: Middle School Art and the Internet

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## ABSTRACT

This graduate project focuses on the efforts of one middle school art teacher to integrate the Internet into the middle school art curriculum at one middle school in Iowa. Classrooms with Internet access increased to 63 percent in 2000 (National Center for Education Statistics, 2000) with similar numbers of school age children (65 percent) having Internet access in their homes (U.S. Census Bureau, 2001). Art teachers have been reluctant to embrace this technology (Matthews, 1997) even though many art education resources exist on the Internet. The Internet can provide a vast resource of artwork from web sites published by museums and galleries around the world as well as providing a means to publish artwork with the potential of worldwide exposure. Through careful orchestration, art instructors can bring engaging and valuable Internet experiences to middle school students.

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## Middle School Art and the Internet

### Chapter 1

This graduate project focuses on the efforts of one middle school art teacher to integrate the Internet into the middle school art curriculum. An Internet lab was established in a middle school visual arts classroom to provide students with opportunities to engage in online activities. From the vast resources of Internet, web sites information, images, and interactive activities were located that would support the art curriculum. The author designed and implemented lessons that used the Internet, engaged the students actively in the learning process, and met the learning objectives based on local, state, and national standards. Several different methods were used to integrate the Internet into student activities supporting both art principles and studio projects. A classroom web site was developed to display student work, provide course information, and support student success. Distant online connections were established both by the author with other professionals in the field of art education and by students with students at a high school in Canada.

#### Rationale

Technology, specifically the Internet, is finding its way into many classrooms. Stoner and Abrahams (1996) state: "Innovative teachers will use technology to enrich the K-12 curriculum with dynamic visual and performing arts experiences" (p. 2). The possible advantages to constructing learning environments rich with the unlimited possibilities the Internet seems to offer abound in the fields of science, social studies,

mathematics and language arts. Has the middle school art teacher missed the bus on the Internet highway or is the art teacher simply waiting for someone else to build the bus stop that will allow the art teacher and the art students to climb aboard?

Classrooms with Internet access increased to 63 percent in 2000 (National Center for Education Statistics, 2000) with similar numbers of school age children (65 percent) having Internet access in their homes (U.S. Census Bureau, 2001). With the Internet being wired into a majority of the classrooms throughout our nation's schools, it is time to rethink the advantages the Internet can hold for visual arts educators and their students (Lue & Lue, 1997). How might the middle level art teacher integrate technology into the curriculum? Walling (2001) suggests teachers consider creation and investigation: "Even a brief discussion of computer technologies in art education must address two themes: using the computer to create and to manipulate images and using computers to investigate the visual arts" (p. 5).

### Purpose

The purpose of this project was to document the author's attempts to integrate Internet experiences into the middle school art curriculum. In this project, the author attempts to answer the question: Can the Internet provide worthwhile instructional experiences in the art classroom that are focused on curricular objectives? More specifically, can the Internet: (a) become an effective instructional resource similar to and possibly replace the art classroom textbook, (b) be integrated into a supporting role during studio projects, and (c) provide valuable instructional and cultural opportunities through online connections with artists and art students from around the world?



## Importance

Art has a unique opportunity to use the creation of rewarding art to bring about student engagement and project construction necessary for an effective constructivist lesson. Middle school students need to be actively engaged with the elements of the lesson to construct their own meaning. Art education for middle school students typically focuses on hands-on activities derived from curriculum objectives and benchmarks established by the local school district, state mandates, and national standards. Teachers as curriculum designers must meld the needs of the students with the needs to meet designated standards of performance. It appears that Internet integrated lessons can provide engaging hands-on instruction that develops the understanding and use of the “Art Elements” and “The Principle of Design.” The Internet can also provide ample opportunity to create in the student the ability to speak using the language of art. In this paper the author shares his goals, attempts, successes, and lessons learned in bringing Internet-rich activities into a middle school curriculum.

## Terminology

In order for readers to have a common understanding of the terminology used in this paper, the following terms are defined:

Destination Station – An Internet-ready computer with a thirty-two inch or larger television as its computer monitor on an audio-visual cart.

hub – A common connection point for devices in a network. A hub contains multiple ports. Hubs are commonly used to connect segments (computers, printers, and input devices) of the local area network (Webopedia, 2002).

hyperlink (link) – “Text or picture that the user can click on to browse to another page on the Web” (Cunningham & Billingsley, 2003, p. 207).

Internet – “The global network of computers or smaller networks that communicate through a common protocol” (Cunningham & Billingsley, 2003, p. 207).

Internet-ready – a computer that has the capacity to be connected to the World Wide Web through a digital communication line.

Internet Workshop – An educational activity that allows for teacher and student to periodically examine and revise student Internet usage strategies for effectiveness and share information (Lue & Lue, 1997)

server – A computer that is designed to store and deliver information for multiple computers (Cunningham & Billingsley, 2003).

Uniform Resource Locator (URL) – “A naming convention that uniquely identifies the location of a computer, directory, or file on the Internet” (Cunningham & Billingsley, 2003, p. 211).

web – “With lowercase w, “a web” refers to a collection of related web pages constructed for a specific purpose” (Cunningham & Billingsley, 2003, p. 212).

Web – “When capitalized, “the Web” is shorthand for the World Wide Web” (Cunningham & Billingsley, 2003, p. 212).

web page – “A document on the World Wide Web. Every web page is identified by a unique URL (Uniform Resource Locator)” (Webopedia, 2002). “A web page can contain almost anything, such as news, images, movies, and sounds” (Cunningham & Billingsley, 2003, p. 212).

web site – “A collection of web pages joined together by a set of links and share a common purpose” (Cunningham & Billingsley, 2003, p. 212).

World Wide Web (WWW) – “The set of hyperlinked data, images, sound, and video files that are stored on computers linked to the Internet” (Cunningham & Billingsley, 2003, p. 212).

## Chapter 2

### Review of Literature

Visual arts teachers at the middle level can transform their studio based art curriculums into an engaging Internet-connected program bringing with it expanded opportunities for learning. As the middle school art teacher contemplates revising the art curriculum to integrate the Internet, the following questions need to be addressed: (a) Is there a reason to bring the Internet to the students; (b) What does the Internet offer the middle school art student not present through other means; and (c) Can the Internet support best teaching methods?

This literature review will address: (a) the growing Internet access for students at school as well as at home; (b) the use of the Internet for data and information retrieval and sharing; (c) constructivism, technology, and the Internet; (d) guidelines for getting students online; (e) Internet safety issues; and (f) classroom web sites.

#### Internet Access

Preparing our students for the future has taken on a new meaning since the advent of the computer in our society. Lue and Lue (1997) suggest that in the information age, the “race” will be won by those who access information in the shortest time, solve the most important problems, and communicate this information to others. They believe the Internet can serve as a means for students to expand their own understandings of important concepts and effectively communicate these ideas. For some students the excitement of this electronic medium opens the door to aesthetic possibilities that may not have previously existed for them and were left undiscovered (Matthews, 1997).

Student access to the Internet-connected class has increased dramatically. The National Center for Education Statistics (2000) reports that instructional classrooms with Internet access in public schools is 63%; an increase of 49% in the previous three years. The National Center for Education Statistics state the ratio of students per instructional computer with Internet access is 9 to 1. While it is not reported in which classes these computers are placed, it is evident schools can provide students access to the Internet.

Students have increasing Internet availability at home, which invites the creation of classroom web sites allowing students and their parents to access classroom information outside the confines of the school. American homes with Internet access rose sharply to 41.5 percent in 2000, up from 18.6 percent in 1998 (U.S. Census Bureau, 2001). The report by the U.S. Census Bureau also states that nearly two-thirds (65 percent) of all children aged 3 to 17 live in a house with a computer in 2000, with 4 out of 5 of these households having Internet access. Classroom web sites can contain all the vital curricular information about the class and can be accessed from anywhere to check current assignments, check rubrics, turn in assignments via e-mail, and leave messages for the teacher (McNulty, 2002).

### Using Technology in the Visual Arts Classroom

Some in the visual arts are hesitant to embrace computers in the classroom. With the continually changing technologies, teachers and students alike can benefit from what the technology has to offer education. While Stoner and Abrahams (1996) claimed, "Technology enables today's students to explore, create, display (publish) and critique their work in visual and performing arts as part of an ongoing collaborative and creative process that may include their teachers, artists, and peers" (p. 7), Prater (2001) suggested

that art teachers have hesitated to become involved with computers. Teachers have often been left puzzled as to the effective use of technologies such as the Internet and interactive CD-ROMs in the visual arts curriculum. Since computers no longer present the problem of complex computer language needed for graphic arts due to the recasting of graphic art, and modern computers have learned to speak the language of art educators (Matthews, 1997), fewer barriers exist than ever before when using technology in the art classroom.

### Using the Internet in the Visual Arts Classroom

The Internet can be utilized by art teachers and art students as a retrieval system for visual images and information that is in depth and readily accessible from an ever increasing list of providers. The Internet can also act as a distribution system making artwork available to relatives, the community, and the world. With the ability to both receive and send text, images, and sound, the Internet can establish cultural connections with others throughout the world.

Retrieving Art. The Internet can serve as a retrieval system for both visual images and information (Koos & Smith-Shank, 1996). The amount of art available to classrooms via museums, galleries, archives, and libraries maintaining web sites has grown (Walling, 2001). Most classrooms do not have print resources as extensive or as varied in the topics students require for independent projects as those found on the Internet (Windschitl & Irby, 1999). The Internet provides access to museum and gallery collections that are up-to-date and may include art that is not currently available in print media, slides, or poster collections, which are the traditional resources of most art teachers (Walling, 2001).

Walling (2001) emphasizes that the information web sites contain can vastly expand the instructional reach of the teacher, with many sites including lesson plans.

Sharing Art. Art created in the classroom can be posted instantaneously and accessed throughout the world (Koos & Smith-Shank, 1996). Adding to the remarkable ability to easily post art images is the exchange of conversations in both words and images. Art has always been an avenue to explore and understand past and present cultures. The Internet can create new and meaningful cultural experiences for art students by connecting with others throughout the world. Opening this window to the world through the Internet allows for great opportunities to develop appreciation for and analyze aspects of multiculturalism (Stoner & Abrahams, 1996). As students engage in collaborative activities with classrooms in different countries and cultures via the Internet, they are able to make new friends and share new insights about the world around them (Lue, 2001). Stoner and Abrahams maintain that these connections will have a profound impact on art education, transforming the way citizens understand and participate in their own communities' cultural life.

Cross Curricular. Matthews (1997) believes that the art educator who runs a computer lab may find educators in other curriculum areas interested in collaborative activities. A classroom computer lab may create a link and become a focal point for technology use in the building. Matthew goes on to say that art teachers expressing interests in interdisciplinary units may possibly lead the visual arts in being integrated throughout the school curriculum.

## Constructivism, Technology and Education

The constructivist approach to art education allows students to discover and construct their own meaning for concepts and ideas. With teacher support through framed lessons, the Internet permits this freedom of navigation with depth of resources to engage students in a personal search for knowledge that matches the constructivist approach. Brooks and Brooks (1993) define constructivism when they state “Educators must invite students to experience the world’s riches, empower them to ask their own questions, and challenge them to understand the world’s complexities” (p. 5). Authentic tasks, framed through situations and/or problems, are central to the constructivist’s beliefs, and for students to be successful, they need to understand the nuances of this approach (Nicaise & Barnes, 1996).

Prater (2001) believes the instructor’s role in the constructivist curriculum is to become a facilitator; helping the students form meaning of the concepts and ideas they experience and explore through student-driven choices. As students engage in constructivist activities the teacher does not abandon them to their own learning, but assists as needed with finding information, coaching, clarifying aspects of the task, and helping make connections (Beyer, 1997). The role of teachers should change in a technology-based constructivist approach since technology provides the opportunities to consider and use different ways of teaching (Nicaise & Barnes, 1996). The ultimate challenge, and at times the most difficult in orchestrating constructivist teaching, is to sit back and relinquish the directorial role of the teacher (Walling, 2001).

Learners bring their own unique perspective to questioning and derive multiple interpretations of what once was a unquestionable fact (Prater, 2001). Prater maintains



that over time learners begin to construct their own understanding of art and art concepts; connections and relationships are formed based on their interests and questions. He believes that the Internet and interactive CD-ROMs, can be used as an information resource, since they provide data based solely on how the information searches are framed by the student. Once information is accessed, one idea generally leads to another idea or question. This supports the exploration experiences recommended for constructivist instruction (Prater, 2001). El-Hindi (1998) points out that the very process of accessing information via the Internet matches the constructivist approach to learning because the knowledge base becomes a function of social interaction by its users.

### Getting Students Online

When providing Internet access and opportunities for students, teachers must have an organized approach that enables students to benefit from their online time. The teacher needs to take an active role in the students' experiences for it to be educationally successful. Lue and Lue (1997) advise teachers that strategies need to be developed that direct access to Internet resources and guarantee equal access for all students. When some students can immediately demonstrate Internet literacy, they tend to dominate the computer. According to Lue and Lue, the practice of allowing internet access as an extra only after regular assignments are completed creates circumstances where only the most academically advanced students get internet access, and tends to be student-directed with little purpose. "Internet experiences should always have a purpose, they should always be an integral part of your instruction program" (Lue & Lue, 1997, p. 82).

As students get connected and surf the net, the users may find themselves lost in the connection (Koos & Smith-Shank, 1996), or resting on "cool" interactive and media

rich sites, but these may be sites that lack content and depth (Lue & Lue, 1997). The reason for the diversions from the original intended purpose is often a result of hyperlinks. The ability to move to related web sites by clicking onto an icon, poses the problem of jumping from site to site (Windschitl & Irby, 1999). Lue and Lue (1997) believe that the teacher's role involves developing in the students strategies to sift through rich resources, and then to locate, use, and analyze information.

Both the value of sites and the amount of lost time of open searches seem to be a pressing factor in selection of quality sites that support lessons. McCullen (2002) believes teaching students to do an open search and make their own choices of usefulness or quality is a skill that needs to be taught and become uniform throughout the building. But, even with teaching students to evaluate web sites, many teachers still prefer to select appropriate sites before class and then share them with their students to save time (McCullen, 2002)

As a means to monitor students and develop appropriate access techniques to the Internet, Lue and Lue (1997) suggest a debriefing session. An "Internet Workshop" can take place weekly during regular class during which both teacher and students share navigation strategies as well as content information and suggestions for adjustments.

### Safety Issues

The issue of child safety on the Internet must be a consideration in using the Internet at school (Lue & Lue, 1997; O'Donovan, 1999). Schools should adopt child safety policies or Acceptable Use Policies (AUP) that clearly outline behaviors that are not acceptable (Dorman, 1997; Lue & Lue, 1997; O'Donovan, 1999). It is also advisable for schools to install commercial filtering programs and promote teacher supervision.

Schools can use "bookmarks" that will limit opening unwanted sites (Dorman, 1997; O'Donovan, 1999). Schools need to educate children, parents and guardians about safe use of the Internet and have both students and parents sign a copy of the AUP (O'Donovan, 1999). As teachers set up multicultural exchanges online, they must guide students about appropriate and non-offensive communication.

### Classroom Web Site

With the growing number of students having to access the Web through their home computers, an art room web page can create opportunities for students to display the works for public view. Establishing an art classroom web site can also provide an avenue for students and their parents to make contact with the art curriculum outside the art classroom and the school.

Because technology is such a powerful communication tool for providing information about what is going on in the school, McNulty (2002) and Washenberger (2001) believe it makes sense to develop a classroom web site. By publishing a course description, a syllabus, assessment tools, and student grades the opportunity for students to take individual ownership and promote student-centered learning is present, (McNulty, 2002).

When publishing student work through a classroom website, Lue and Lue (1997) suggest that students find motivation in the idea of creating in view of the entire world, thus producing exceptional work. McNulty (2002) found when his writing students were publishing to an older audience, they self-edited using dictionaries and thesauri to phrase their ideas as accurately as possible.

When constructing an effective web site, Otto (2002) suggested keeping ideas focused, using terminology consistent throughout, providing information clearly and in the simplest language, and using the site purpose and goals to focus on the needs of the target audience. By surveying his students, Washenberger (2001) found they wanted class schedules, assignments with due dates, study guides and handouts, and grades posted on a classroom web site.

To make a web site workable and readable, these considerations need to be kept in mind (Otto, 2002): (a) keep graphics and page contents simple to keep loading time from being slow; (b) place the most important items on the front page; (c) use fonts, color, backgrounds and page layouts that insure easy readability; (e) keep design focused on concept and uncluttered; (d) keep navigation buttons, banner, icons consistent on each page.

## Chapter 3

### Methodology

#### Project Purpose

The purpose of this project was to document the author's attempts to integrate Internet experiences into the middle school art curriculum. In this project the author attempted to answer the question: Can the Internet provide worthwhile instructional experiences in the art classroom that are focused on curricular objectives? More specifically, can the Internet: (a) become an effective instructional resource similar to and possibly replacing the art classroom textbook, (b) be integrated into a supporting role during studio projects, and (c) provide valuable instructional and cultural opportunities through online connections with artists and art students from around the world?

Prior to undertaking this project, the author had used the Internet as an educational resource to locate information and images to support art lessons at the middle school; however, students were not actively online during art lessons. The middle school students had been taught to use computer technology to record, create, manipulate, and display their artwork as saved files on the hard drive or disks. Due to the limited number of classroom computers (three), these activities normally took place before or after school. With, one Internet-connected computer, the other two computers are not internet-connected, students used the Internet to access information on particular artists and art styles.

From these limited technology experiences, the author observed that students were eager and excited about using both computers and the Internet in the art classroom and believed that an expansion of these technologies could be rewarding to all students.

By also noting student motivation and recognizing the growing amount of art-related Web sites, came the desire to integrate the Internet more fully into the middle school art curriculum.

### Background

Glenwood Middle School is located in Glenwood, Iowa in the Southwest corner of the state. The middle school building stands on the campus of the Glenwood Resource Center (the State of Iowa's facility for the mentally handicapped). The middle school is a separate building and houses approximately 300 seventh and eighth grade students.

The middle school art program is an elective course. Seventh and eighth grade art students attend class together. They explore and develop skills in various media with an emphasis on drawing, painting, ceramics, printmaking, and graphic art. Students also learn about various artists and art movements throughout history. They develop the skills of seeing, understanding, and making judgements about their art as well as the art of others. They keep a personal art portfolio to record personal growth through reflection. Drawing assignments outside of class are assigned and serve to support art skills and concepts taught in class.

The middle school art classes meet every other day for the entire year, causing unique scheduling problems. Students meet one week Monday, Wednesday, and Friday with the following week Tuesday and Thursday, causing difficulty in establishing a set day of the week for a standard activity. Scheduling activities such as "Friday quizzes" or "Friday Internet Workshops" are difficult.

Because both seventh and eighth grade students are together in the classroom, the curriculum goals, objectives, and benchmarks are sequenced in a two-year program.

Although the basic curriculum is the same each year, the particular elements emphasized or studied in depth change from year to year.

### Process

A review of literature was undertaken using the University of Nebraska at Omaha University Library and Internet search engines to examine possible resources. The search was focused on the Internet in art education and best methods and practices for integrating the Internet in education. Throughout the review of literature specific searches were undertaken to find information about system requirements, instructional methods, student safety issues, and Internet art classroom resources.

To implement this project, the author acquired hardware and software to establish a small computer lab in a middle school art classroom. During the time the lab was set up, curricular objectives were reviewed and matched with online resources for possible inclusion in Internet integrated lessons. Online student safety policies were examined for their implications and or restrictions to student online activities.

After the art room Internet lab was formed with seven computers having Internet access, several lessons were implemented integrating the Internet in various ways. An art classroom web site was developed from the desire to display students' artwork, enrich students' experiences, and support art instruction. The Internet was also used to establish both professional connections for the author and a student-to-student connection in an attempt to support the middle school art curriculum.

An "Internet Workshop" as described by Lue and Lue (1997) was implemented allowing students and the author to evaluate and revise the mechanics of classroom Internet use as well as share effective practices. Student growth was also monitored by

established devices including benchmarks, content quizzes, project rubrics, and portfolio reflections. The lessons learned and findings are reported at the conclusion of this paper.



## Chapter 4

### The Project

This graduate project focuses on the efforts of one middle school art teacher to integrate the Internet into the middle school art curriculum. An Internet lab was established in a middle school visual arts classroom to provide students with opportunities to engage in online activities. As a participant researcher, in this chapter the author will be using first person to report the project results.

From the vast resources of the Internet, web site information, images, and interactive activities were located that would support the art curriculum. Lessons were designed and implemented that used the Internet, engaged the students actively in the learning process, and met the learning objectives based on local, state, and national standards. Several different methods were used to integrate the Internet into student activities supporting both art principles and studio projects. A classroom web site was developed to display student work, provide course information, and support student success. Online connections were established with other professionals in the field of art education and with students at a high school in Canada.

Results of this project indicate the integration of the Internet (with supporting technologies) into the art curriculum can result in: (a) positive and motivating effects on student learning; (b) valuable resources for a studio-based program; (c) the creation of artistic opportunities not available through other means; and (d) student construction of learning in new and meaningful ways.

#### Getting Online

Setting up an online classroom lab required several crucial items: space,

hardware, and an online connection. The middle school classroom had the space, though slightly crowded, for placement of seven to ten computers. It was important to have the computers in an area separate from the art studio, thereby establishing the lab as an “art-media-free” area. Paint, plaster, glue, and clay needed to be isolated from the computer lab to prevent hardware problems that could develop from accidental contact. By reconfiguring student storage space and bookshelves, an area for the computer lab was created.

Bringing the hardware into service for an Internet-connected art room was challenging. Technology first started to impact my school district and the middle school through the State of Iowa Technology Funding. This five year funding project allowed the district to become Internet-connected. The funding was extended two more years, but at a reduced level. The middle school installed a fiber optic system into its building through a grant. Every classroom in my building was wired with one Internet terminal so any Internet-ready computer could be easily connected. My building used a proxy server networking all machines in the building to each other and provided the pathway to the fiber-optic World Wide Web connection.

The middle school computer lab currently has twenty-six computers (all online) and the lab is staffed with a full time instructor. Students learn keyboarding skills as well as Internet-ready computer skills during computer classes. The lab is available for use by regular education teachers and their students. This is not a perfect situation though. The computer class must exchange rooms with regular education classes, making it hard for the computer class to work on their established curriculum during the exchange time.

The art room needed to have access to computers on a daily basis and with easy

access. Over the past several years, three computers were purchased or borrowed for teaching graphic arts. These were permanently housed in the art room. A hub, which created multiple Internet ports from the single terminal, was acquired to connect these three computers to the Internet. Additional ports on the hub allowed for the possibility to bring a total of seven computers online. The middle school media center had seven Internet-ready computer stations on carts that could be wheeled into any room when needed. To bring the art room computer lab up to seven computers, four had to be rolled in from the media center. The computers in the art room lab, through this configuration of permanent and borrowed machines, were three to four years old with the exception of a two year old personal desk computer which students used during lab. The age of the computers was a concern due to the quickly changing memory needs of online access. My initial fear was that not all the computers in the art room lab could access the highly graphic, interactive, and memory-draining web pages. These factors could affect the type of activities the students would be able to participate in. When lesson planning, my instructions had to take into consideration the abilities of the slowest and oldest machines. The ultimate fatal problem that can occur is when the whole Internet system crashes and the lesson for the day are out the window.

The art room also housed the building's Destination Station. This is a high-speed Internet-ready computer on a large audio-visual cart, with a thirty-two inch television as its computer monitor. It also had a wireless keyboard and mouse for remote operation up to 10 feet away from the cart. The capability of this hardware for classroom demonstrations and lesson presentations opened up notable options to the Internet-connected art room.

Safety Issues. Because the district has entered the age of digital communication, new issues about controlling what my students were exposed to arose. The Internet and World Wide Web allow for instantaneous publication of material of a great variety. Some of the material can be offensive in nature, while other material would be deemed pornographic by school officials. With concern for student safety and with the support of teachers and parents, the school board set forth a policy with permission forms for the students and their parents (or adult guardians) to sign and return (see Appendix A).

The district's policy is explained to the students the first week of the school year by the computer teacher and the permission forms are sent home to be signed along with a policy statement. Students are not allowed on an Internet-connected computer until the signed permission form is returned to the school. Parents or adult guardians are asked to grant permission to three separate elements of Internet use: (a) allowing the student to access the Internet on a school computer, (b) allowing the student to have work published via the Internet, (c) allowing the student to have his or her picture published via the Internet (the student's identity will only be given with first name, last initial). The forms are kept in three-ring binders in the computer room for verification of each student's permission level.

The permission level of each student did impact the project. All of the students in the art classes had access to the Internet. Approximately 30 percent of the art students could not have work published and 40 percent could not have their picture published on the Internet. There were several times when the permission slips limited the selection of quality items to be published and it affected the freedom of picture-taking during activities. This most notably was an issue while we emailed art students at a high school

in Canada and when we published our classroom's web site.

The proper use of the Internet is explained to the students and staff each year. Appropriate Internet use was also discussed in the art classes this year. If students accessed inappropriate sites accidentally, they were instructed to back out immediately and notify the teacher.

### Tentative Plans

Before implementing the methods and ideas researched, factors needed to be addressed relating to hardware and curriculum objectives. With an established computer lab in the art room, both opportunities and limitations to its usage were present.

By allowing the students to be online and engaged in classroom strategies that took advantage of the vast amount of images and information available, new opportunities for learners were created, but a limitation was the student-to-computer ratio. Depending on varying class size, there would be two or three students per computer when all seven machines were placed in the lab. Individual work versus group work would be a deciding factor in lesson and project design. By having students individually on a computer, students could do their own work and progress at their own pace. Grouping students at computers allowed for cooperative learning activities as well as technical support for each other on new tasks. Lesson design had to take into consideration the student-to-computer ratios and their implications.

The factors I needed to address in moving the art curriculum into an Internet-integrated curriculum were:

- 1) Art benchmarks
- 2) Student-to-computer ratio

- 3) Lesson design
- 4) Computer speed and memory
- 5) Teacher training, development, support
- 6) Student training, development, support
- 7) Internet safety
- 8) Cross-curricular connections
- 9) Previewing, deciphering, and qualifying valuable sites
- 10) Student involvement in maintenance of the web site

#### Goals for the Internet-Connected Art Room

To establish worthwhile Internet-integrated experiences that provide effective instruction, support studio projects, and create cultural exchanges I set forth specific goals for my Internet-connected classroom:

- 1) Create a user-friendly computer/studio/classroom.
- 2) Integrate technology to support curriculum and objective (through lesson design).
- 2) Provide access to the worldwide data base of art images and art-related information.
- 4) Create a classroom web site to support curriculum objectives and provide a window into our classroom for the outside world.
- 5) Create an avenue for student participation in the maintenance and design of a classroom web site.
- 6) Allow for the growth of electronic art and electronic art education.
- 7) Promote cross-curricular connections.

- 8) Establish professional connections with other art educators.
- 9) Establish student connections with a community of fellow artists.

Ultimately, I see the Internet becoming a valuable educational resource, in addition to the classroom textbook, supporting the objectives of my art lessons. Students will have the availability, at any time, to go online gaining access to this support. I foresee this support coming in several forms:

- 1) Web sites can provide visual images, be they art works or other images abundant on the Internet.
- 2) Web sites to access information.
- 3) Web sites with designed interactive activities that become the lesson for the class period.
- 4) An avenue for communication.

### Sites

I discovered, to my joy and dismay, the ever-growing number of art sites available. Having this enormity allowed for a wide variety and varying quality sites to exist. Wading through the flood of sites trying to locate high quality sites became very time consuming. Six entities have established a presence on the Internet: art museums, art galleries, art material supply companies, educational institutions, art teachers, and artists. Sites vary greatly in their content, ease of use, interactivity, and value to the curriculum established for middle school art students. It did not seem to matter the type of search; the number of sites available seemed never ending. The method found to give the most valued site for the purposes of this project was that once a single matching site of value was located, a review of the linking sites was then conducted. The builder of the original

web page had selected these link sites, it was assumed, for their quality. By following this format - searching these (assembled) screened sites - the usefulness and overall quality of what was located was higher.

Recording and organizing a database of valuable sites was accomplished using Microsoft Word through cutting and pasting the URL and writing a description for each site. This created a list of sites with annotations of their purposes (see Appendix B). By returning to the Word document and clicking on the URL, my students and I can immediately revisit a site (Microsoft Word provides the hyperlink). When designing multimedia activities that involved students opening prepared lessons, (via PowerPoint and/or classroom web site) this database allowed for easy placement of the URL, again through the cut and paste method.

Designing lessons and doing site searches went hand-in-hand. Some sites automatically lent themselves to supporting curriculum development through effective design and were placed on the list of site with proper notations. Other searches were done with a specific theme or lesson of study in mind. Search engines such as Google, (<http://www.google.com>) were used. Searching the database of museums, galleries and lesson sites to run down the crucial image or data also produced favorable results.

My database soon grew to over 250 sites. Even with descriptors next to each URL, going back to locate a site for a lesson proved to be very difficult. It worked best to first design the lesson based on the needs of the curriculum, and then enter into an item specific search for images or interactive pages to support the lesson.

Internet services, by subscription, email free lists of educational sites to educators. For example, Riverdeep (<http://www.riverdeep.net>) sends out free weekly emails.



- 1) Expose the students to the artist M.C. Escher.
- 2) Enrich understanding of key art terms: positive space, negative space, repetition, eye level, and perspective.
- 3) Understand and produce a tessellation.

The unit involved several lessons on exploring elements of Escher's work and reading about his life and works in the November 2000 Scholastics Art magazine.

Students viewed his works of impossible worlds and his tessellations through the student magazines and posters. I did a Web search of Escher sites and put together a Microsoft Word document that had the address and a brief descriptor about each site. When our art class met in the computer room, each student had a computer and opened the Word document. They could read the descriptor, click on the URL, open the site, and explore the sites they found most interesting.

Even though students were prepared for getting online, using the Microsoft Word document created a struggle to get to the sites they wanted. Day one of this activity took a considerable amount of active support helping students with site navigation. Students did not understand the method of having both the Web browser and Word document active at the same time. They would close the Word document and then were unable to access additional sites. By the end of that day printed copies of the Word document were taped near the computer monitors. Students often chose to type in the URL address to open sites (see Appendix C).

The previewed and pre-selected sites allowed students to view a vast array of Escher's work, create and print simple tessellations, and view fractal art and other pattern-related artwork. Several students were allowed to do an open search of other

Reviewing their email list occasionally yielded a site worth placing in my Internet site database (see Appendix B).

WebQuest (<http://webquest.sdsu.edu>) was one example of a site organizer for educational-based web projects and served as a clearinghouse for lessons and projects. WebQuest provided an extensive library that could be searched by topic and grade level. WebQuest projects came in many varied formats: from step-by-step interactive pages with links to other sites to simple lessons. Some simple lesson plans were on a topic of interest but had very little to do with an Internet site or activity. Some WebQuest projects had very interactive lessons with links to other sites as well as supporting worksheets in printable versions. The large number of web lessons and the vast array of lesson formats is a result of the administrative structure of WebQuest. Lessons are submitted to WebQuest by anyone who wants to design one. For this very reason, as for anything found on the Internet, it takes a great deal of previewing to find lessons of value.

#### Lessons Designed for Internet-Integration in the Art Classroom

The real challenge and core element of this project was to make the Internet-connected lab a valuable part of lesson design. Lue and Lue (1997) point out that instructional strategies that are already a part of an effective middle school classroom can be used in conjunction with the Internet to construct engaging learning activities. The following lessons were developed with this in mind.

Escher. Prior to having the Internet-connected classroom established, I explored the possibilities of getting my students online. I started making plans to switch rooms with the computer instructor. A lesson was designed to integrate the Internet into a unit on M.C. Escher. The unit objectives were:

Escher sites or view links that were not present on my selected list. They discovered other interesting sites that I added to the prepared list.

In one case, a student was investigating a link site and an Escher tattoo came onto the screen displayed on a partially nude woman. Having already talked about the possibility of such things happening, the student correctly backed out of the page and contacted me, I made note of the linking site and put it off limits.

This was a wonderful first try at using the Internet to support the art curriculum. Students were highly motivated, found interesting images to share with each other, and better understanding of Escher's work and tessellations were achieved. This last element was built upon in the following two class periods as students designed and made their own tessellations (see Appendix C). The wealth of images and the interactive format brought a meaning to this unit in a deeply personal way for my students. I observed students excited about images and information they were locating. As web pages were displaying Escher's various works, students took ownership of works sharing it with fellow students in the lab almost as if it was their own.

Aboriginal Art Painting. After setting up the art room computer lab, I integrated the Internet into a studio project involving a tempera-painting unit. Elements of this unit included:

1. Color theory
2. The process and procedures of tempera painting
3. Elements of design
4. Cultural heritage

After lessons on theory and elements of design, students in groups of two or three went online in the art room to access selected sites of aboriginal art. I printed copies of the Google search engine pages containing about ten sites, placing one near each computer (see Appendix D). The Google search engine was set on each computer to be the home page as the students logged on. Students were instructed to type in “aboriginal art.” When they clicked on “search” the list of sites came up matching that of the handout and they could begin their lesson by opening the sites marked on the handout.

The students viewed a variety of Australian aboriginal art and proceeded to do a thumbnail sketch of two works they found most interesting (see Appendix D). They made other observations and notes to support the elements of design and color theory objectives of the painting unit. By working in small groups at each computer the partners shared their many observations over the course of the lesson; going well beyond the reflections they were asked to write down.

After the online activity, class discussion took place about their observations covering the key lesson terms and concepts. The painting unit proceeded by having the students brainstorm and design their own composition taking images, patterns, and symbols from their personal world similar to the method the Aboriginal artists did. They also used their data about color schemes from the artwork they gathered information on, to create their color scheme for their compositions (see Appendix D). The culminating element of this unit involved a final reflective activity that became part of their personal portfolio (see Appendix D)

This was found to be a very successful integration of the Internet and a studio project. Students were very excited and engaged in the image search. The grouping

around the computer, for the most part, created valuable interaction and discussion about the images they liked and the images they disliked. Having the abundance of images allowed students to speak in the language of color theory and principles of art beyond just the two images they were asked to sketch and write observations about.

Art Curator. To support the lessons from the art textbook, Portfolios (2001) by Barrett Kendall, I put together an electronic assignment. Objectives for this lesson were to develop in the students a better use of correct art terminology and develop their ability to support choices about art. Using PowerPoint as the vehicle to bring the lesson to the students, a “stand-alone” (the student can complete without contact or support from an instructor) lesson was created that the students could access outside the art room in the computer lab (see Appendix E). The computer teacher had recently taught the basics of PowerPoint to the entire student body. The students had created a simple slide show in computer class. Through collaboration, the art lesson became a follow-up assignment to take place in the computer classroom. Although the computer teacher teaches every student in the building year round, only sixty percent of the computer class students are enrolled in art at the same time. This allowed for an art connection that these students would not normally receive.

The lesson objectives for the Art Curator lesson were:

- 1) Development of observation skills
- 2) Identify art elements and principles of design
- 3) Practice using the language of art
- 4) Develop rationales per art choices

The students opened the PowerPoint slide show and read the lesson introduction

and instructions (see Appendix E). Next, they viewed five slides containing four different art works. Each slide of four works was from a particular period or style of art (all art pieces were located from museums around the world via the Internet). After each style or period of art, was a page with a cartoon character debunking that particular art style. The student's task was to create a slide show by selecting a total of five art works from various styles they believed should be placed in an art show and construct rationales for their selections using the language of art. Also included in the PowerPoint lesson was a grading rubric and a glossary.

The PowerPoint presentations the students constructed were a result of cutting and pasting their selected art onto slides, then adding text boxes for their rationales (see Appendix E). The computer teacher helped in construction and gave students guidelines on the elements of an effective presentation. Students were also allowed to use the art terms/concepts definition packet as a reference. The computer teacher supplied copies to the non-art students. Each presentation was saved to the building's proxy server in a file set up for each art section. This provided access to the assignment from any computer in the building if students needed to make changes or additions. I could access assignments from my desk computer in the art room to check student progress and for grading purposes.

Assessment and feedback was given to the student using the rubric slide placed in the initial slide presentation (see Appendix E). Feedback was added to the final slide in each of their presentations. They could see their grade and personal feedback by reopening their presentation. To make the grading process work more easily, a document with five fairly standard rubric assessments, ranging from unacceptable (Incomplete) to

outstanding (A+), was created in PowerPoint. I cut and pasted the matching rubric into the student presentation with specific changes and comments made as needed.

My lesson goal was to create an opportunity for students to view a wide range of art, make aesthetic choices, formulate and write about those choices using the language of art. A secondary goal was to assess the feasibility of using this format in bringing lessons to the art students. In assessing their presentations, it was determined that for the most part it was an effective vehicle for a “stand-alone” assignment. Students, in general, created a finished product with a wide range of creative choices in the PowerPoint format. A clear picture of student ability to use the language of art in their rationales was obtained.

It was discovered that by using PowerPoint as a vehicle to present the lesson, most lesson objectives could be met. In this particular lesson the students put more effort into the special effects of the slide show than into the elements of the art lesson. The fancy lettering, creative backgrounds, and animation made some presentations very hard to read. The special effects were mostly due to the requirements on the computer class end of this assignment. When using PowerPoint, we found it was best for the students to use very basic lettering and backgrounds with no animation. This will allow the assigned activity, not the special effects, to become the important part of the lesson.

Grading electronically took more time than grading paper assignments. The work of opening files, adding a blank slide, cutting and pasting rubric slides and personalizing assessments was time consuming. In the future each student should create one additional blank page for the assessment. This would take one time consuming step out of the grading process.

Art Detective Lesson. A main goal for the year in art is to promote the ability to describe, analyze, interpret and judge the art work of others as well as their own. The current textbook has many images that allow for this; however, the next Internet project was an attempt to provide a more interactive way of speaking about art.

A lesson was designed to give students the opportunity to compare and contrast pieces of art as they used the language of art. As a summary of art elements and principles of design, and to promote their ability to speak about art in an effective way, this lesson took advantage of a site produced by Education Web Adventures, (<http://eduweb.com/pitura/index.html>). This site is an interactive "game" where the detective (student) must help a client match the painting, which she inherits from her grandfather, with the creator of this work. There are six possible artists. Students accessed this site via the art classroom's web page "cool links" at the "Art Detective" link (see Appendix F). They proceeded to work their way through the game, bringing up six different paintings by artists of differing styles. Students completed a work sheet that guided them into writing about the images and making compare-and-contrast statements. The goal was to have them develop their ability to see, analyze, and make statements about the art. This lesson gave them abundant opportunities to make those observations. They would score one point for each time they correctly used an art term or concept correctly in their descriptions. Through this interactive Web activity they were actively engaged with the site, the art, the worksheet, and the language of art.

During the first period I used this lesson, some students were so anxious to get online they did not listen to the instructions at the beginning of class. A few students played the game and solved the mystery without writing a word on the worksheet.



Adjustments were made in the remaining class periods with close attention given to redirect students to the goals of the lesson. Using the Destination Station to jump start the writing process, students were walked through the game, stopping after the first few paintings and asked to give statements about the works. This modeling cut into their time-on-task but seemed to move them into the writing element of this lesson more quickly.

Some of the older (slower) computers took a long time to load the graphic rich web page and slowed down time-on-task. One of the older computers crashed and the students using it were sent to the media center causing them to lose valuable time.

The students did enjoy the “game” element of this lesson, so much so, some students asked for a second worksheet to redo the activity by accessing the classroom web site on their home computers. This supported one of my purposes for establishing the classroom website. Students were willing to do art-related activities outside the confines of the school, engaging in the use of the Internet to follow their interest in the world of art.

### Middle School Art Web Site

Being Internet-connected in the art room would not be fully realized without establishing an art room web site (see Appendix G). The first consideration was the site’s focus and purpose. Washenberger (2001) states: “My primary focus was on my students and their successes, so I considered their needs when setting up the site” (p. 22). Keeping this in mind, several objectives were established in the setting up this website:

- 1) Provide student support with assignments.

- 2) Establish links to other sites that will allow expanded experiences with the arts.
- 3) Develop a forum for the student to exhibit their art in the outside world.
- 4) Provide a means for parents to understand the elements of the art curriculum and view their student's work.
- 5) Create a desire and the means for students to engage in art-related activities via Web sites outside the confines of the classroom.

Additional motivation came when students see their accomplishments on a computer screen connected to the World Wide Web. The use of the Web as a publishing tool reached students who already show an interest in technology, but who may not yet have found their artistic niche.

The school technology coordinator gave me a crash course on the web page development software, FrontPage (1995-1999). Over the course of a week of intense trial-and-error attempts, the Web site that is currently available in the building was written. I began my web design by listing the basic pages that are essential to the site in order to accomplish my goals:

- 1) Homepage
- 2) Student Gallery
- 3) Student Assignments
- 4) Art Links
- 5) Art Curriculum

The next step was to organize the information that would be entered onto the pages, both graphics and text documents. Putting together the graphics involved scanning student work and using the digital camera for the three dimensional items.

Our district technology coordinator established a format for a district web site and created home pages for each building using FrontPage. This document was housed on the proxy server at the middle school. The middle school art page was part of the district web site. All the computers connected to the building network via the proxy server had access to the art room web site. The district did not have all the hardware in place to publish the art classroom web site to the World Wide Web from our proxy server, but there are plans to do so in the near future.

Our district's high school has had a web site (located on their proxy server) published for the past two years. The high school students maintain the site under the supervision of one of their technology instructors. To have the middle school art room page available to the public, arrangements were made to have our page as part of the high school site at <http://www.glenwood.k12.ia.us/Middle%20School1/Navagation%20Page.htm>. No direct link exists between the two proxy servers, so files are emailed to the high school and the instructor copies them to their proxy server. This makes it hard to update files on the middle school art room web pages.

Maintenance and updating a web site can be time consuming. The middle school students were a part of maintaining the site as much as possible. Homeroom time was used to meet with the Middle School Art Web Page Team. By mixing the first letters of this title around, the team became the SWAMP team. Students stopped in whenever they could to scan artwork or take digital pictures.

The first meeting to establish a student team to help maintain and build the classroom web site had nearly 10 percent of the art student population show up. The students showed a true desire to do what they could to aid in this project. Many of them wanted to learn the process of creating or designing web pages. One student was already making animation to be placed on the site and had agreed to show me how to do this!

The plan was to put students in charge of training each other as much as possible. The high school teacher in charge of the high school web site suggested that several responsible high school students come to the middle school and train the students. Plans were set to create a network of support for the students to pass knowledge on to each other. This organization was in the formation stage with scanning and taking digital pictures being the students' primary functions.

#### Teacher-to-Teacher and Student-to-Student Connections

Making connections with other professionals in the field of art education is an avenue of both support and growth. Lue and Lue (1997) state: "For too long, teachers have spent much of their time isolated from other teachers within the walls of their classrooms. The Internet allows us to transcend these walls and learn from one another about best instructional practices" (p. 91). The challenge with making connections over the Internet is a lack of assurance that the individual at the other end has anything to offer for personal growth or provide reliable advice or data. For this reason I started out making my first professional connection with the aid of Dr. Lee Jenkins.

Dr. Jenkins was my instructor for a yearlong workshop on Data Not Guesswork (DNG), a method of improving learning through tracking student knowledge growth by data collection throughout the year. After the second full day session, I emailed him

asking for a recommendation of an art instructor who would be able to give needed support in the program. Dr. Jenkins' return email provided me with a name of a high school art teacher in Florida. I sent several questions about DNG and the use of rubrics as a data-gathering device (see Appendix H). This support was useful, yet emailing was a clumsy way to get information back and forth. It was very hard to get an accurate understanding of the individual being written to due to the lack of intimacy and face-to-face contact.

Through a Web search of sites organized around educational lesson plans, Lesson Plan Request Board (<http://www.teacher.net>) was located. A message was posted requesting a fellow middle school art teacher to connect with hoping to share student art and student interaction about art (see Appendix H). Several emails were received over the next week from teachers wanting more information about the type of classroom-to-classroom connection that I was hoping to establish (see Appendix H).

By doing an additional Web search through an educational clearinghouse "project preview@2Learn" was located (<http://www.2Learn.ca/tlcprojects/public/pubsearchinrupt.asp>) (see Appendix E). This site provided Web projects that schools are doing. By searching the project archives for "grade 7-9", "electronic appearance", and "electric publication", the art room web site for Banff High School in Banff, Alberta, Canada was discovered (see Appendix H). The student's art works were soapstone carvings similar to the sculpture projects the Glenwood Middle School art students were getting ready to start. Through an email to the art instructor at Banff High School explaining the desire to create an electronic connection, a link between the two schools was established (see Appendix H).

The goal of this connection was to expose the students to art and ideas of others outside their classroom; not the art of professional artist, but of students like themselves, yet from a different region of the world. The idea was to establish both an image link and a text link so students could communicate through both forms. The hope was that the students from both schools would share their art, ideas, questions and discoveries of each other and the art they were making. Lue and Lue (1997) point out that when students communicate with other students from another culture, their queries cut through cultural trappings and new insights develop about how they are similar and how they are the same, with an honest attempt to understand the world around them.

Banff High School emailed Glenwood Middle School digital pictures of their ninth grade students working on the soapstone carvings with text to describe each picture (see Appendix I). This email was cut and pasted into the PowerPoint slide document that I had already created as an introduction to the sculpture unit (see Appendix I). The Glenwood students viewed these slides on the Destination Station. Through viewing the completed soapstone project on Banff's classroom Web page and studying the email, the Glenwood students engaged in writing questions to send Banff. Most of the questions dealt with the process of carving in stone and the tools they saw the students using. They also started to inquire about the location of Banff.

Several students stepped forward to send the questions back to Banff along with pictures of Glenwood students working on their soap carving. Over the next few weeks the Glenwood students kept abreast with Banff's projects and prepared emails with digital photos attached of the Glenwood projects and students in action (see Appendix I).

Making this electronic connection brought several positive elements to the art classroom. First, students developed a better understanding of the type of project they were entering into through viewing the Banff students' completed projects and works in progress. Second, the students had a chance to use the terms and words associated with carving and sculpting. Words and terms like shape, form, positive and negative space, tactual texture, rounding the shape, and removal of gross areas became part of the discussions. This gave meaningful use of these words and terms that allowed the students to construct their own meaning; meaning that they would recall later as they sculpted their own projects.

The third element that evolved from the connection was the interest about the students from Banff, Alberta, Canada. By doing an online search of the city, the Glenwood students uncovered Banff's location in the Canadian Rocky Mountains, and that it would take about thirty hours to drive there (see Appendix I). One student stated that this might be a reason why stone carving was important to them. They had rocks everywhere. I began to see what Lue and Lue (1997) pointed out: Student's appreciation for cultural differences can be guided through new types of cultural exchanges via the use of the Internet.

I noticed a final element that Lue and Lue (1997) had also addressed: Students are motivated to produce exceptional works when the entire world is the audience. All students may not have produced exceptional pieces, yet they self-edited emails and showed a desire to send pictures of their best work. The middle school students cared about the quality of the finished product in a new and different way because of the connection we had made.

### Cross-Curricular Connections

Avenues to make interdisciplinary connections at Glenwood Middle School began to emerge. As previously mentioned, the first partnership was made with the computer teacher during the Art Curator lesson. The collaboration involved the correct day to begin the lesson, what support each of teacher would give to the students, how best to save the documents for easy access, and grading methods used. This teacher was knowledgeable about technology, easy to work with, and excited about continuing our collaboration.

Groundwork was laid for other cross-curricular activities next year with the geography teacher and the language arts teachers. For example, the seventh grade geography teacher is interested in doing a lesson together when they are studying Europe. One possible idea we discussed brings together the capitals of Europe and the architecture of landmark structures.

The language arts teachers, the computer teacher, and I designed a lesson combining art and creative writing. With some fine-tuning yet to take place, this lesson is titled "The Poetry of Art" and will involve using the PowerPoint lesson format (see Appendix J) and thought-provoking paintings have been located using the Internet. Students will select the one work that speaks best to them with creative ideas. They are then asked to analyze and generate a list of words or concepts from the image. The final step is to write a piece of prose or poetry inspired by that work. The language arts teachers will support the students with their writing abilities, and I will provide support with art interpretation practices and ideas.



## Chapter 5

### Conclusions and Recommendations

Through this project, implementing the Internet integrated in the middle level art curriculum, the author has gained insights into the effectiveness, benefits, and limitations of this approach in a middle school art classroom. Through personal observation, student feedback by way of the “Internet Workshop”, studio project evaluations, lesson assignment evaluations, and student portfolio reflections, the author formulated opinions that can indicate the value of this approach to a middle school art curriculum.

The question that this project attempted to answer was: Can the Internet provide worthwhile instructional experiences in the art classroom that are focused on curricular objectives? More specifically, can the Internet: (a) become an effective instructional resource similar to and possibly replace the art classroom textbook, (b) be integrated into a supporting role during studio projects, and (c) provide valuable instructional and cultural opportunities through online connections with artists and art students from around the world?

This author believes that the Internet (with supporting technologies) can result in: (a) positive and motivating effects on student learning; (b) valuable resources for a studio-based program; (c) the creation of artistic opportunities not available through other means; and (d) student construction of learning in new and meaningful ways.

#### Conclusions

Through the undertaking of this project certain qualitative conclusions are made based on experiences, observation, student feedback, studio project evaluations, lesson assignment evaluations, and student portfolio reflections. They are:

- 1) Successful Project Support. The Internet is a vast resource useful in understanding art styles giving students motivation to pursue individual creations. During the aboriginal painting unit, students gained perspectives about a stylistic approach to art. The Internet acted as a building block in expressing ideas about their world. Higher quality art was produced when students created for an audience (as in the online connection made with Banff High School).
- 2) Online Textbook. The Internet is a rich resource for information with interactive web sites supporting curriculum objectives. Images and information can be downloaded to support instruction or assembled into electronic stand-alone lessons like the Curator lesson. Interactive web sites, similar to Art Detective, provide students an enjoyable, interactive way to learn about art and artists while making art based decisions.
- 3) Motivation to Learn. Student engagement and interaction with lesson content went far beyond expectations. During both the Escher and Art Detective lessons, student excitement about discoveries became fluid and flowed throughout the room.
- 4) Construction of Knowledge. Authenticity of engagement is hard to reproduce through other educational methods. As with the Art Detective lesson, students learned freely, at their own pace, and from the creation of their own ideas and explanations (as recommended by the constructivist approach to learning).

Even with initial implementation of the Internet as a resource for the middle school art curriculum, its value to instruction was notable. Students throughout the

project became instantly motivated when they became aware they were using computers and the Internet for a lesson. Art is a deeply personal journey for students where individuality is encouraged. As El-Hindi (1998) suggested, the very process of accessing information via the Internet allows for the development of such an individual approaches to learning.

### Recommendations

Construction of Internet-integrated lessons, as shown in this project, can be limitless. This may be a blessing as well as a curse. Even with the use of effective search methods the amount of informational, online, interactive adventures and imagery is physically more than can be deciphered. The blessing is that with the abundant flow of possibilities, the creative teacher can construct powerful experiences for the student to support curriculum goals set forth. For art teachers who are considering integrating the Internet into the classroom the following recommendations are offered:

- 1) Lab. Establish a lab in the art classroom. Having a workable number of machines always available brings a dimension to learning that is not available through other means. The Internet truly becomes an ongoing every day resource the students will use.
- 2) Improve Search Techniques. Design a system of searching for valuable web sites that meets individual needs. The number of sites available is continually growing; trying to locate those sites that meet established criteria can be time consuming.
- 3) Curriculum Design Responsibility. Design lessons crucial to reaching desired goals, objectives and benchmarks. Teachers should search, select and design

lessons with the ends in mind. Packaged lessons easily located may not match curricular goals. Lesson design should support curriculum, not replace it.

- 4) Student Input. Give students a voice in the process, the products and the knowledge to be gained. The present generation has always known computers as a resource. They have wonderful ideas about what is working and what is not.
- 5) Connect Colleagues and Students. Get electronically connected to other professionals and other students. There are many opportunities to link outside of school. The results and benefits, both cultural and academic, can be exciting.

The future for middle school art is exciting. Internet-integrated lessons that will engage and motivate students can have dynamic educational results. It is time to energize learning for today's middle school students. The fuel is provided by digital technology, but it is up to the middle school art teacher to provide the spark.

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Appendix A

DISTRICT INTERNET POLICY

## APPROPRIATE USE OF THE INTERNET

The Board of Education of the Glenwood Community School District is committed to providing students, staff, and community members with a wide range of electronic learning facilities, equipment, and software, including computer network services. The Board encourages and expects that all users of electronic learning be responsible and to comply with district, state, and federal policy and regulations regarding the operation and use of school district computers and computer network systems.

The Internet is a global information system with great educational potential. Information on the Internet changes rapidly and it is not possible to predict or control what users will encounter. Users may discover controversial and inappropriate information; therefore, they are prohibited from intentionally accessing, downloading, and/or creating any text, picture, sound, audio, or video file that:

- Includes obscene, libelous, indecent, vulgar, profane or lewd material
- Advertises any product or service not permitted to minors by law
- Constitutes insulting or fighting words, the very expression of which injures or harasses others
- Presents a clear likelihood that, either because of its content or manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities
- Will cause the commission of unlawful acts or the violation of lawful school regulations
- Has no educational purpose

Furthermore, the district does not condone the unauthorized copying of any material which is licensed or protected by copyright; computer hacking (i.e. unwanted or unsolicited entry into a computer system); unauthorized access, willful damage or misuse of systems, applications, databases, code or data; and/or the intentional introduction of a computer virus into a computer network.

**Some users may encounter information that is not of educational value. Internet activities will be monitored by the school district to ensure users are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology measures in an attempt to protect users from inappropriate access.**

Individual email accounts may be issued to users. If a user already has an email address, the user may be permitted to use that address to send and receive mail at school.

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Users will sign a form acknowledging they have read and understood the Technology Guidelines policy and regulations, that they will comply with the policy and regulations, and understand the consequences for violation of the policy or regulations.

The Board of Education will review and update this policy every three years or as necessary. Legal References: Children's Internet Protection Act, 47 U.S.C. §254(h). Iowa Code § 279.8 (1999).

### SCHOOL DISTRICT WEB PAGE

The Internet provides a valuable learning tool for students and staff and offers another communications vehicle for informing the public about school programs and activities. The board authorizes the establishment of school district web pages. Only those web pages approved by administration and technology personnel and maintained in accordance with board policy and administrative procedures will be recognized as official representations of the school district.

The superintendent is responsible for assigning individuals responsible for maintaining the web pages. The superintendent, in conjunction with the responsible individuals, will develop administrative regulations regarding the web site.

Legal References: Iowa Code § 279.8 (2001).

# Internet

## Appropriate Use Regulation

### I. Responsibility for Internet Appropriate Use.

#### A. For the purpose of this policy, Internet is defined as:

A collection of more than 200,000 interconnected computer networks involving an estimated 1.5 million computers and 25 million users around the world. It is a collaboration of private, public, educational, governmental, and industrial sponsored networks whose operators cooperate to maintain the network infrastructure.

#### B. Instruction in the proper use of the Internet system will be available to employees who will then provide similar instruction to students.

#### C. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge.

### II. Internet Access.

#### A. Access to the Internet is available to teachers and students as a source of information and means of communication.

#### B. Students will be able to access the Internet through their teachers for educational use. Individual email addresses may be issued to students at this time. Students are prohibited from accessing any email accounts other than district issued accounts.

1. Users may encounter controversial and inappropriate information while accessing the Internet. Information on the Internet changes rapidly and it is not possible to predict or control what users will encounter.
2. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
3. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.
4. Chat sessions, newsgroups, instant messaging, and other forms of direct electronic communication are forbidden unless special permission is granted for educational purposes and is monitored by staff members.
5. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
6. System users will perform a virus check on downloaded files to avoid spreading computer viruses.

7. The school district makes no guarantees as to the accuracy of information received on the Internet.
- III. Permission to Use Internet - Annually, parents will grant permission for their student to use the Internet using the prescribed form. Employees and adult education users must also sign the appropriate guidelines.
  - IV. Student Use of Internet.
    - A. Equal Opportunity - The Internet is available to all students within the school district through teacher access. The amount of time available for each student may be limited by the number of available computers and the demands for each computer.
    - B. On-line Etiquette.
      1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
      2. Users should adhere to on-line protocol:
        - a. Respect all copyright and license agreements.
        - b. Cite all quotes, references and sources.
        - c. Remain on the system long enough to get needed information, then exit the system.
        - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
      3. Student access for electronic mail will be through their own account or a class email account. Users should adhere to the following guidelines:
        - a. Others may be able to read or access the mail so private messages should not be sent.
        - b. Delete unwanted messages immediately.
        - c. Use of objectionable language is prohibited.
        - d. Always sign messages.
    - C. Restricted Material - Users are prohibited from intentionally accessing, downloading and/or creating any text, picture, sound, audio, or video file that:
      - Includes obscene, libelous, indecent, vulgar, profane or lewd material
      - Advertises any product or service not permitted to minors by law

- Constitutes insulting or fighting words, the very expression of which injures or harasses others
  - Presents a clear likelihood that, either because of its content or manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities
  - Will cause the commission of unlawful acts or the violation of lawful school regulations
  - Has no educational purpose
- D. Chat sessions, newsgroups, instant messaging, and other forms of direct electronic communication are forbidden unless used for educational purposes.
- E. Unauthorized Costs - If a user gains access to materials via the Internet that have a fee involved, that user is responsible for those costs.

V. Student Violations--Consequences and Notifications.

Students who access restricted items on the Internet are subject to the appropriate action described in board policy and regulations. Failure to follow these rules or guidelines will result in the following consequences:

- 1<sup>st</sup> infraction: Lose computer privileges for one month from the time of infraction.
- 2nd infraction: Lose computer privileges for one full calendar year from the time of infraction.
- 3rd infraction: He/she will lose computer privileges and has been referred to the building principal for disciplinary action.

Parents/guardians will be informed of any infraction and the subsequent loss of privileges.

# Student Technology Guidelines

Glenwood Community School District

Computers in Glenwood Community School District are available for use by the students, faculty, and staff. Student use will be monitored at all times. Computer labs may also be scheduled for Adult Education classes and other community groups. Access to these computers is a privilege, not a right. System Administrators have the right to monitor this technology to ensure that the use by individuals is appropriate.

Computer users may have access to the Internet. The use of Internet is also a privilege. The Internet is a global information system with great educational potential. Information on the Internet changes rapidly and it is not possible to predict or control what users will encounter. Users may discover controversial and inappropriate information. Therefore, it is the responsibility of the parents and the schools to teach students to be responsible Internet and email users. The school district will use technology measures in an attempt to protect students from inappropriate access. The school district has adopted guidelines for use of computers, which define appropriate educational and ethical uses, identify individual user responsibilities, and specify consequences for violations.

The following are the current Technology Guidelines for Glenwood Community School District:

- ◆ All school staff members have the right to question inappropriate computer activities/materials and may recommend to an administrator that an account be closed/suspended at any time.
- ◆ Users are prohibited from intentionally accessing, downloading, and/or creating any text, picture, sound, audio, or video file that:
  - Includes obscene, libelous, indecent, vulgar, profane or lewd material
  - Advertises any product or service not permitted to minors by law
  - Constitutes insulting or fighting words, the very expression of which injures or harasses others
  - Presents a clear likelihood that, either because of its content or manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities
  - Will cause the commission of unlawful acts or the violation of lawful school regulations
  - Has no educational purpose
- ◆ Chat sessions, newsgroups, instant messaging, and other forms of direct electronic communication **are forbidden**.
- ◆ All computer users are responsible for **any** use of their account and/or network user ID by themselves or others.
  - ***Do not access anyone else's account for any reason!***
- ◆ Passwords are for protection. They prevent others from accessing your account.
  - The system requires all computer users to change their password periodically.

- Passwords should not be easy to guess. They should not be written where others might see them.
- Passwords must be at least five characters long and may be a combination of letters and numbers. If you forget your password, tell the System Administrator immediately.
- ◆ Do not reveal any personal information about yourself or other students/colleagues (i.e. name, address, or phone number).
- ◆ Any items produced by students will not be posted on the Internet without written permission from the student and the parent or guardian. If permission is granted, items will be considered fair use and available to the public. Only the student's first name and last initial will be used.
- ◆ Reproduction beyond fair use needs the permission of the copyright holder. The user is solely responsible for copyright infringements.
- ◆ Downloading, installing, and creating programs are **expressly forbidden** unless authorized by a staff member, System Administrator, or media personnel.
- ◆ Email and Internet access is not private. System Administrators have rights to all network accounts.
- ◆ Users may not email executables as attachments in any form.
- ◆ Email mass mailings (more than 5) are **expressly forbidden**.
- ◆ To conserve space on the network servers, user accounts and email folders are limited to a total size of 10 MB each. Files should be deleted or transferred to disk/CD-ROM when the user is finished with them.
- ◆ Scheduled classes have first priority on the computers. Individual student assignments have second priority.
- ◆ Settings on the computer are not to be changed without the permission from the computer teacher or the System Administrator.
- ◆ If help is needed with a computer or printer, this help must come from a staff member or System Administrator.
- ◆ Personal use of computers and printers must be kept to a minimum. The school reserves the right to assess a charge for personal printouts and excessive number of copies.
- ◆ If a user gains access to materials via the Internet that have a fee involved, that user is responsible for those costs.
- ◆ **People intentionally abusing and/or destroying the equipment, operating systems, or individual applications will be held financially responsible for**



**the damages at a rate of \$90.00/hour for repair plus the cost of the replacement part or system.**

## **Consequences**

Failure to follow these rules or guidelines will result in the following consequences:

- 1<sup>st</sup> infraction: Lose computer privileges for one month from the time of infraction.
- 2<sup>nd</sup> infraction: Lose computer privileges for one full calendar year from the time of infraction.
- 3<sup>rd</sup> infraction: He/she will lose computer privileges and will be referred to the building principal for disciplinary action.

Parents/guardians will be informed of any infraction and the subsequent loss of privileges.

*Thank you for your interest in technology and your child's education. If you have any questions, please contact the Technology Coordinator, your building Administrator or Media Specialist.*

## Permission Letter to Parents

### Technology Guidelines

We have read the guidelines for use of technology as stated. My child understands and will voluntarily abide by these guidelines. We also understand and agree that my child's computer privileges may be restricted or revoked. We will also be charged for intentional damages and repairs if my child fails to abide by the stated guidelines.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Yes  No My child has permission to access the Internet.

Yes  No I give permission to have my child's **work or web page** published on the Internet identified with their first name and last initial only.

Yes  No I give permission to have my child's **picture** published on the Internet identified with their first name and last initial only.

# Violation Notice

## Technology Guidelines

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Your child has not followed the Technology Guidelines and will have the following consequence:

\_\_\_\_\_ First Offense:

He/she has lost computer privileges (with the exception of computer applications classes) and will lose Internet privileges for the period of one month from the time of the violation. He/she lost privileges on \_\_\_\_\_ and will regain computer access on \_\_\_\_\_.

\_\_\_\_\_ Second Offense:

He/she has lost computer privileges (with the exception of computer applications classes) and will lose Internet privileges for the period of one calendar year from the time of the violation. He/she lost privileges on \_\_\_\_\_ and will regain computer access on \_\_\_\_\_.

\_\_\_\_\_ Third Offense:

He/she has lost computer privileges and has been referred to the building principal for disciplinary action.

Student conference held \_\_\_\_\_ (date)

Student signature \_\_\_\_\_

Staff signature \_\_\_\_\_

Administrator signature \_\_\_\_\_

# Adult Technology Guidelines

Glenwood Community School District

Computers in Glenwood Community School District are available for use by the students, faculty, and staff. Student use will be monitored at all times. Computer labs may also be scheduled for Adult Education classes and other community groups. Access to these computers is a privilege, not a right. System Administrators have the right to monitor this technology to ensure that the use by individuals is appropriate.

Computer users may have access to the Internet. The use of Internet is also a privilege. The Internet is a global information system with great educational potential. Information on the Internet changes rapidly and it is not possible to predict or control what users will encounter. Users may discover controversial and inappropriate information. Adult users are accountable for their own email and Internet activities. The school district will use technology measures in an attempt to protect users from inappropriate access. The school district has adopted guidelines for use of computers, which define appropriate educational and ethical uses, identify individual student responsibilities, and specify consequences for violations.

The following are the current Technology Guidelines for Glenwood Community School District:

- ◆ All school staff members have the right to question inappropriate computer activities/materials and may recommend to an administrator that an account be closed/suspended at any time.
- ◆ Users are prohibited from intentionally accessing, downloading, and/or creating any text, picture, sound, audio, or video file that:
  - Includes obscene, libelous, indecent, vulgar, profane or lewd material
  - Advertises any product or service not permitted to minors by law
  - Constitutes insulting or fighting words, the very expression of which injures or harasses others
  - Presents a clear likelihood that, either because of its content or manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities
  - Will cause the commission of unlawful acts or the violation of lawful school regulations
  - Has no educational purpose
- ◆ Chat sessions, newsgroups, instant messaging, and other forms of direct electronic communication **are forbidden** unless special permission is granted for educational purposes and is monitored by staff members.
- ◆ All computer users are responsible for **any** use of their account and/or network user ID by themselves or others.
  - ***Do not access anyone else's account for any reason!***
- ◆ Passwords are for protection. They prevent others from accessing your account.
  - The system requires all computer users to change their password periodically.

- Passwords should not be easy to guess. They should not be written where others might see them.
- Passwords must be at least five characters long and may be a combination of letters and numbers. If you forget your password, tell the System Administrator immediately.
- ◆ Do not reveal any personal information about yourself or other users/colleagues (i.e. name, address, or phone number).
- ◆ Any items produced by users will not be posted on the Internet without written permission. If permission is granted, items will be considered fair use and available to the public. For student work, only the student's first name and last initial will be published.
- ◆ Reproduction beyond fair use needs the permission of the copyright holder. The user is solely responsible for copyright infringements.
- ◆ Downloading, installing, and creating programs are **expressly forbidden** unless authorized by a staff member, System Administrator, or media personnel.
- ◆ Email and Internet access is not private. System Administrators have rights to all network accounts.
- ◆ Users may not email executables as attachments in any form.
- ◆ Email mass mailings (more than 5) are **expressly forbidden** by students; however, staff may use mass mailings for educational purposes.
- ◆ To conserve space on the network servers, user accounts and email folders are limited to a total size of 10 MB each. Files should be deleted or transferred to disk/CD-ROM when the user is finished with them.
- ◆ Scheduled classes have first priority on the computers. Individual student assignments have second priority.
- ◆ Settings on the computer are not to be changed without the permission from the computer teacher or the System Administrator.
- ◆ If help is needed with a computer or printer, this help must come from a staff member or System Administrator.
- ◆ Personal use of computers and printers must be kept to a minimum. The school reserves the right to assess a charge for personal printouts and excessive number of copies.
- ◆ If a user gains access to materials via the Internet that have a fee involved, that user is responsible for those costs.
- ◆ **People intentionally abusing and/or destroying the equipment, operating systems, or individual applications will be held financially responsible for**

**the damages at a rate of \$90.00/hour for repair plus the cost of the replacement part or system.**

### **Consequences**

All adults are expected to practice appropriate use of the Internet. Employee violations may result in discipline up to, and including, discharge. Other adult users will lose their rights to use the district's computers.

*If you have any questions, please contact the Technology Coordinator,  
your building Administrator or Media Specialist.*

# Adult Consent Form

## Technology Guidelines

I have read the guidelines for use of technology as stated. I understand and will voluntarily abide by these guidelines. I also understand and agree that my computer privileges may be restricted or revoked, and that violations may result in discipline up to, and including, discharge. I may also be charged for intentional damages and repairs if I fail to abide by the stated guidelines.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix B

## SITE LIST



**TEACHER CONNECTIONS**

<http://www.crsd.ab.ca/bchs/art/index.html> Ms Lefory

<http://www.horizon.ab.ca/letsdoart.htm> Mr. Holland

<http://www.taospaint.com/ColorPrinting.html> Mr. Duncan

**WEB SITE BUILDING**

<http://www.horizon.ab.ca/ves/rourke/artgraphics.htm> art animation

[http://www.animfactory.com/af\\_holiday\\_events\\_4th\\_july\\_page\\_aa.html](http://www.animfactory.com/af_holiday_events_4th_july_page_aa.html) animated graphic website

<http://www.glorianon.com/backgrounds.html> website backgrounds

[http://www.cincinnatiartmuseum.org/greatart/virtual\\_tours.shtml](http://www.cincinnatiartmuseum.org/greatart/virtual_tours.shtml) possible source for field trip power point

<http://www.amn.org/> possible source for field trip power point

[http://www.riverdeep.net/current/archive/arts.jhtml;\\$sessionid\\$ZDUPKINTBSMHCCQFAGMCFEQKAU AZOI5G](http://www.riverdeep.net/current/archive/arts.jhtml;$sessionid$ZDUPKINTBSMHCCQFAGMCFEQKAU AZOI5G) Riverdeep art lesson

<http://rubistar.4teachers.org/> RUBISTAR: Rubric maker

**REPORTS ON TEACHERS USING INTERNET**

<http://nces.ed.gov/pubs2000/2000102A.pdf>.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000102> same as above. this is the down load index

**ART DICTIONARIES**

<http://www.artlex.com/> High school level

**LESSONS AND ORGANIZED SITE LISTS**

<http://library.thinkquest.org/J001159/links>. all about art (thinkquest)

<http://nmaa-ryder.si.edu/education/index.html> Joan of Art

<http://www.artresources.com/latest.ihtml>

<http://www.edu-orchard.net/PROFESS/LESSON/ARTS/KR/krmiddle.html> site with lesson plans MS

<http://www.2learn.ca/tlc/projects/public/pubsearchinterrupt.asp> Canada lesson internet links projects

<http://teachers.net/lessons/> - lesson plans

<http://homepage.mac.com/krohner/iad/lessons/middle/middlelessons.html> MS lesson Plans

<http://www.huntington.org/Education/lessons/LPpoetry.htm> Poem lesson

[http://artsedge.kennedy-center.org/professional\\_resources/overviews/detail.cfm?pub\\_id=50](http://artsedge.kennedy-center.org/professional_resources/overviews/detail.cfm?pub_id=50) Study on internet access in the homes

<http://falcon.jmu.edu/~ramseyil/arteducation.htm> Internet sites for art teachers

<http://www.cole.k12.mo.us/curricula/art/CR065622.HTM> curriculum outline

<http://www.weirdrichard.com/archi.htm> LEGO ARCHITECTURE SITE

<http://school.discovery.com/teachers/> Discovery for teachers

<http://www.4teachers.org/projectbased/checklist.shtml> Checklist maker

<http://www.drawbooks.com/> animal draw school

<http://kinderart.com/> art lessons resource

<http://www.olejarz.com/arted/perspective/> perspective interactive lesson

<http://www.homeschoolarts.com/per-11-1.htm> LESSONS IN PERSPECTIVE:

<http://www.talentteacher.com/barnl00.html> LANDSCAPE TWO-POINT PERSPECTIVE

<http://www.sanford-artedventures.com/study/timeline.html> INTERACTIVE TIMELINE OF ART:

**THE SEVEN WONDERS OF THE ANCIENT WORLD:**

<http://www.unmuseum.org/wonders.htm> 3-D picture site

<http://carlos.emory.edu/ODYSSEY/Teachers/woa/woa.htm> Oddeesy site. Art history interactive information of ancient world

**COLOR:**

<http://www.sanford-artedventures.com/play/color2/a1.html> good interactive site color theory

<http://etc.sccoc.org/i98/ii98Units/Art/ElemArt/text/color.html>

<http://www.cartooncorner.com/artsfolder/howtacartoon/cartooning.html> cartooning lessons

<http://www.cartooncorner.com/index.html> cartoon corner

<http://www.sanford-artedventures.com/index.html> Lifetime of color. Web page site \*

<http://www.colormatters.com/> color support

### ART SAFARI:

<http://www.moma.org/onlineprojects/artsafari/index.html>

[http://www.sanford-artedventures.com/create/try\\_this\\_naturenotes.html](http://www.sanford-artedventures.com/create/try_this_naturenotes.html) Nature note book, could be web site.

### VIEWING ART WORK:

[http://www.actden.com/grap\\_den/index.htm](http://www.actden.com/grap_den/index.htm) Gallery of graphic art on-line field trip

<http://schools.sbc.saskatoon.sk.ca/DE/VArts/viewing.htm>

<http://www.ibiblio.org/louvre/> cool source for artwork and information Webmuseum

<http://www.nga.gov/onlinetours/webfeatr.htm> DC site with interactive on art work

<http://www.nga.gov/onlinetours/onlinetr.htm> online tours

<http://www.nga.gov/kids/kids.htm>

<http://www.nga.gov/kids/catlin/catlin1.html>

<http://www.albrightknox.org/artgames/index.html> Art games \*\*\*\*

<http://www.artic.edu/aic/collections/webgames/index.html> Play with art\*\*\*\*\*

<http://library.thinkquest.org/3044/> think quest of davinci \*\*\*\*\*

<http://www.sanford-artedventures.com/play/play.html> all kids of games Sanford \*\*\*

<http://www.artic.edu/artaccess/> Art Access \*\*\*\*\*

<http://library.thinkquest.org/3044/gallery/sk36.gif> example of fabric drawing \*\*\*\*

<http://www.artconnected.org/artsnetmn/theme.html> Good source for computer class or power point less on art basics

<http://www.art-design.umich.edu/mother/museums.html#unitedstates> - links to many museums

<http://www.sanford-artedventures.com/play/crimedetection/index.html> - Sketch artist activity

### HOW TO READ A PAINTING:

<http://www.kcsd.k12.pa.us/~projects/critic/process.html>

<http://www.sanford-artedventures.com/study/study.html> Sanford information about art \*

[http://www.sanford-artedventures.com/study/g\\_form.html](http://www.sanford-artedventures.com/study/g_form.html) form page

### INSIDE ART:

<http://www.eduweb.com/insideart/index.html> interactive journey through a painting,

<http://www.colorgenics.com/intro.html> Personality survey for fun in skills

<http://touregypt.net/index.htm> - Egyptian home page

<http://www.touregypt.net> - post card site from Egypt

<http://touregypt.net/bkofdead.htm> - Egyptian book of the dead

<http://www.virtual-egypt.com> - home page for below

<http://www.virtual-egypt.com/newhtml/data/bod1.htm> - lots of stuff

<http://www.sanford-artedventures.com/index.html> - Stanford art information for students

<http://www.sanford-artedventures.com/play/portrait1/portrait1.html> - portrait intro

<http://studentweb.bellarmine.edu/thamil01/edweb/portfolio/newpage14.htm> history of self portrait and lesson

[http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaictool.html?offer\\_id=PMTHF](http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaictool.html?offer_id=PMTHF)  
tessellation tool

[http://www.setgame.com/set/puzzle\\_frame.htm](http://www.setgame.com/set/puzzle_frame.htm) set game

<http://www.geocities.com/artiespages/links.html> Artiest page

[http://www.artswire.org/spiderschool/workshops/nysaae/computer\\_artist/resources11.html](http://www.artswire.org/spiderschool/workshops/nysaae/computer_artist/resources11.html) HTML support

<http://www.artcyclopedia.com/history/> in-depth source of art ant artists

<http://witcombe.sbc.edu/ARTH20thcentury.html> more art than you could ever look at

[www.idcnet.com/~cstewart/elinkart.htm](http://www.idcnet.com/~cstewart/elinkart.htm)

[www.davis-art.com](http://www.davis-art.com)

[www.primenet.com](http://www.primenet.com)

[makestuff.com](http://makestuff.com)

[www.kinderart.com](http://www.kinderart.com)

[library.thinkquest.org/3059/](http://library.thinkquest.org/3059/)

[www.bol.ucla.edu/~permadi/java/spaint/](http://www.bol.ucla.edu/~permadi/java/spaint/)  
[www.artswire.org/kenroar/lessons/artgames.html](http://www.artswire.org/kenroar/lessons/artgames.html)  
[education.crayola.com](http://education.crayola.com)

<http://www.kn.pacbell.com/cgi-bin/listApps.pl?Visual&Arts> list of sites, seem to have a lot of value  
<http://homepage.mac.com/krohrrer/iad/links/artstuff.html> incredible art dept. lots of sites  
[http://www.arts.ufl.edu/art/rt\\_room/%40rt\\_links.html](http://www.arts.ufl.edu/art/rt_room/%40rt_links.html) links to still check out

## IMPRESSIONISM

[http://hotwired.lycos.com/webmonkey/authoring/html\\_basics/](http://hotwired.lycos.com/webmonkey/authoring/html_basics/) html Impressionism:  
<http://www.impressionism.org/teachimpress/browse/aboutimpress.htm>  
<http://www.waldau.com/impressionism.html>  
<http://olinda.com/olinda/Art/Impressionism/imp.htm>  
<http://metalab.unc.edu/wm/paint/glo/impressionism>  
<http://www.kbnet.co.uk/rleggat/photo/history/impressi.htm>  
[http://www.columbia.edu/~jns16/monet\\_html/impressionism.html](http://www.columbia.edu/~jns16/monet_html/impressionism.html)

## ONLINE MUSEUMS

<http://www.kcsd.k12.pa.us/~projects/critic/resource.html> resources for searches museum  
[www.artmuseums.com](http://www.artmuseums.com)

## ONLINE GALLERIES

<http://www.mowa.org/enter.html> web gallery  
<http://www.amn.org/> Hepburn's site for art links  
<http://www.excalander.net/viewMuseum.asp?MuseumID=M00231> Hepburn's museum list  
<http://www.unlimitedart.com/Impressionism.htm> <http://spectrumvoice.com/art/artists/artists1.htm>  
<http://artnet.com/arhome/artistindex.asp> <http://giverny.org/monet/oeuvre/debuts.htm> (good images, but text in French)

## DEGAS

<http://www.impressionism.org/teachimpress/browse/lesson2.htm>  
<http://pollux.bibl.u-szeged.hu/cgfa/degas/index.html>  
<http://www.ocaiw.com/degabin.htm>  
<http://www.cafeguerboir.com/degasbio.html>  
<http://www.artchive.com/artchive/D/degas.html>  
<http://www.allaboutartists.com/bios/degas.html>

## MANET

<http://pollux.bibl.u-szeged.hu/cgfa/manet/index.html>  
<http://www.allaboutartists.com/bios/manet.html>  
<http://www.tombtown.com/bios/manet.htm>  
[http://centaugalleries.com/html/biography-edouard\\_manet.html](http://centaugalleries.com/html/biography-edouard_manet.html)  
<http://www.artchive.com/artchive/M/manet.html>

## MONET

<http://www.impressionism.org/teachimpress/browse/lesson1.htm>  
<http://pollux.bibl.u-szeged.hu/cgfa/monet/index.html>  
<http://silcon.com/%7Ebrita/monetpage.htm>  
<http://www.artchive.com/artchive/M/monet.html>  
<http://www.allaboutartists.com/bios/monet.html>  
<http://www.cafeguerbois.com/monetbio.htm>  
[http://www.columbia.edu/~jns16/monet\\_html](http://www.columbia.edu/~jns16/monet_html)

## RENOIR

<http://www.ndirect.co.uk/~nas/masters/renoir/renoir.htm>  
[http://pollux.bibl.u-szeged.hu/cgfa/renoir/renoir\\_bio.htm](http://pollux.bibl.u-szeged.hu/cgfa/renoir/renoir_bio.htm)  
[http://www.ambafrance.org/GALERIE/EXPOS/RENOIR/vie\\_eng.html](http://www.ambafrance.org/GALERIE/EXPOS/RENOIR/vie_eng.html)  
[http://www.canvascreations.com/gallery/bio\\_Renoir.html](http://www.canvascreations.com/gallery/bio_Renoir.html)  
<http://www.impressionism.org/teachimpress/browse/lesson8.htm>  
<http://renoir.org.yu/renoir.html>

<http://www.artchive.com/artchive/R/renoir.html>

<http://www.allaboutartists.com/bios/renoir.html>

## O'KEFFE

[http://www.optonline.com/comptons/ceo/03492\\_A.html](http://www.optonline.com/comptons/ceo/03492_A.html)

<http://www.ionet.net/~jellenc/okeeffe2.html>

<http://www.ionet.net/~jellenc/okeeffe3.html>

<http://www.ionet.net/~jellenc/okeeffe4.html>

<http://www.galegroup.com/library/resrcs/womenhst/okeeffeg.htm>

[http://sunsite.auc.dk/cgfa/okeeffe/okeeffe\\_bio.htm](http://sunsite.auc.dk/cgfa/okeeffe/okeeffe_bio.htm)

<http://www.okeeffemuseum.org/about.html>

<http://georgia.internal.org/flowers/gallery.html>

<http://library.thinkquest.org/17142/chef-doeuvre/gallery-keeffe1.htm>

<http://www.spectrumvoice.com/art/artists/major/o/okeeff09.htm>

<http://happyshadows.com/okeeffe/>

<http://www.tigtail.org/TVM/B/okeefe.html>

<http://library.thinkquest.org/17142/chef-doeuvre/gallery-keeffe1.htm>

<http://www.artsnetmn.org/environ/okeeffe.html>



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- Classroom Flyer Daily**  
Our Monday - Friday Daily Flyer. These flyers include all categories & forums, including Your Corner & By Request. Published Monday through Friday. **(Includes all Classroom Flyers below except Classroom Flyer Friday Digest and Early Learning Weekly)**
- Early Learning Weekly - New!**  
Published every Monday. Focusing on issues and resources for Early Childhood Educators.
- Classroom Flyer Webquests**  
Full webquest lesson plans on relevant & varied topics, featuring special projects by grade. Published on alternate Mondays.
- Classroom Flyer Forum**  
Teacher Forums on key issues and educational concerns, plus the Teacher-to-Teacher mentoring column. Published on alternate Mondays.
- Classroom Flyer Pre K-Gr. 3**  
This Flyer contains resources specifically geared to Early Elementary Educators. Published on Tuesdays.
- Classroom Flyer Gr. 4-6**  
Grade-specific resources for Upper Elementary Educators. Published on Wednesdays.
- Classroom Flyer Gr. 7-12**  
Grade-specific resources for Middle and High School Educators. Published each Thursday.
- Classroom Flyer Fridays**  
Contains assorted subject material including art projects, and resources for Special Events & Upcoming Holidays. All grade levels included. Published on Fridays.
- Classroom Flyer Friday Digest**  
The Classroom Flyer DIGEST is a compendium of the Classroom Flyers Daily, but it is issued only once a week. It contains most categories, but not Teacher-to-Teacher, By Request, or Your Corner. Published on Fridays only.
- Riverdeep Currents Newsletter**  
Quarterly newsletter From Riverdeep - The Learning Company. Coming soon.

**School or School**

<http://mta1.cheetahmail.com/cei-bin/subscribers/onepage.cgi?aid=145451857&AFF=AFF>

Riverdeep - The Learning Company

Page 2 of 2

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**Bueltel, John**

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**From:** The Classroom Flyer [classroomflyer@adm.ctic.com]  
**Sent:** Friday, June 21, 2002 8:12 AM  
**To:** bueltelj@ms.glenwood.k12.ia.us  
**Subject:** The Classroom Flyer Friday Edition 06/21/02

**THE CLASSROOM FLYER**

From Riverdeep--The Learning Company  
 Friday Edition Focus: Arts, Holidays, and Events

.....  
 FRIDAY, JUNE 21ST

+++++

Title I and Riverdeep

More than 70% of America's school districts rely on  
 Riverdeep's instructional content and tools to achieve  
 MEASURABLE results!

<http://www.riverdeep.net/special/nclc>

<<http://ctic.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhqXk/frda4>>

+++++

1. TODAY IN HISTORY: Welcome to the First Day of Summer . . .  
Summer Online Games.
2. USE THE NEWS: Wild Fire.
3. ARTS TO CRAFT: Nine Easy-to-Make Musical Instruments; Four in One Coffee Can; Paper Plate Maracas; Tube Trombone; Rainstick; Musical Instrument Activities.
4. HOLIDAYS AND EVENTS . . .  
  
INDEPENDENCE DAY: Picnic Theme Activities; Uncle Sam Hats; Independence Day Activities; American Colonial Crafts.
5. UPCOMING FORUM TOPIC: Do Teachers Have a Cushy Job??
6. VACATION OPTION: Use This Option to Put Your Subscription on Automatic Hold and Restart for Summer Vacation.
7. THE LEARNING COMPANY SCHOOL DIVISION CATALOG
8. PERSONALIZED PROFILES: Select Your Preferences.

these are some of the latest statistics on wildfires burning in our country. Learn what conditions cause and feed fires, how heroic firefighters try to prevent spread and control the blazes, and where drought-affected areas make wildfires a very real and extremely dangerous threat. Further learning extensions explore biological, chemical, and mathematical connections.

+++++

Find out about

SPECIAL OFFERS from Riverdeep - The Learning Company:

Sign up at:

<http://riverdeep.net/emailprefs> <<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/frii4>>

+++++

### 3. ARTS TO CRAFT

**NINE EASY-TO-MAKE MUSICAL INSTRUMENTS:**

[http://www.thefamilycorner.com/family/kids/crafts/9\\_musical\\_instruments.shtml](http://www.thefamilycorner.com/family/kids/crafts/9_musical_instruments.shtml)

<<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c3>>

With fairly common materials and simple procedures, your students can make their own cymbals, xylophones, guitars, and hand bells.

**FOUR IN ONE COFFEE CAN:**

<http://home.earthlink.net/~jbertles/4in1.html>

<<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c4>>

How useful are those coffee containers? Don't throw them out; recycle them instead into shakers, drums, and scrapers. The instructions here will show you how.

**PAPER PLATE MARACAS:**

<http://www.enchantedlearning.com/crafts/mexico/maracas/>

<<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c5>>

Make these simplified versions of a maraca as colorful as possible. Fill them with popping corn or dried beans, then shake away to accompany your classroom tunes.

**TUBE TROMBONE:**

<http://home.earthlink.net/~jbertles/tromb.html>

<<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c6>>

Make some cool trombone sounds with this easy to make project. You will need two different sizes of cardboard tubes--try sandwich wraps and paper towel rolls--a bit of tape, and decorate as you wish.

**RAINSTICK:**

<http://www.enchantedlearning.com/crafts/music/rainstick/>



Click Here to forward this The Classroom Flyer to a Colleague!  
 <<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/friend?U=&REMAIL=bueltelj@ms.glenwood.k12.ia.us>>

#### QUOTE OF THE DAY

"What a time! What a civilization!"

- Marcus Tullius Cicero

++++  
 Get FREE Computers, Digital Cameras, PDA's, and Printers  
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<http://riverdeep.net/special/402solc>  
 <<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/fri15>>

\*Restrictions and exclusions apply.

Offer expires: July 31, 2002

++++

#### 1. TODAY IN HISTORY

Welcome to the first day of summer, 2002 . . .

#### SUMMER ONLINE GAMES:

<http://www.kidsdomain.com/games/summer.html>  
 <<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c1>>

For special rewards, some online learning games, or  
 sponge activities, here is a large collection of  
 online games, all selected to fit into a summer  
 theme. Various age and ability levels are avail-  
 able, along with choices for Shockwave or Java.

.....

#### 2. USE THE NEWS

##### WILD FIRE:

[http://www.riverdeep.net/current/2002/06/061702t\\_wildfires.jhtml](http://www.riverdeep.net/current/2002/06/061702t_wildfires.jhtml)  
 <<http://chtah.com/a/hA9EwcxAlq2tRAJXsAzAJQISd.AlwhhqXk/cf1c2>>

Eleven states, twenty wildfires, 1.6 million acres--

Appendix C  
ESCHER UNIT

## Escher Sites

<http://library.thinkquest.org/16661/escher.html> (Now click on Alhambra to see the 1922 castle)

Click on **Gallery** at the top of page to see modern tessellations by current artists. Click on **Beyond** right below title to see other examples of what artists have done with tessellations

<http://library.thinkquest.org/16661/escher/tessellations.1.html> (learn about how he made his complex tessellations)

<http://www.geocities.com/williamwchow/javagraf/javagraf.htm> This site Gives you a lot of sites to explore. Check out the bouncing ball.

<http://www.cromp.com/tess/home.html> Check out the sites to the left.

<http://www.worldofescher.com/> Click on Gallery in the right column.

Scholastic Arts  
M.C. Escher Tesselation

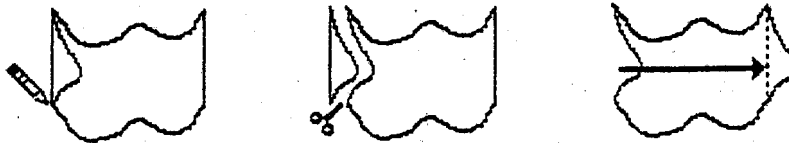
1. Cut out the top right corner of the hand out on the lines.
2. Draw a simple line across top of box as in example.



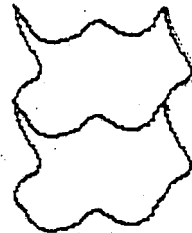
3. Cut out shape from the top of the box on the line you drew and slide it to the bottom and tape in to place as in examples.



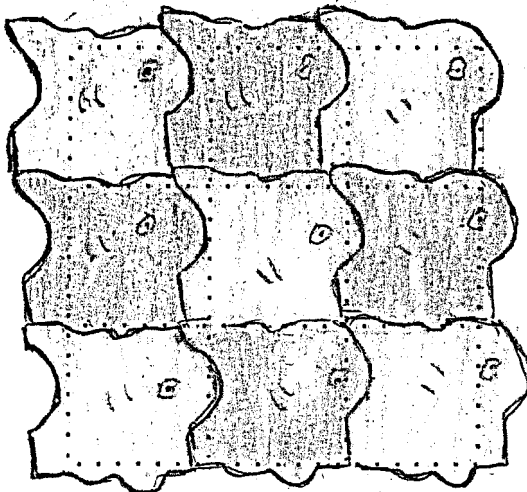
4. Draw a line on the left of the box as in the example. Cut out this shape as before and slide it to the right and tape it to the right side as in example.



6. You now have a tessellation tile!!!!



6. Place this tile in the center square of the grid at the bottom of page and trace around it.
7. Move your tile around to the other eight squares and trace around it again. You now have a tessellation pattern!!!!
8. Look at the tile and try to find a familiar object, as in a face, monster, animal bird, etc. Draw in this square to create that object.
9. Now draw the item in the remaining spaces.
10. Using colored pencils color in the tiles using two different colors in a checkerboard pattern.





Appendix D

ABORIGINAL ART PAINTING UNIT






Web Images Groups Directory

Searched the web for **aboriginal art**.

Results 1 - 10 of about 227,000. Search took 0.03 seconds.

### **X** Aboriginal Art and Culture Centre Alice Springs

... Our community operates the award winning **Aboriginal Art and Culture Centre** and **ABORIGINAL DESERT DISCOVERY TOURS** in Alice Springs. ...

Description: Insight into **Aboriginal** culture and art, especially of the Southern Arremnte tribal group.

Category: Society > Ethnicity > Indigenous People > Australian Aboriginals > Communities

[aboriginalart.com.au/](http://aboriginalart.com.au/) - 8k - [Cached](#) - [Similar pages](#)

### Aboriginal Art Online - Australian Aboriginal paintings. ...

Offering quality **Aboriginal art** plus information about the land and culture of Australian **Aboriginal** people. ... **Australian Aboriginal Art. ...**

Description: Painting, prints, pottery and sculpture by **Aboriginal** artists, and information about **Aboriginal art**,...

Category: Arts > Visual Arts > Native and Tribal > Oceania

[www.aboriginalartonline.com/](http://www.aboriginalartonline.com/) - 20k - [Cached](#) - [Similar pages](#)

### **X** ABORIGINAL ART of AUSTRALIA

... **ABORIGINAL ART** has now taken its place in the collections of the great museums and galleries around the world and is widely sought after. Rich and complex ...

[www.ozemail.com.au/~hallpa/indexb.html](http://www.ozemail.com.au/~hallpa/indexb.html) - 10k - [Cached](#) - [Similar pages](#)

#### ABORIGINAL ART of AUSTRALIA

**Aboriginal Art of Australia Paintings** by Australia's Most Prominent **Aboriginal Artists & DIDJERIDUS LARGEST** collection of **ABORIGINAL ART** on the NET ...

[www.ozemail.com.au/~aaia/nelson.html](http://www.ozemail.com.au/~aaia/nelson.html) - 12k - [Cached](#) - [Similar pages](#)

[ More results from [www.ozemail.com.au](http://www.ozemail.com.au) ]

### **X** Songlines Aboriginal Art Gallery, museum quality Australian ...

**SONGLINES ABORIGINAL ART, A SAN FRANCISCO AND AMSTERDAM GALLERY EXHIBITING MUSEUM QUALITY AUSTRALIAN ABORIGINAL PAINTINGS. ...**

Description: Dealer in Australian **aboriginal art**, with exhibitions.

Category: Arts > Visual Arts > Native and Tribal > Oceania

[www.aboriginal-art.com/](http://www.aboriginal-art.com/) - 5k - [Cached](#) - [Similar pages](#)

### OneWorld Magazine - Australian Aboriginal Art

... Read the brief orientation to **Aboriginal Art** and then visit the exhibition of contemporary traditional paintings!. For further information about the collection ...

[www.envirolink.org/oneworld/gallery/abo/](http://www.envirolink.org/oneworld/gallery/abo/) - 5k - [Cached](#) - [Similar pages](#)

### **X** Aboriginal Australia: Authentic Aboriginal Art, Craft and ...

... **Aboriginal** products, services and information. You can purchase authentic **Aboriginal art** delivered direct from the creators, access travel information and ...

Description: Explore **Aboriginal** culture through art from various communities, or visit the discussion area for...

Category: Society > Ethnicity > Indigenous People > Australian Aboriginals

[www.aboriginalaustralia.com/](http://www.aboriginalaustralia.com/) - 31k - [Cached](#) - [Similar pages](#)

### **X** Aboriginal art and crafts by Tobwabba Art

**Aboriginal Art and Craft** by **Tobwabba Art Australia**. **Tobwabba Art** online has retail and wholesale shopping offering secure transaction, an **Aboriginal Art ...**

[www.tobwabba.com.au/](http://www.tobwabba.com.au/) - 3k - [Cached](#) - [Similar pages](#)

### Aboriginal Studies - Art & Culture

... **Aboriginal Art, Culture & Spirituality. Aboriginal Studies WWW Virtual Library** The Internet Guide to **Aboriginal Studies. ...**

[www.ciclek.com/WWWVLPages/AborigPages/Art.html](http://www.ciclek.com/WWWVLPages/AborigPages/Art.html) - 16k - [Cached](#) - [Similar pages](#)






Web Images Groups Directory  
Searched the web for **aboriginal art**.

Results 11 - 20 of about 227,000. Search took 0.08 seconds.

### DACOU Aboriginal Art Gallery

... any of the featured artists, their work, or want to contact the DACOU Aboriginal Art Gallery for any reason, please 'click on the boomerang' to send us an e ...  
www.daccu.com.au/ - 13k - [Cached](#) - [Similar pages](#)

### Kluge-Ruhe Aboriginal Art

www.virginia.edu/kluge-ruhe/ - 1k - [Cached](#) - [Similar pages](#)

### Aboriginal Didgeridoo

... are situated 100 kms south of Alice Springs in Central Australia. Since 1995 we have owned and operated the **Aboriginal Art and Culture Centre** in Alice Springs. ...  
Description: Information about traditional music, history, playing tips, and purchasing information.  
Category: [Arts](#) > [Music](#) > [Instruments](#) > [Winds](#) > [Didjeridu](#)  
aboriginalart.com.au/didgeridoo/ - 16k - [Cached](#) - [Similar pages](#)  
[ More results from aboriginalart.com.au ]

### Aboriginal Australian Arts and Culture Institute, Tandanya

... The Tandanya Shop features a wide range of the best quality authentic **Aboriginal art**, artifacts, clothing, books and jewelry The Tandanya café, Red Kangaroo ...  
www.tandanya.on.net/ - 8k - [Cached](#) - [Similar pages](#)

### Boomerang Art - Aboriginal Art Gallery

Welcome to. Boomerang Art Aboriginal Art Gallery. View selected paintings by **Aboriginal artists** ...  
Description: **Aboriginal Art** from Central Australia, Arnhemland, the Kimberley and South Australia.  
Category: [Arts](#) > [Visual Arts](#) > [Galleries](#) > [Oceania](#) > [Australia](#)  
www.boomerangart.com.au/ - 9k - [Cached](#) - [Similar pages](#)

### Warlukurlangu Artists Aboriginal Art

View the work of the Warlukurlangu Artists Aboriginal Association of Yuendumu, Central Australia.  
Description: Specialising in fine art acrylics from the Warlukurlangu artists of Yuendumu in the Northern Territory, ...  
Category: [Shopping](#) > [Visual Arts](#) > [Ethnic and Regional](#) > [Oceania](#)  
www.warlu.com/ - 5k - [Cached](#) - [Similar pages](#)

### Eskimo Art / Inuit Art at ABoriginArt Galleries

Welcome to The Virtual World of Inuit Art. Canadian-art.com / ABoriginArt Galleries. English. Deutsch. Francais. ...  
Description: Supplies original Canadian Inuit art and Indian art, sculpture and prints.  
Category: [Shopping](#) > [Visual Arts](#) > [Ethnic and Regional](#) > [North America](#) > [Canadian](#)  
www.canadian-art.com/ - 7k - [Cached](#) - [Similar pages](#)

### Aboriginal Art from the Aboriginal Art Print Network - ...

... **Aboriginal Art Australia** Use Our Print Finder Below  
Description: Is Australia's publisher and seller of **Aboriginal**, limited edition, fine art prints.  
Category: [Regional](#) > [Oceania](#) > [Australia](#) > [Business and Economy](#) > [Shopping](#)  
www.aboriginalartprints.com.au/ - 66k - [Cached](#) - [Similar pages](#)

### Aboriginal Art Galerie Bähr in Speyer - [ Translate this page ]

... **Aboriginal Art Galerie Bähr in Speyer**. ... Willkommen auf der Internet-Site der **Aboriginal Art Galerie Bähr in Speyer, Deutschland**. ...  
www.aboriginal-art.de/art\_deu/kunst.htm - 12k - [Cached](#) - [Similar pages](#)








Web Images Groups Directory  
Searched the web for **aboriginal art**.

Results 21 - 30 of about 227,000. Search took 0.07 seconds.

### American Aboriginal Art and Crafts

Welcome To. American Aboriginal Art and Crafts. Museum Quality Plains Indian Replications and other goodies. Items of Interest: ...  
[www.gilanet.com/amerabo/](http://www.gilanet.com/amerabo/) - 13k - [Cached](#) - [Similar pages](#)

### ✘ ABORIGINAL Art Ilupa Desert Art Australian Aboriginal Art ...

Aboriginal art at ilupa exhibits authentic western desert aboriginal culture! LUPA DESERT ART papunya-tula fine art gallery ngaanyatjarra painting. ...  
Description: Arts of remote desert dot painters.  
Category: Arts > Visual Arts > Native and Tribal > Oceania  
[www.ilupa.com/](http://www.ilupa.com/) - 4k - [Cached](#) - [Similar pages](#)

### ✘ Aboriginal Art Gallery, quality Australian Aboriginal paintings ...

Aboriginal Art from TOAAC Quality Australian Aboriginal Arts, Paintings and Crafts The Original Aboriginal Art Company SkipFlash presentation please click here ...  
Description: Gallery of original aboriginal arts.  
Category: Arts > Visual Arts > Native and Tribal > Oceania  
[www.toaac.com/](http://www.toaac.com/) - 5k - [Cached](#) - [Similar pages](#)

### Aboriginal Art, Aborigène, TOAAC Gallery

... TOAAC The Original Aboriginal Art Company av. Montchoisi 5 - 1006 Lausanne / Suisse  
Tél. +4121 601 3939 - Fax +4121 601 3940 abrezol@diaf.eunet.ch. ...  
Description: Informational and commercial, devoted to aboriginal art.  
Category: Arts > Visual Arts > Native and Tribal > Oceania  
[karaart.com/toaac/](http://karaart.com/toaac/) - 12k - [Cached](#) - [Similar pages](#)

### Aboriginal Art - vivid modern dot paintings from the oldest ...

Aboriginal Art from the Australian Desert AG0759 Men's Ceremony  
Men's Ceremony by Paddy Petyarre. ...  
Description: Australian aboriginal dot paintings in Melbourne, modern and abstract.  
Category: Arts > Visual Arts > Galleries > Oceania > Australia  
[oo.net/jackel/](http://oo.net/jackel/) - 6k - [Cached](#) - [Similar pages](#)

### Aboriginal Art Museum

Het Aboriginal Art Museum in Utrecht, is geopend vanaf 3 maart 2001. Aboriginal Art Museum Oudegracht 176 3511 NP Utrecht T (0031+)(0) 30 2380100 F (0031+)(0) ...  
Description: Kunst en cultuur van de oorspronkelijk bewoners van Australië.  
Category: World > Nederlands > ... > Musea > Wetenschap en Techniek > Land- en Volkenkunde  
[www.aamu.nl/](http://www.aamu.nl/) - 3k - [Cached](#) - [Similar pages](#)

### Aboriginal Art Artifacts Didgeridoos - Australian Dreamtime ...

Aboriginal Art Artifacts & Didgeridoos by Australian Dreamtime Creations. We are Manufacturers, Wholesalers and Retailers of Australia's original and best ...  
Description: Manufacturers of unique authentic Aboriginal style designs on ceramic wall plates, vases, dishbowls, ...  
Category: Society > Ethnicity > Indigenous People > Australian Aboriginals  
[www.dreamcreations.com.au/](http://www.dreamcreations.com.au/) - 6k - [Cached](#) - [Similar pages](#)

### OneWorld Magazine - Australian Aboriginal Art

... Prior to the 1970s the public image of Aboriginal art was restricted to painted or burned decoration on utility items and "bark paintings". These "barks" are ...  
[www.envirolink.org/oneworld/gallery/abo/intro.html](http://www.envirolink.org/oneworld/gallery/abo/intro.html) - 9k - [Cached](#) - [Similar pages](#)

Katie

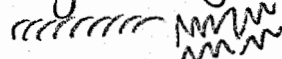
4B

aboriginalart.com

Burial Ceremony, by Patricia Lee



Balance type: The background is asymmetrical, but the foreground objects are mainly symmetrical.

Patterns: 

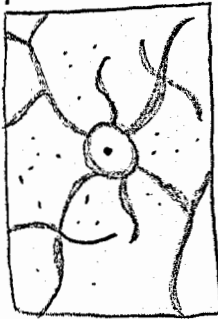
Shapes: Circles, ovals

Lines: Mostly squiggly lines, curved and sloping

Colors: Oranges and yellows, blue purple, blacks and whites.

aboriginalart.com

Yam Dreaming by Michael Nelson



Balance type: Radial

Patterns: not any, mostly just random shapes + lines

Shapes: circles in the center

Lines: Squiggly and curved lines

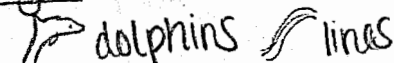

Colors: Bright pink, black lines, white speckles

tobawaboa.com


Sea Dolphins by Eva Leon



Balance type: Radial

Patterns:  dolphins  lines

Shapes: Dolphins

Lines: Curved, dotted 

Colors: Many intensities of blues, mostly darker shades

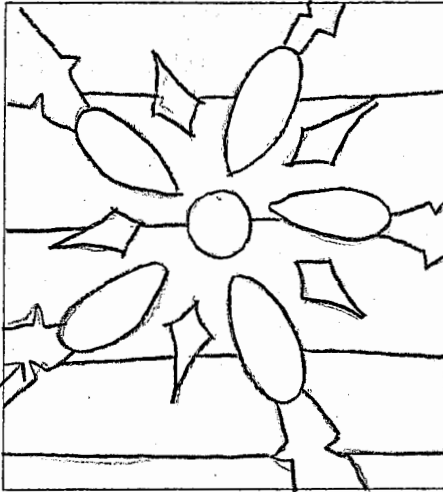


Self Reflection

Name Katie

Sec 4B

Do a thumb nail sketch of your painting



Looking at the list of art elements and the principles of design, explain where and how you used them in your composition ~~use in your composition~~. I chose my colors because they're more unique than usual colors that you see. I chose radial balance because I thought it fit my patterns better, and I felt that it looks symmetrical, too. I used proportions to make sure each color got as much as the others, <sup>back</sup>

What patterns from your world did you use in the composition? I used the flower-like pattern from my shirt, the stripes in the back from the wall, and the ~~the~~ patterns from a movie cover.

What are you saying with your art work? What do you hope others will see? (Give details). Use examples in your work. First, I really liked the flower pattern that I found and added the movie cover pattern on the ends of the petals to make it look more radial and like a spiral. I wanted to do something unique, so I used different shapes (like the  $\diamond$ ) and I chose colors that you don't see very often.

Form	<u>3</u>	Proportions	<u>4</u>
Shape	<u>4</u>	Balance	<u>3</u>
Line	<u>4</u>	Rhythm	<u>3</u>
Color	<u>3</u>	Emphasis	<u>3</u>
Space	<u>3</u>	Unity	<u>2</u>
Value	<u>3</u>	Variety	<u>3</u>
Texture	<u>3</u>	Pattern	<u>4</u>

1. Say what???
2. I'm starting to get it
3. I got it and I'm using it!
4. Master at it!!!!

and tried to put equal spacing between the shapes to make it look more organized. I tried to give variety to the shapes that I used.

Appendix E

ART CURATOR UNIT

## Museum Curator

You have been hired as curator of the Glenwood Museum of Young Artist. It is your job to select art work that will appear in the main exhibit hall for the opening show.

### Project assignment

There are five pages of art work that follow. Each page contains four works from a different period or style of art. Your job will be to select a total of five works from the twenty shown that you believe should be in the opening art show. You will justify your choices by responding to the critics for each art period and offer your own thoughts about that style or period of art. It is important to show a cross section of art and ideas through your five selections for the show.

You will create your own power point presentation with seven or more pages.

The pages are:

- Title page
- One page for each work you want in the show. Cut and past each work onto it's own page. Enlarge the work and create a text box for your justification statement.
- Last page is a bibliography. List the name for each work, cut and paste the Url site address for each work under the title, cut and paste these also.

You can get as creative as you want. You may change the design of the slide and add animation if you want. When you are finished you will save it under the computer class U drive and into the Art file. Use our last name and then the section number as the title of the file you save.

Example .... Jones-4B



## You will be graded on the:

- quality of the power point presentation.
- how well you use art terms.
- how convincing your justification is for each art work you choose.
- your general ability to write about art. (hint-use words and terms from the essential knowledge sheet).

## Contemporary



**Last Self-Portrait, 1986**  
Andy Warhol  
(American, 1930–1987)

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=1987942E88>



**Report from Rockport, 1940**  
Stuart Davis

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=1992961E324%2E1>



**Eyes, 1982**  
Louise Bourgeois  
(American, born France, 1911)

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=1986942E397>



**Girl Reading at a Table, 1934**  
Pablo Picasso  
(Spanish, 1881–1973)

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=1996942E403%2E1>



## Mad Max

Contemporary Art is modern and has to be different, I understand that. But it should not be in any show because it make no sense. It does not look real and most of the art pieces look as if they were done by a child. Where is the value to this art?

## Realism



[http://www.cartismuseum.org/wodka\\_get.html](http://www.cartismuseum.org/wodka_get.html)

Albert Bierstadt (1830–1902)  
*Sunrise, Yosemite Valley*



[http://www.cartismuseum.org/paintings/Resources/Remington\\_FallCowboy\\_Lg\\_1961-230.jpg](http://www.cartismuseum.org/paintings/Resources/Remington_FallCowboy_Lg_1961-230.jpg)

Frederic S. Remington  
(1861-1909)  
*The Fall of the Cowboy*



<http://www.cartismuseum.org/paintings/russell.html>

Charles M. Russell (1864-1926)  
*The Buffalo Hunt No. 39*



Grant Wood 1930  
*American Gothic*

[http://www.artic.edu/aic/collections/modern/73pc\\_wood.html](http://www.artic.edu/aic/collections/modern/73pc_wood.html)

# Creative Christine

Realist Art is ok, I guess. There is no imagination, no creativity. If you want these kind of images why don't you just take a photograph?

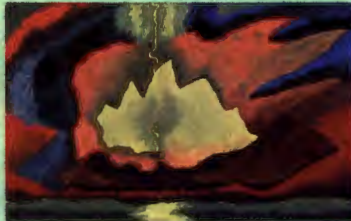


## Abstract



Howling Dog  
Paul Klee 1928

<http://www.artemis.org/exhibits/dog/dog.html>



Arthur G. Dove 1940  
*Thunder Shower*

[http://www.curtains.com/paintings/Resources/Dove\\_ThunderShower\\_Lg\\_1967-190.jpg](http://www.curtains.com/paintings/Resources/Dove_ThunderShower_Lg_1967-190.jpg)



Stepping Out, 1978  
Roy Lichtenstein  
(American, 1923–1997)

<http://www.artemian.com/collections/view12main.asp?dcp=01&all=0&mark=1&show=1980942E420>



René Magritte, 1938,  
*Time Transfixed*

[http://www.artic.edu/aic/collections/modern/76pc\\_magritte.html](http://www.artic.edu/aic/collections/modern/76pc_magritte.html)

## Straight Forward Stan



Abstract is to hard to figure out. It is kind of like visual poetry. People would not understand the artist's message, they don't want to think when they view art.

## Impressionism



**The Cup of Tea, ca. 1879**  
Mary Cassatt (1844–1926)

<http://www.metmuseum.org/collections/view1zoom.asp?dep=2&fd=0&rank=1&item=22%2E16%2E17>



**Classe Monet, 1868**  
*On the Bank of the Seine, Bennecourt*

[http://www.artic.edu/aic/collection/euryg/26jc\\_monet.html](http://www.artic.edu/aic/collection/euryg/26jc_monet.html)

**Gustave Caillebotte,**  
*Paris Street; Rainy Day*



[http://www.artic.edu/aic/collection/euryg/26jc\\_caillebotte.html](http://www.artic.edu/aic/collection/euryg/26jc_caillebotte.html)



**At the Seaside, ca. 1892**  
William Merritt Chase  
American

<http://www.metmuseum.org/collections/view1zoom.asp?dep=2&fd=0&rank=1&item=67%2E187%2E123>

## Real Deal Dale



Impressionism is just like realism but blurry, or out of focus. These artists can't paint as good as the masters so they stop before the quality is perfect. I wouldn't put this in a show when I could have quality realistic art.

## Nonobjective



Slide Lecture at the  
Metropolitan Museum,  
1916  
Max Weber

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=1975962E321>



Autumn Rhythm  
(Number 30),  
1950  
Jackson Pollock

<http://www.metmuseum.org/collections/view1zoom.asp?dep=21&full=0&mark=1&item=37962E92>



Portrait of a German Officer,  
1914  
Marsden Hartley

<http://www.metmuseum.org/collections/view1.asp?dep=21&full=0&item=49962E70962E342>



Kouros, 1944-45  
Isamu Noguchi

<http://www.metmuseum.org/collections/view1.asp?dep=21&full=0&item=33962E287962D1>

## Doughtful Deloris



Nonobjective Art is too off the wall. Its has no meaning and no purpose. It doesn't take any talent to do this type of art. A baby could make Nonobjective Art, it makes no sense!!

## Glossary

**Abstract** A style of art that in not realistic. To Change, distort, or exaggerate reality.

**Contemporary** Current or modern.

**Curator** A person that is responsible for the artwork a making decisions about it's care and display.

**Impressionism** A style of art that fills in spaces with hundreds of strokes and dots to simulate reflective light.

**Nonobjective art** A type of art that usually shows color, form, and texture, but has no recognizable subject.

**Realism** A style of art that represents people, objects or events as they are perceived.

You were graded on:

- A –completeness and quality of the power point presentation.
  - A –how well you use art terms.
  - A –how convincing your justification is for each art work you choose.
  - A –your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).
- A –**Final**

You have done a nice job on your presentations I like your choice of backgrounds. It is easy to read. The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details was clear and knowledgeable. Very nice job!!

You were graded on:

- A –completeness and quality of the power point presentation.
  - C –how well you use art terms.
  - B –how convincing your justification is for each art work you choose.
  - A –your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).
- B+ –**Final**

You have done a nice job on your presentations I like your choice of backgrounds. Good readability. The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details is starting to develop, keep using terms when talking about art.

You were graded on:

- B –completeness and quality of the power point presentation.
  - B –how well you use art terms.
  - B –how convincing your justification is for each art work you choose.
  - B –your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).
- B –Final**

You have done a nice job on your presentations I like your choice of backgrounds.

The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details are developing, work towards making them better. Go beyond just what you like, what makes it good art?

You were graded on:

- B –completeness and quality of the power point presentation.
  - D –how well you use art terms.
  - C –how convincing your justification is for each art work you choose.
  - C –your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).
- C –Final**

You have done a nice job on your presentations I like your choice of backgrounds.

The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details could have been better. Besides liking the art why put it in the art show?



You were graded on:

- Inc** -completeness and quality of the power point presentation.
- D -how well you use art terms.
- C -how convincing your justification is for each art work you choose.
- C -your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).

**Inc** -**Final**


Your presentation is very hard to read. Words on the pictures is not the best way to do this assignment. **You need a intro on your cover page.** The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details could have been better.  
Besides liking the art why put it in the art show?



## American Gothic

### 1930

**G**  
**r**  
**a**  
**n**  
**t**  
**W**  
**o**  
**o**  
**d**



Realistic art is very creative, because they need to think of a theme and a style. If you have a favor for photograph go ahead and try to find a 1930 couple a take a picture of it. Also, a painting takes much more work and effort to make than a photograph.

[http://www.artic.edu/aic/collections/modern/73pc\\_wood.html](http://www.artic.edu/aic/collections/modern/73pc_wood.html)

## Time Transferred

### 1938

**R**  
**e**  
**n**  
**e**  
**M**  
**a**  
**g**  
**r**  
**i**  
**t**  
**e**



Abstract art is for the creative mind, not the obvious. If you knew exactly what the artist meant by it, it would not be abstract. In this painting, for example, there is a train coming out of a fireplace or something like one. Why? Who knows?

In this picture I like the way the train has the same vanishing point as the fireplace thing. Making it look like it is coming straight out of the fireplace.

[http://www.artic.edu/aic/collections/modern/76pc\\_magritte.html](http://www.artic.edu/aic/collections/modern/76pc_magritte.html)

## Paris Street; Rainy Day




Impressionism isn't just the blurriness of a painting, but also the reflections and shadows that are made up completely from the imagination. This takes a mondo amount of effort and patience.

This painting was very creative because of the shadows and reflections on the street.

[http://www.artic.edu/aic/collections/eurptg/26pc\\_callebotte.htm](http://www.artic.edu/aic/collections/eurptg/26pc_callebotte.htm)

## Portrait of a German Officer



Nonobjective art could not be done easily by a child. It takes much imagination and thought to create the very near to noncomprehensible art.

I like the painting because I understand why it is called Portrait of a German Officer

<http://www.metmuseum.org/collections/views/1.asp?dep=21&fid=0&item=4954271962342>

You were graded on:

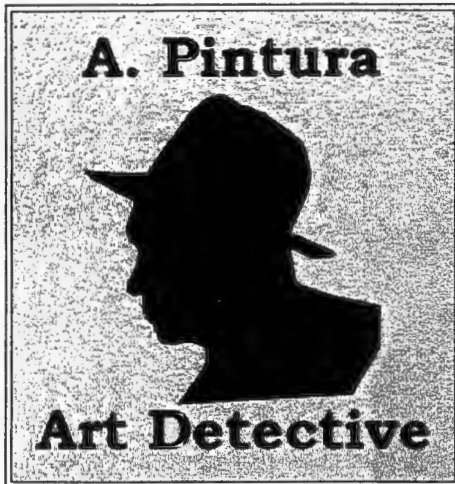
- A –completeness and quality of the power point presentation.
- A –how well you use art terms.
- A –how convincing your justification is for each art work you choose.
- A –your general ability to write about art. (hint- use words and terms from the essential knowledge sheet).

**A+ –Final**

You have done a nice job on your presentations I like your choice of backgrounds. It is easy to read. The reasons you gave told me about what you liked and what you saw. Your use of art terms and supporting details was clear and knowledgeable. Very nice job!!

Appendix F

ART DECTECTIVE UNIT



## The Case of Grandpa's Painting



**begin**

Teachers' resources

Another great site from  
Educational Web Adventures (Eduweb).  
Check out more Web adventures about  
art, science and social studies!

Send comments to A. Pintura  
<http://www.eduweb.com/pintura>  
Copyright 1997 Educational Web Adventures



<http://www.eduweb.com/pintura/index.html>



### Chapter Three: The Mystery Painting



I looked the photo over. I wished she'd brought the painting itself. Was it made on canvas or wood? Was the paint acrylic or oil? People say photos never lie, but they can keep a bagful of secrets.



So to identify Miss Featherduster's painting, I would have to rely on my knowledge of subject, composition and style. I looked at the painting. I had some suspicions about what it might be, but I kept them to myself. She was paying me by the hour.

**"Tell me about grandpa's collection," I said.**

Send comments to [A. Pintura](#)

Back to [the beginning](#)

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+ 76



Name Alana  
Sec 7A

While solving the mystery, you need to take some notes and answer some questions.

At first guess which artist do you believe painted the mystery painting? Millet's

As you investigate the paintings of each artists write: 1. his name, 2. description of the work shown, and 3. mention something about the style that artist painted in. 4. Notable differences

When you believe that you have found the artist of the mystery painting give 3 reasons that prove it is the creator of the painting. Use the language of art as you work on this mystery. You will receive one point for each art term/concept that you use correctly.

1. Raphael's - The marriage of the Virgin (1504) — impressionism
  - marriage of a young virgin
  - bright + dull colors used to emphasis different effects
  - mixture of warm + cool colors
  - mixture of colors show texture
  - much space was used
  - The people + back rounds have similar looks, but they do have differences in the detail and lines.
  - I think Raphael uses brighter colors.
2. Titian's - Portrait of Jesus - impressionism
  - 2 men - might be Jesus + a disciple
  - Light + dark colors used to emphasis feeling + shading
  - lines show wrinkles in clothing + the picture has good balance
  - I don't think they have anything incommon because the people are different + the artists each use different color schemes
3. Millet's - The Gleaners (1857) - Realistic
  - 3 people (women) picking up straw or hay in an open field.
  - There looks like a variety of color used and very good

sky is background  
They look exactly the same but use different colors

4 Van Gogh - Landscape near Avers - abstract

- open plains - fields - blue skies

In the foreground there seems to be an open plain

middle ground is fields + houses + the

background is the blue sky w/ clouds

Van Gogh had a nice mixture of cool colors

he uses good lines + strokes

Gauguin's - The Day of the God - abstract

- like an African tribe in a colorful environment  
many trees

- A mixture of many color schemes

mixture of warm + cool colors to emphasize the scenery + feeling

- not much negative space in this picture

Definitely not a match - 2 different styles  
and Gauguin use too many colors

Picasso -

Appendix G

ART CLASSROOM WEB SITE

# Middle School Art

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>	
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>		

**Welcome to the Glenwood Middle School Art page.**



<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	



## All About Us

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	

**Seventh and eight grade art students attend class together. They explore various media with an emphasis on drawing, painting, ceramics, print-making, and graphic art. Students also learn about various artists and art movements throughout history. They develop skills of seeing, understanding, and making judgements about their art as well as others. A personal art portfolio is kept allowing for personal growth through reflection. Outside of class drawing assignments are used to support art skills and concepts.**

## Assignments

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	<a href="#">Space Station</a>


**The list of home work assignments for this quarter. Click on the most recent assignment for directions.**

- [#10 Anything drawing](#)**
- [#11 Enlargement drawing](#)**
- [#12 Shading basic forms](#)**
- [Space station assignment tutorial](#)**



#11 Enlargement drawing

[Back](#)


**Cut a 1 inch X 1&1/2 inch rectangular whole in a piece of scrape paper.**



**Do a search for a composition to draw. It can be from real objects or pictures from a book or magazine. You could find a interesting design. I selected the dragon off my desk.**

**On a normal size drawing paper do a basic layout sketch of what you see inside the cut out rectangle. You will enlarge the image to fill your sheet of drawing paper (thus enlargement drawing).**



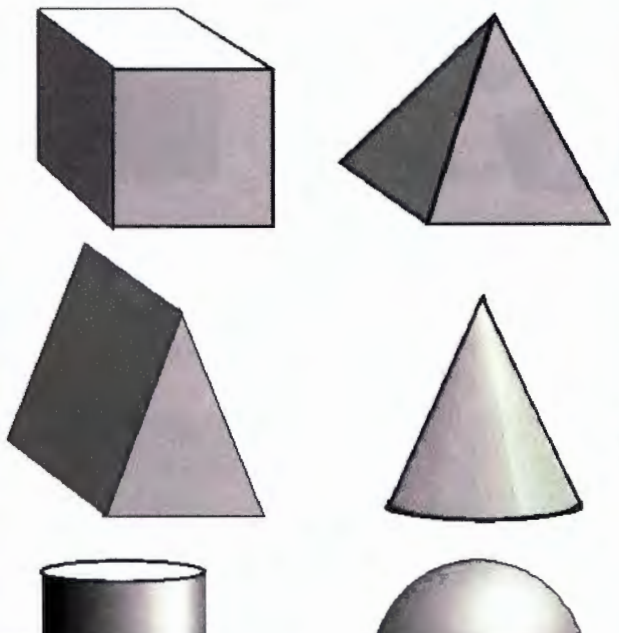
**#12 Basic forms shading**

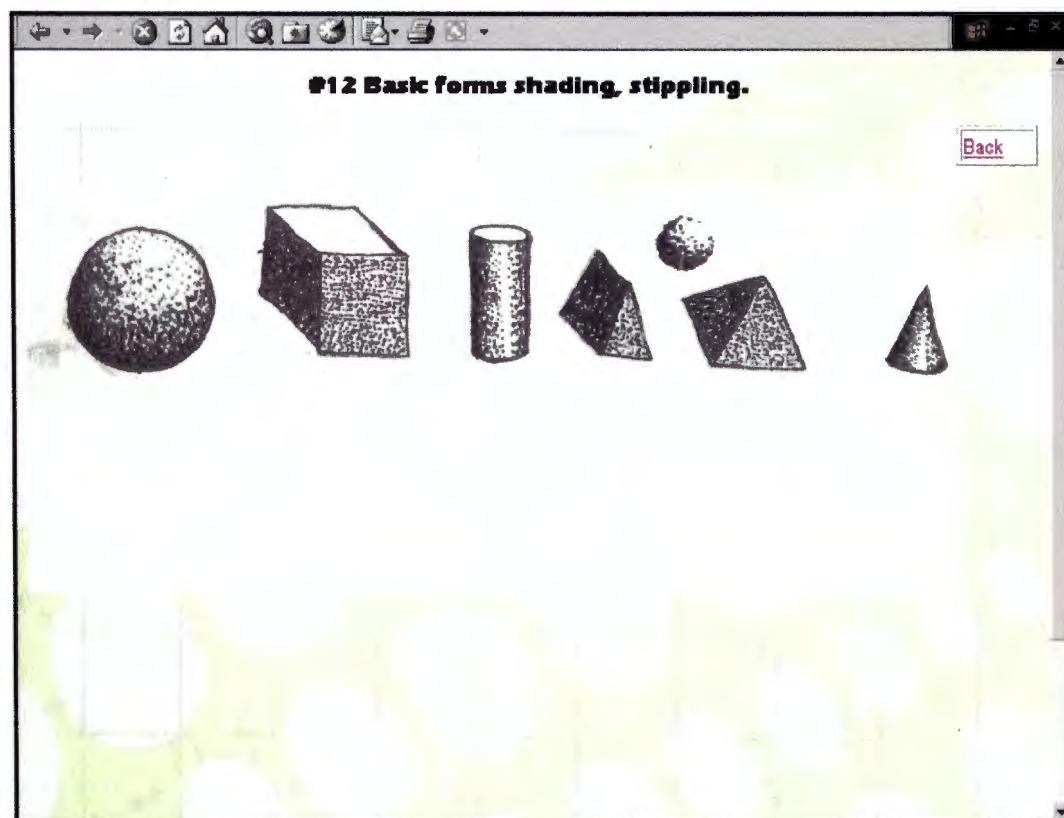
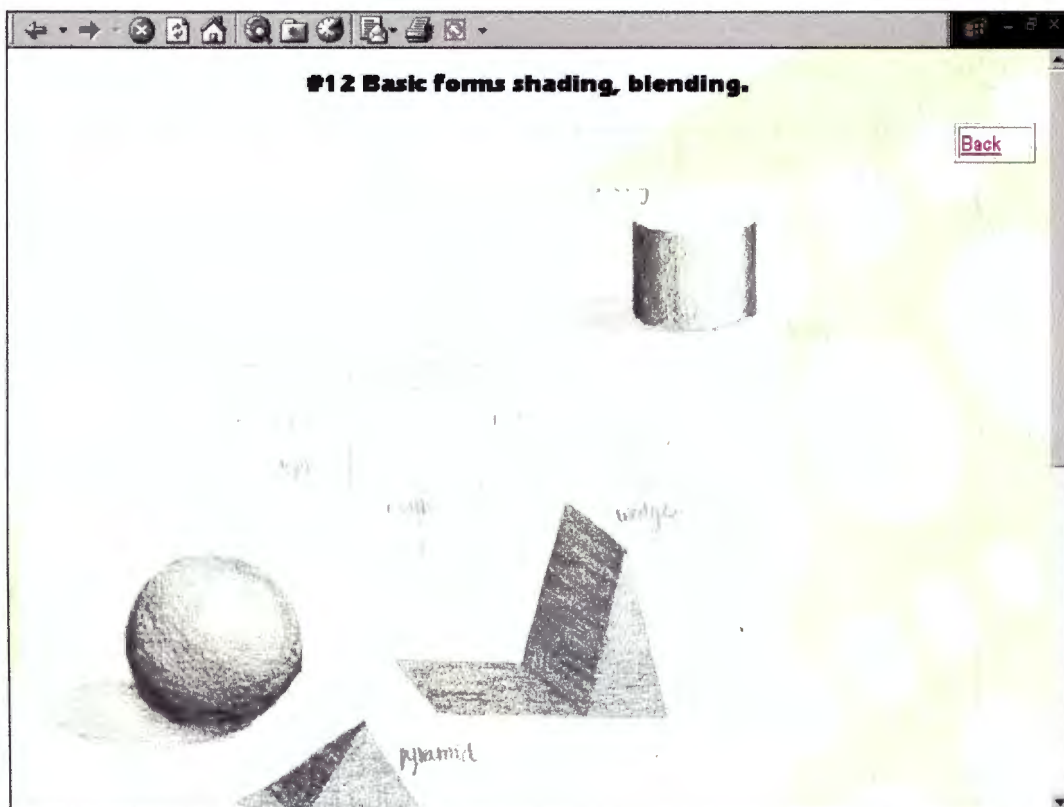
[Back](#)

**You are to draw the 6 basic forms that we have been working on in class. They only need to be 1 - 2 inches tall. You are to draw them 3 times, shading each set using a different method. The three methods are blended (example by Katie G.), stippling (example by Michelle A.), and hatching/crosshatching (example by Jill L.).**

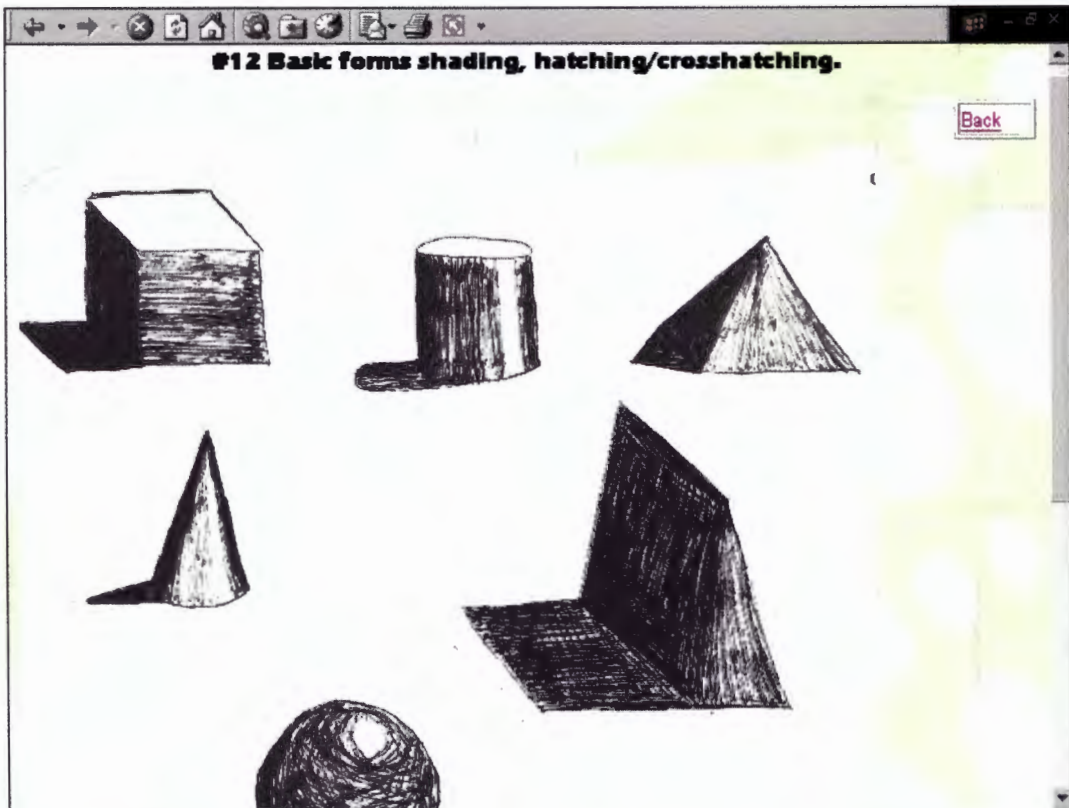
**When blending an art pencil will work best. When stippling a fine tip marker will work best. When hatching/crosshatching a fine tip marker or ink pen will work best. You may choose to use any drawing tool you want.**

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>	<a href="#">Back</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	<a href="#">Space Station</a>	







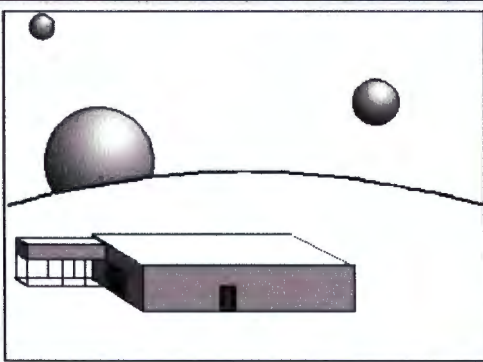


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This assignment involves the use of [basic forms](#) to create a complex drawing. Your first step is brainstorming ideas with quick sketches. After developing several ideas you like start with a horizon line. This will create the sky and the ground. [Form drawing link](#).

Click on the drawing to see the next step.

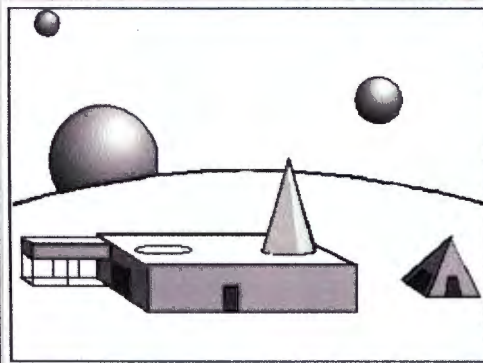
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<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	<a href="#">Space Station</a>	



Begin to add the more complex elements of your drawing. Be sure to keep verticals aligned with the sides. Horizontals aligned with the top or bottom. Keep the side of your box at a 45 degree angle.

Click on the drawing to see the next step.

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>	<a href="#">Back One</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	<a href="#">Space Station</a>	






When adding other basic shapes be sure to follow the rules for that particular shape. The cone will need an ellipse for its bottom. If the cone is solid you will draw only the lower half.

Click on the drawing to see the next step.

The screenshot shows a web browser window with a navigation menu at the top containing links: [GCSD Homepage](#), [Building](#), [MS Art Homepage](#), [All About Us](#), [Back One](#), [Assignments](#), [Student Gallery](#), [Cool Links](#), and [Space Station](#). Below the menu is a drawing of a space station with a central tower, a spherical habitat, and various structures on a platform. To the right of the drawing is a text box with the following text:

Add more complex details following contour lines. You can make this drawing as detailed and as involved as you choose. To make your drawings more complex you can stack shape, cut shapes apart or in half using contour lines.

The screenshot shows a web browser window displaying a page titled "Gallery". The background is a collage of colorful, abstract drawings. A navigation menu is present at the top with links: [GCSD Homepage](#), [Building](#), [MS Art Homepage](#), [All About Us](#), [Assignments](#), [Student Gallery](#), and [Cool Links](#). Below the menu is a list of student names, each accompanied by a small drawing of a character or object:

-  **JUSTIN H.**
-  **JILL L.**
-  **EMILY K.**
-  **JOSH J.**
-  **WESTON E.**



## Cool Links

<a href="#">GCSD Homepage</a>	<a href="#">Building</a>	<a href="#">MS Art Homepage</a>	<a href="#">All About Us</a>
<a href="#">Assignments</a>	<a href="#">Student Gallery</a>	<a href="#">Cool Links</a>	

**The following links are provided for you to explore, learn about, and have fun with art. Some are interactive and others will provide a chance to look, read about and learn.**

<a href="#">Sanford "Study Art"</a>	<a href="#">NGA Kids</a>	<a href="#">Art Tales</a>
<a href="#">Inside Art</a>	<a href="#">Carmine' Portraits</a>	<a href="#">Art Detective</a>
<a href="#">Thinkquest</a> Then click the Wind icon	<a href="#">Games About Art</a>	<a href="#">Access Art</a>
<a href="#">Art Games</a>	<a href="#">Play Games</a>	

Appendix H  
TEACHER-TO-TEACHER

**Buettel, John**

---

**From:** Brown, David [BrownDa@citrus.k12.fl.us]  
**Sent:** Monday, February 04, 2002 3:43 PM  
**To:** 'Buettel, John '  
**Subject:** RE: DNG

John,  
I'm glad to here that you are having some success with DNG. I have been using DNG for about three years and find that each term it gets better. I would be glad to help with any questions that you have! I will send an attachment with a rubric I am developing for a three-dimensional design class I am currently teaching. The students in this class are part of a magnet program in the visual arts, so the rubric will be a little advanced for middle school. Hopefully it will give you some ideas!

Dave

—Original Message—

From: Buettel, John  
To: 'brownnda@citrus.k12.fl.us'  
Sent: 2/4/02 11:05 AM  
Subject: DNG

Dave, Lee Jenkins gave me your e-mail address and mentioned that you are interested in communication about DNG. I am a middle school (7&8) Art instructor, I have worked with DNG for about nine weeks and am excited about what it has already brought to my program. Yet I have some unique challenges that are causing difficulties. I am more than will to search what I am currently doing and interested in what you have tried.

John

**Bueltel, John**

---

**From:** Brown, David [BrownDa@citrus.k12.fl.us]  
**Sent:** Friday, February 08, 2002 2:29 PM  
**To:** 'Bueltel, John '  
**Subject:** RE: DNG

John,

This is the first term that I have tried graphing the rubrics. So far it seems to be working well. The students don't finish the problems at the same time, so it is hard to know when to graph the class run chart. I am still working this out. I am also grading a little differently this term. I am grading on the improvement they show over time. This means that I give them a grade for their improvement at mid-quarter and at the end of the quarter. These grades count as 60% of their grade. When I look at their individual graph: A = moving up more than a point on the scale; B = moving up less than a point on the scale; C = staying the same; D = moving down less than a point; F = moving down more than a point; I tried it for mid-quarter reports and it worked well. We only had 2 projects so next I need to figure out how this will work with 4 or 5 projects.

I teach 9-12 grade students both pottery and Sculpture. This Term I have 3-D Fundamentals of Design class that all the students in our school of art program must take their sophomore year. I also teach 2 Pottery I classes. I usually have between 25 and 30 kids per class.

The length of projects depends on the class. The design class takes about three weeks per project and the pottery I classes take about one week per project.

I give the students a list of key concepts the first day of class and we start quizzes and graphing the next day. The students give the quiz, review the answers and graph the quizzes, while I take roll. If a lot of students miss a cretin question, I jump in and help the students to understand the concept.

I hope this helps! I have been doing DNG for about three years and it becomes more comfortable each term.

Dave

—Original Message—

**From:** Bueltel, John  
**To:** 'brownda@citrus.k12.fl.us'  
**Sent:** 2/7/02 8:15 AM  
**Subject:** DNG

David,

Thanks for the rubric, it looks concise and student friendly. I like the use of the word *verve*. Am I correct to assume that you are graphing your students rubric scores over the course of a year to monitor growth. Tell me more about your program. Number, how often they meet, how long a project may last?

Have you established a list of essential words, concepts, procedures that you test the students on weekly?

John

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## Lesson Plan Request Board

The Lesson Plan Request Board is a convenient way to request lessons plans and help developing your curriculum. The submission form is at the bottom of the board, before posting any request please review our current requests to see if you can help. By sharing your wisdom, you help make the Lesson Exchange Work!

### Current Requests:

Grade Level	Lesson Plan Topics Sought	Requested by
middle	electronic art connection and exchange	<a href="#">John Bueltel</a>
elementary	The solar system (planets)	<a href="#">David</a>
elementary	First grade online music class	<a href="#">Maggi Chiarella</a>
elementary	Jamestown Settlement	<a href="#">Jeff Root</a>
elementary	cinco de mayo crafts	<a href="#">linda</a>
elementary	Rippling Technique	<a href="#">Lydia Morris</a>
elementary	music and movement for pre K	<a href="#">mahka</a>
elementary	math	<a href="#">Pam</a>
elementary	genetics	<a href="#">Cavell Peart</a>
middle	human rights	<a href="#">Phil</a>
elementary	class assembly	<a href="#">cameron smith</a>
elementary	life in the future	<a href="#">Diana Salfity</a>
elementary	career planning lessons, job applications	<a href="#">Sharon Clarke</a>
other	Lesson plans for Insects for preschool ages 3-5 yrs.	<a href="#">Amanda Tommer</a>
advanced	Adult Music Appreciation Course	<a href="#">Patricia Edgar</a>
other	hawaiin games,art,books,fingerplays for preschool ages3-4-5 for head start	<a href="#">clmorris</a>
elementary	Cinnamon-Cooking Oil Handwashing Experiment	<a href="#">Randy Pershing</a>
elementary	ANY LESSONS ON ANY OF THE 50 STATES	<a href="#">Keely Howell</a>



middle propaganda	<a href="#"><u>Rosemary Trombetta</u></a>
elementary Physical Education (any lessons welcome)	<a href="#"><u>Danielle</u></a>
middle character education	<a href="#"><u>beverly</u></a>
middle How to read a ruler in inches	<a href="#"><u>Bill Pastel</u></a>
middle nothing but the truth by avi	<a href="#"><u>justin</u></a>
elementary seasons ans weather	<a href="#"><u>kaylee anderson</u></a>
elementary Teaching Fractions with manipulatives	<a href="#"><u>Peter Dashnaw</u></a>
middle Writing a Research Paper (4-6 Pages)	<a href="#"><u>Jacquelyn Groton</u></a>
elementary 75 minute creative writing activity for 4th & 5th graders going to an outdoor camp	<a href="#"><u>Mary</u></a>
elementary Pizza that we made by Joan Holub	<a href="#"><u>Adell Bridgeford</u></a>
elementary Mothers Day Ideals	<a href="#"><u>Sheila Malone</u></a>
elementary fractions	<a href="#"><u>Kia Spencer</u></a>
middle Music and Biology	<a href="#"><u>Erin</u></a>
senior teaching leadership skills	<a href="#"><u>Donna Dwinell</u></a>
elementary math lesson 33	<a href="#"><u>justine</u></a>
advanced the human heart	<a href="#"><u>michelle</u></a>
middle Lord of the Flies	<a href="#"><u>Zeta B. Shearill</u></a>
advanced dna	<a href="#"><u>vdj</u></a>
senior algebra	<a href="#"><u>munusamy</u></a>
elementary Folktales	<a href="#"><u>Connie Mulina</u></a>
elementary Three Billy Goeats Gruff	<a href="#"><u>Kathy Zay</u></a>
middle Dental Health	<a href="#"><u>Dorothy A Parsons</u></a>
senior Stay in School	<a href="#"><u>Donald Greenstein</u></a>
other Adult Basic education/literacy	<a href="#"><u>Breege</u></a>
middle THE WITCH OF BLACKBIRD POND	<a href="#"><u>suzanne mcglathin</u></a>
senior endocrine system	<a href="#"><u>fabilah</u></a>
elementary HOW TO TEACH VOCABULARY WORDS FOR STANDARDIZED TEST	<a href="#"><u>GENNETTE GRAHAM</u></a>
elementary new teacher need lesson ideas.	<a href="#"><u>need help</u></a>
elementary Math lesson on frogs	<a href="#"><u>Eddie</u></a>
elementary a, b, c, forming letters correctly -- easy, fun --	<a href="#"><u>delores</u></a>
elementary fun ways teaching suffixes to first grade (ed and ing right now)	<a href="#"><u>Sharon</u></a>
advanced what is stock exchange ( other related information)	<a href="#"><u>adeel</u></a>
elementary teaching adjectives and adverbs in second grade	<a href="#"><u>Louann Parrino</u></a>
middle Bibliotherapy Exercises	<a href="#"><u>Alana Jones</u></a>
elementary writing with action verbs [include a spicy	<a href="#"><u>Helen Miller</u></a>

introduction]	
elementary Art Lesson dealing with Peace	<a href="#"><u>Frank</u></a>
elementary Puss in Boots -reading lesson plan	<a href="#"><u>M.Kelly</u></a>
middle Exchangin information	<a href="#"><u>kenneth</u></a>
middle Exchanging information	<a href="#"><u>kenneth</u></a>
elementary Language Arts- The Cake That Mack Ate	<a href="#"><u>Susan Glasser</u></a>
elementary music and movement	<a href="#"><u>shirley billy</u></a>
elementary Smoking	<a href="#"><u>Sue H</u></a>
senior #1666. Writing a critical essay	<a href="#"><u>Sherry Gallant</u></a>
elementary A multiple intelligence book report	<a href="#"><u>Porchia Keeley</u></a>
middle Poetry	<a href="#"><u>Dian Decker</u></a>
senior Unit test on Of Mice and Men	<a href="#"><u>Deanna Kocher</u></a>
senior novels--"The Great Gatsby", "A Separate Peace"	<a href="#"><u>mackenzie</u></a>
elementary Charlotte's Web, Reading/Phonics and Rhymes	<a href="#"><u>Kelle Watson</u></a>
middle A Knight's Tale by Chaucer compare movie to literature	<a href="#"><u>sheri b</u></a>
elementary Water	<a href="#"><u>Megan</u></a>
middle teaching argument and perspective	<a href="#"><u>Brandy Bishop</u></a>
elementary charlotte's web	<a href="#"><u>Yolanda Bunch</u></a>
senior Intro to Computer/Keyboarding	<a href="#"><u>Janice Bell</u></a>
senior respiratory system	<a href="#"><u>Bryan Davey</u></a>
elementary The water cycle	<a href="#"><u>Kat Johnson</u></a>
senior romeo and juliet important quotes	<a href="#"><u>samatha adesberg</u></a>
elementary Medieval Castles	<a href="#"><u>Lorelee Wilson</u></a>
elementary Oral History Project to learn about people/history of a local area	<a href="#"><u>Kris Ayres</u></a>
elementary energy and energy forms	<a href="#"><u>Lajuana Livingston</u></a>
elementary solar power/solar energy	<a href="#"><u>janet l garrett</u></a>
elementary Nutrition lessons on five senses	<a href="#"><u>atrin</u></a>
middle Number the Stars Lesson Plans	<a href="#"><u>Eva</u></a>
elementary Sample economics	<a href="#"><u>Yasmin Wayar</u></a>
elementary Plate tectonics; Pangea puzzle?	<a href="#"><u>Debi Jacobsen</u></a>
elementary introducing music to 5-6 year olds	<a href="#"><u>melinda edwards</u></a>
elementary phonics	<a href="#"><u>Lyn Huffmin</u></a>
senior Richard Wright's Native Son	<a href="#"><u>Alex McMurtry</u></a>
elementary Inferencing	<a href="#"><u>Lynne Williams</u></a>
middle Plant Propagation	<a href="#"><u>Lauren</u></a>
elementary Reading/phonics	<a href="#"><u>AntoinetteMorris</u></a>


senior alcohol abuse	<a href="#">kellie barber</a>
other butterflies preschool	<a href="#">margo breithaupt</a>
elementary government	<a href="#">carol Lau</a>
elementary How to make a complex machine from 3 simple machines	<a href="#">Jenny Patterson</a>
elementary Language Arts	<a href="#">laverne hilton</a>
elementary Author Studies	<a href="#">Sonia</a>
elementary earth day/pollution	<a href="#">Traci Christoffersen</a>
middle Poetry Unit For ELDs Leve. 1-2-3	<a href="#">filomena shaw</a>
elementary Teaching and preforming "If your happy and you know it clap your hands"	<a href="#">Marc Shaw</a>
elementary conflict resolution	<a href="#">Lisa Nowlan</a>
elementary U. S. GOVERNMENT	<a href="#">jerome tinguee</a>
middle The Great Depression	<a href="#">Angela Long</a>

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**Bueltel, John**

---

**To:** wduncan@kc.rr.com  
**Subject:** Art connection

Mr. Duncan,

Enjoyed looking at the Rosedale Middle School website, particularly that of the art department. I am a middle school art instructor at Glenwood Middle School in Glenwood, Iowa. I am looking to make an electronic art connection with another middle school. I am wanting this connection for professional growth and for my students to share their art, ideas and thoughts about art. Would this be something that you and your students would be interested in?

Sincerely

John Bueltel

**Bueltel, John**

---

**From:** Woody Duncan [wduncan@kc.rr.com]  
**Sent:** Wednesday, April 24, 2002 5:08 PM  
**To:** Bueltel, John  
**Subject:** Re: Art connection

John,

What you suggest would be of interest. I'm not sure what you mean by an electronic art connection. If it is school to school contact by e-mail I would have to check it out first. Our district doesn't want students using e-mail from school computers. They block e-mail access in the labs. But, I know the kids post to my Guestbook often from the labs so maybe we could set up an electronic bulletin board of some sort. Let me know what you have in mind.

I'm trying to have one of my art classes next year be just a web design class so the kids can really learn how to build web sites.

Keep in Touch, Woody in KC

"Bueltel, John" wrote:

>  
 > Mr. Duncan,  
 >  
 > Enjoyed looking at the Rosedale Middle School website, particularly that of  
 > the art department. I am a middle school art instructor at Glenwood Middle  
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 > with another middle school. I am wanting this connection for professional  
 > growth and for my students to share their art, ideas and thoughts about art.  
 > Would this be something that you and your students would be interested in?  
 >  
 > Sincerely  
 >  
 > John Bueltel

—

Only Kansas is flat, not the entire planet.

To respond to me privately via E-mail

click on <mailto:wduncan@kc.rr.com>

put Hey Woody on the subject line so I'll read it first

my watercolors are at <http://www.taospaint.com/WoodysPaintings.html>

visit my Web Site at <http://www.taospaint.com>

this e-mail message is from Artist/Teacher Woody Duncan

Rosedale Middle School in Kansas City, Kansas

the URL for Rosedale is <http://kancrn.kckps.k12.ks.us/rosedale>

for the newest photos of my beautiful grandkids Tim, Tess and Tiff

click on <http://www.taospaint.com/AtNewHome.html>

to see my students art go to

<http://kancrn.kckps.k12.ks.us/rosedale/RMSArtStudioNov2001.html>

**Buettel, John**

---

**From:** Larry Holland [larry.holland@horizon.ab.ca]  
**Sent:** Tuesday, April 30, 2002 12:51 PM  
**To:** Buettel, John  
**Subject:** Re: Art connection

Hi John,

We would be happy to set something up with you for the art program. We set up the Telus program to gain ideas about what others in our division are doing in their art programs. I am sure our students will be excited about corresponding with yours. I am the principal of a small K to 9 school, 146 students with 41 in Jr. High. I am originally from Iowa too; I went to school in Leon, Iowa. I moved to Alberta for the big game hunting and the fishing.  
Larry Holland

"Buettel, John" wrote:

> Mr. Holland,  
>  
> Please allow me to introduce myself. My name is John Buettel and I am  
> currently the Art Instructor at Glenwood Middle School in Glenwood Iowa,  
> USA. I am looking to make a connection for my seventh and eighth grade  
> students with another young group of artist. I found your website through  
> @2Learn.ca. I am trying to establish a computer lab in my art room and use  
> the internet into instruction and the experiences of my  
> students. Would you be willing to make an electronic connection with us.  
>  
> Sincerely  
>  
> John Buettel

**Bueltel, John**

---

**From:** Larry Holland [larry.holland@horizon.ab.ca]  
**Sent:** Tuesday, May 14, 2002 10:22 AM  
**To:** Bueltel, John  
**Subject:** Re: Art connection

Hi John,

Sorry I have been so long getting back to you. We have been preparing for our grade nine grad.

Telus sponsors collaborative projects among school to the amount of 3, 6 or 9 hundred dollars. To qualify for this money we submit a plan which usually needs to involve some of the following; table making, graphing, journal writing, slide shows, power point presentations, or pictures of completed work. The art project we are doing is sponsored for \$900 per school. The intent is to share ideas among the various schools in our school division.

We would be happy to set something up with you and your students for the coming year. I have the Jr. high students for art for next year. We will have only 40 students in grades 7, 8, and 9. All of our students have e-mail addresses through the school so communication would be easy.

Let me know how you want to proceed.

Larry

"Bueltel, John" wrote:

> Larry, Thanks for responding, tell me more about Telus, and how your  
 > teacher are using it in their art curriculum.

>

> John

>

>> -----Original Message-----

>> From: Larry Holland [SMTP:larry.holland@horizon.ab.ca]

>> Sent: Tuesday, April 30, 2002 12:51 PM

>> To: Bueltel, John

>> Subject: Re: Art connection

>>

>> Hi John,

>> We would be happy to set something up with you for the art program. We

>> set up

>> the Telus program to gain ideas about what others in our division are

>> doing in

>> their art programs. I am sure our students will be excited about

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>> with 41

>> in Jr. High. I am originally from Iowa too; I went to school in Leon,

>> Iowa. I

>> moved to Alberta for the big game hunting and the fishing.

>> Larry Holland

>>

>> "Bueltel, John" wrote:

>>

>>> Mr. Holland,

>>>

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>>> currently the Art Instructor at Glenwood Middle School in Glenwood Iowa,

>>> USA. I am looking to make a connection for my seventh and eighth grade

> > > students with another young group of artist. I found your website  
> > through  
> > > @2Learn.ca. I am trying to establish a computer lab in my art room and  
> > use  
> > > the integrate the internet into instruction and the experiences of my  
> > > students. Would you be willing to make an electronic connection with  
> > us.  
> > >  
> > > Sincerely  
> > >  
> > > John Bueltel





The project registry @2Learn.ca is constantly growing. To assist you in viewing the projects currently registered, we offer you the following options. Click the "View All" button below to see all of the current projects sorted alphabetically. If you wish to see projects sorted by specific fields such as grade level, curriculum, theme, title, etc. then choose the button entitled "Select by Field".

View All

Select by Field

Go to the Project Centre @2Learn.ca

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## Creative Banff

ART 9 Banff Community High School

Banff Alberta, Canada

M. Lefroy  
Teacher



Updated June 2001

### Projects

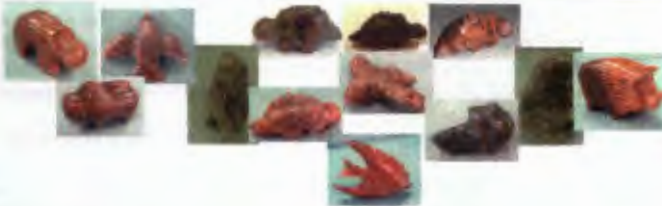
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[Ryley's Soapstone Page](#)

[More Ms. Lefroy's Courses](#)



At right: Sample carving done last year by Mike Fiek



Above banner created by Ryley Moskal

**Bueltel, John**

**From:** Michelle Lefroy [mlestroy@crsd.ab.ca]  
**Sent:** Wednesday, April 24, 2002 6:52 PM  
**To:** Bueltel, John  
**Subject:** Re: Art connection

Dear John

I am pleased you have found my web site and contacted me. Indeed I am in the very middle of this soapstone unit with my grade 9s as we speak. Some are soon to finish, others still in progress. We use Canadian soapstone..but perhaps you can access the stone from Alaskan sources or even Brazilian. Last year, I taught grade 9 art along with many other subjects. This year I teach art to grade 9s and senior high 10. 11. 12. I have not updated the site due to political "Work to Rule Constraints" but I see an end to this hopefully soon. I indeed have many digital images of the students work we could share.

I will read your email to my grade 9s as you are wishing to communicate with middle school and they are closer in age. I think this is an exciting opportunity and would like to talk with you more. Do you have a digital camera? Perhaps we could get the students to exchange some other work they've done to start a rapport going? Do you have a web site as well?

I look forward to connecting with you again.

Sincerely,  
 Michelle Lefroy  
 Banff Community High School  
 Banff National Park  
 Banff, Alberta, Canada

— Original Message —

**From:** "Bueltel, John" <bueltelj@ms.glenwood.k12.ia.us>  
**To:** <mlestroy@crsd.ab.ca>  
**Sent:** Tuesday, April 23, 2002 6:50 PM  
**Subject:** Art connection

> Ms Lefroy,  
 >  
 > Please allow me to introduce myself. My name is John Bueltel and I am  
 > currently an Art instructor at Glenwood Middle School in Glenwood, Iowa,  
 > USA. I happened across your art room website as I was doing a search for  
 > art classroom websites. I am wanting to make contact (via e-mail or  
 > websites) with a secondary school, preferably a middle school. I would  
 > like  
 > my students to share art work, ideas, comments about their art with  
 > another  
 > group of young artist. My seventh and eighth graders are just starting a  
 > sculpting unit. I noticed your soap stone carving on your current  
 > webpage.  
 > I see that it was up dated June 2001. Is it possible that you do this  
 > project each year and you have current student that would be willing to  
 > share their art and their stories about it.  
 >  
 > Sincerely  
 >  
 > John Bueltel

**Bueltel, John**

---

**From:** Bueltel, John  
**Sent:** Friday, April 26, 2002 10:00 AM  
**To:** 'mlefroy@crsd.ab.ca'  
**Subject:** Art connection

Dear Michelle,

Thank you for your response. I am currently in the process of integrating the use of the internet into my art curriculum. I have established a small computer lab (7 machine) in my art room. Trying to make a classroom to classroom connection with another art class seemed like a way to get my student engaged in a new way with this technology, and open the world of art to them. We have looked at your student's soap stones sculptures as we begin to brain storm ideas for their sculptures. We will be carving into a plaster/zonolite medium, presently we are learning about carving basics with bars of soap.

I have not made a connection like this before, I have some ideas about this but am open to any suggestion on how to take advantage of technology and making this a meaningful experience for our students. My initial thoughts are:

Create a special page on our respective web site to place images that we want to share with each other. I have our classroom web site at <http://www.glenwood.k12.ia.us>. Enter the site and click on "Bueltel Art" this should get you to our classroom web site. This is my first attempt at a site so it needs some work. This is on the high school server and I don't have a direct link to it. Update have to be e-mailed an installed by a high school computer teacher. The format of the HS page makes our pages hard to view but I have no control over it. In the near future our site will be on our building's server.

I thought it would be nice to get a few pictures of my students and our room on there for you to get to know us better. Also select a few of our better works (sculpture unit) for your students to look at. I have 160 students and it would be impossible to display them all, though I sure they would like that option. Maybe display the 2-3 per section. 20 total works.

I would also hope to have my students look at what your student are doing and communicate to your students about that. Ask them questions about their art, process, working in stone, comment about what they like. Communication may have to be art class to art class rather than student to student, just because of the #s.

I am currently checking with district technology coordinator to make sure I do all this correctly according to our "policies" about students being on-line. I don't see any problems here just need to do it correctly.

I have talked to by students about your e-mail and starting this connection. They think it would be "COOL".

Please give me your ideas and or concerns. Our school has about 4 weeks left. Kind of a crunch to get this up and running, but I am willing to try.

Thank you for your interest,

John



Print Message

Keep As New

Delete

1 of 19

Next

Help

Date: Fri, 24 May 2002 11:40:39 AM Eastern Daylight Time  
 From: [Jkbueltel](mailto:Jkbueltel)  
 To: [mlefroy@crsd.ab.ca](mailto:mlefroy@crsd.ab.ca)

Michelle,

We have been carving away with the reality of the end of the year fast approaching us. My students are down to a final class or two. Last day is May 30th. I am sending you this email via my home email address because our school has shut down the proxy serve to make new connections with a different internet provider. Good timing. If you have sent any mail to us since our last email on the 21st we did not receive it. Please send again. We should still be able to send a final email to you with pics of your better sculptures. Send any mail you have to this address.

My students have really enjoyed this connection and the items shared. Thank you for your participation. It really did bring about a chance to talk about art, use art terms and think about sculpting prior to starting the carving.

More later,

John

Keep As New

Delete

1 of 19

Next

Help

 Include original text in reply.


Reply



Forward



Reply All

Add  
Addresses

**Bueltel, John**

---

**From:** Michelle Lefroy [mleeroy@crsd.ab.ca]  
**Sent:** Wednesday, May 22, 2002 5:10 PM  
**To:** Bueltel, John  
**Subject:** Re: Art 9 Exchange

Hi John

Just some info corrections of what Angie sent. She forgot to have me proofread this one.

We have 3 blocks of art a week each at 55min long.

Our school year goes from August 28th (usually around there) to end of June. 10 months basically.

We have 3 units in Art mainly... Drawing (from charcoal to pencil crayon and pastels) Painting (Acrylic on canvas and water colour on paper) and Sculpture (Soapstone and clay) We also do a variety of printmaking and engraving.

Right now we are engraving and will send some of those to you soon

I will soon be updating the web site with images of what this years class has made and will let you know when that is ready.

Angie will be compiling your photos and emails into a presentation using Microsoft Publisher to present to the class this coming Friday.

We look forward to sending a few more emails before your school ends.

John, I hope to continue connecting our students next year and would like to know what you think about having one specific class paired/teamed up with another?

Just thoughts about continuing a connection.

Have a great day.

Michelle~

**Bueltel, John**

---

**To:** Michelle Lefroy  
**Subject:** RE: Art 9 Exchange

Michelle,

Yes I am very interested in continuing this connection next year. I surveyed my students about the pros and cons of the year. The Banff connection was high on their list of good experiences. I do like the idea of pairing student groups next year and was thinking the same thing. We will have one more email today or tomorrow with pictures attached. Thank your students for me, thank you for this chance to get to know your students and your program a bit better. Have a good summer.

John





**Bueltel, John**

**From:** Michelle Lefroy [mleeroy@crsd.ab.ca]  
**Sent:** Friday, April 26, 2002 12:50 PM  
**To:** Bueltel, John  
**Subject:** Art 9 Exchange



Art9soapstoneMarch20  
02-1.jpg



Art9soapstoneMarch20  
02-2.jpg



Art9soapstoneMarch20  
02-3.jpg



Art9soapstoneMarch20  
02-4.jpg



Art9soapstoneMarch20  
02-5.jpg



Art9soapstoneMarch20  
02-6.jpg

Hello,

My name is Angie and I am a student in Ms. Lefroy's Art Class! She has read your e-mail to our class about how you would like to know about soapstone. I was very intrested in helping out with the e-mailing and the pictures. Im also intrested in talking about and sending you stuff on our art work. I will be sending you pictures of our class in progress carving our soapstone. When our soapstones and all finished I will be sending you pictures of our finished work and the carving tools that we used. It was an awesome project that we got to do. I'm looking forward to hearing back from you and your class and telling me and the rest of the students what you and your students think. Also if you have any comments questions or concern feel free to ask me or Ms. Lefroy.

The attached images, I will give you a breif description of each picture.

Picture#1: These # students have just recieved their blocks and have started to carve.

Picture#2: This student is getting right down to work. Carving is stone of what shape he wanted it.

Picture#3: These students have got to the stage of where the shape is compelte but making sure it is the way they like it.

Picture#4: These 3 girls have got right done to the last of the stone. Making sure that it is rounded and not block shape form.

Picture#5: The girl with the pencil is planning out her desgin and shape of what and how she would like her stone.

Picture#6: This table of students are carving the stone and making it the shape, they have picked out.

Thank you very much, Hope to hear from you soon!

Take Care, Bye Bye for now.

Angie

On behalf on Grade 9 Art

Michelle Lefroy

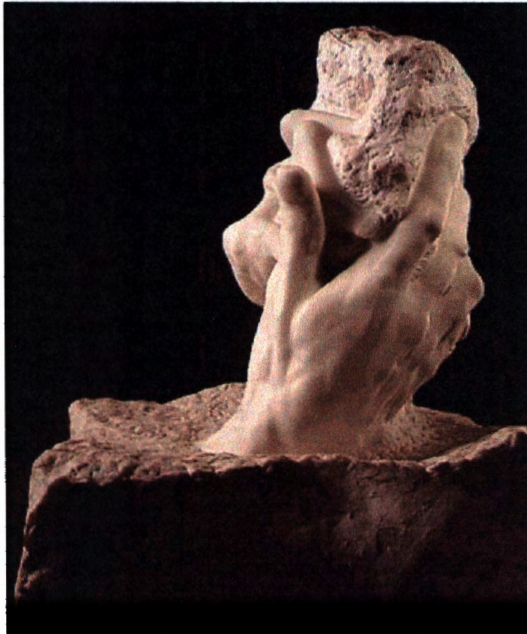
Banff Community High School



Reclining Figure: Angles  
Henry Moore



*Large Two Forms* 1966-1969



*The Hand of God*  
Rodin



Detail:  
David  
Michelangelo



Pietà



Oiseau Solaire (Solar Bird) Joan Miró





**These # students have just received their blocks and have started to carve.**



**This student is getting right down to work. Carving is stone of what shape he wanted it.**



These students have got to the stage of where the shape is complete but making sure it is the way they like it.



These 3 girls have got right done to the last of the stone. Making sure that it is rounded and not block shape form.



The girl with the pencil is planning out her design and shape of what and how she would like her stone.



This table of students are carving the stone and making it the shape, they have picked out.











Is there any difference between the seasons?

Do the schools get a lot of snow days?

How many days until you get out of school?

How long is winter?

How many hours are in a school day?

How many kids go to your high school?

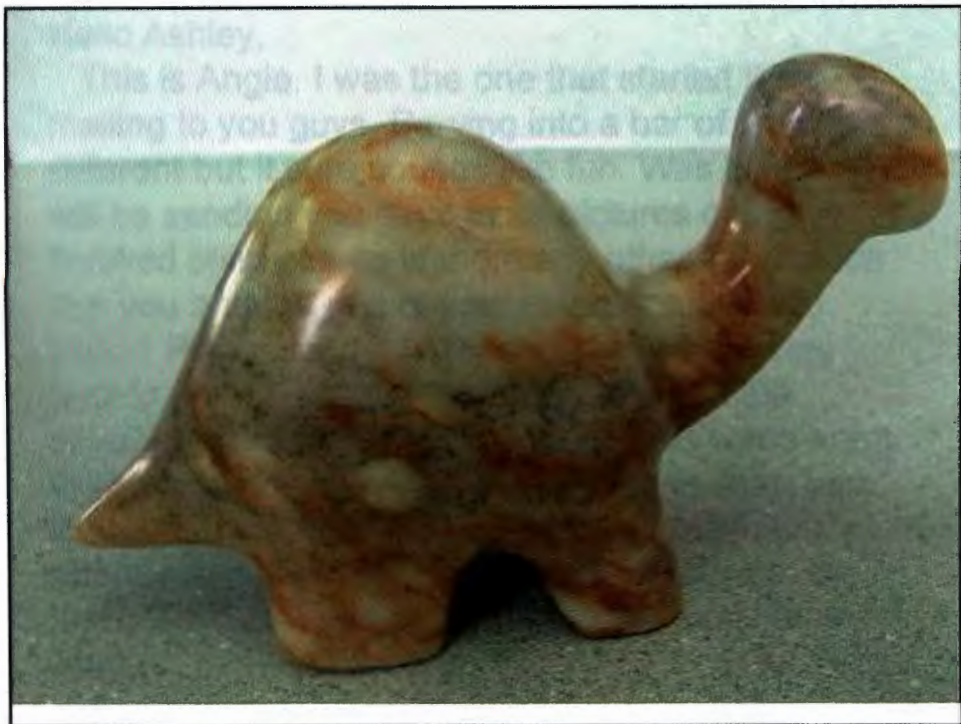
How many projects do you do a year?

How long are your class period?

Do you meet every day? Or do you meet every other day?

Do you have a school mascot?







Hello Ashley,

This is Angie. I was the one that started the e-mailing to you guys. Carving into a bar of soap is different but it sure sounds like fun. Was it fun? I will be sending you guys more pictures of our finished soap stones. Is there any other information that you and the rest of your class would like to know? Please let me know and i will try my very best to get you the right answers. Most of the students are done their soap stone and some arent. They are all looking good. Your classes soap bars look great. Awesome Job you guys. Well that is about it for now, but i will get back to you with the last of our finished soap stones. Take care! Bye!  
Angie

**Bueltel, John**

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**From:** Bueltel, John  
**Sent:** Tuesday, April 30, 2002 2:50 PM  
**To:** 'Michelle Lefroy'  
**Subject:** RE: Art 9 Exchange



MVC-007X.JPG



MVC-001X.JPG



MVC-008X.JPG



MVC-007X.JPG



MVC-006X.JPG



MVC-001X.JPG

Hi, I am Eric from the Glenwood Middle School in Mr. Bueltel's art class. We are also carving, but instead of soapstone, we will be using a softer plaster substance to carve into. We are now practicing in bar soap. That is what the pictures are of.

We have a few questions to ask about your carving unit.

1. How do you carve through your soapstone blocks?
2. What kind of tools do you use and how do you use it?
3. How large are the pieces of soapstone blocks previous to carving?
4. Why does the soapstone have its white color?
5. And finally, how long does it take to carve the stone?

Thank you for your time and help on this project, and we will write back to you soon.



**Bueltel, John**

**From:** Michelle Lefroy [mleeroy@crsd.ab.ca]  
**Sent:** Wednesday, May 01, 2002 11:27 AM  
**To:** Bueltel, John  
**Subject:** Re: Art 9 Exchange



Soapstone-7.jpg



Soapstone-5.jpg



Soapstone-4.jpg



Soapstone-2.jpg



AngieSoapstone.jpg

Hello Eric,

Thank you for e-mailing me back. Carving on a bar of soap, that's different. But it would be fun!

I will try my best to answer questions, as good as I can. I've attached some pictures of the tools and some of the students in action. Also I have attached a picture of my finished soapstone. Its a angel fish. I'm happy with it. I will now just give you a brief description of the pictures I have sent you.

**Pictures:**

1. This picture is of all the tools we use for carving. The names and how we use them are in the answer of your question number 2.

2. This is a student still carving his stone and hoping to be finished.

3. This is a student buffing. What this is, when you are finished putting on 3 coats of , you let it cool and then for a whole block you sit and rub your stone with a sock till its nice and it shines.

4. These are 2 girls who have finished carving and and sanding and now on to waxing. Waxing: First heat up your stone in an oven (350 degrees F for 15 min). Then apply 3 coats of paste wax with an old sock or rag. Let cool, then buff to shine. = done!!

Here are the answers to your questions:

**Answers:**

1. Well with a rasp, we carve up and down to make it round and not blocked shaped. Also we carve in the shape that we want our stone to look like.

2. In the picture I sent you with the tools I've labled them with numbers, I will tell you what they are and how we use them.

Tool#1- Chisel- we use this for detail and getting into small places.

Tool#2- Big Metal Rasp- We us this for starting to round our stone or if our stone came in a block to help us get started.

Tool#3- Metal Flat Rasp- This is different from the big one. We use this one for if we already have our shape but we need to round it.

Tool#4- Rasp Cleaner- We use this for when we are done carving we hae to clean the rasps from all the soft fine shavings from the stone.

Tool#5- Round Metal Rasps- We use them for small places as well and tight areas where it needs to me rounded.

Tool#6- A Sock- We use this for our stone, we put it in the sock so it doesnt get damaged or scratched.

Tool#7- Mask- We wear these over our mouth and nose, because of the dust and shavings can cause us to get sick.

Tool#8- Spray Bottle- We use this for to wet our newspaper so when the shaving fall they will stick to the paper and not be every where else.

Tool#9- Dry Sand Paper- We use this when we a finished our stone, we sand till there are really no marks, and ridges left.

Tool#10- Wet Sand- When we are finished dry sand we then start a wet sand which is, you put your stone in a water and you sand your stone in a circular motion, which takes away the scratches and makes it looking smooth.

3. The blocks this year for us were already shaped in the design that we have picked, but I would say they are about the size of your hand or smaller. The blocks would be like a 3D Cube 6cm x 6cm.

4. The soapstone has the white color because the stone is made up of different minerals and TALC is one of them which is white. When the wax has soaked in the heated stone goes darker to a nice color.

5. We get 3 Art periods a week and for me it took me about 1 month, but to this day there are some students still carving.

I hope I answered the questions alright and that you understand them. If you need more detail or information, please let me know.

Thank you once again for getting back to me and I look forward to hearing back from you again soon.

Angie

**Bueltel, John**

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**From:** Bueltel, John  
**Sent:** Tuesday, May 21, 2002 2:46 PM  
**To:** 'Michelle Lefroy'  
**Subject:** RE: Art 9 Exchange

Hi, we wanted to ask you a few more questions. We looked up where you live and it looks like a great place. We live by the loess hills, but it's nothing like you guys have. But it's kind of cool sense there's only one other place in the world that has those types of hills (China).

Is there any difference between the seasons?

Do the schools get a lot of snow days?

How many days until you get out of school?

How long is winter?

How many hours are in a school day?

How many kids go to your high school?

How many projects do you do a year?

How long are your class periods?

Do you meet every day? Or do you meet every other day?

Do you have a school mascot?

Do you go to school all year?

We get out May 30th. and most of us finished our last project. We are going to send you some pictures of our 1st and last picture, and some inbetween.



a1.jpg



a2.jpg



a3.jpg



a4.jpg



a5.jpg



a6.jpg

—Original Message—

**From:** Michelle Lefroy [SMTP:mleeroy@crsd.ab.ca]  
**Sent:** Friday, May 10, 2002 4:26 PM  
**To:** Bueltel, John  
**Subject:** Re: Art 9 Exchange

**Bueltel, John**

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**From:** Michelle Lefroy [mlestroy@crsd.ab.ca]  
**Sent:** Wednesday, May 22, 2002 2:18 PM  
**To:** Bueltel, John  
**Subject:** Re: Art 9 Exchange

Hey Everyone,

This is Angie. In our next block i will look up where you guys are its a busy week with exams comming up and everything. Between our season there is a difference. In the summer its nice and hot and it may rain. Spring its warm and cool it rains and usually a little bit of snow left on the ground. Fall its the best season for me cause the leaves start to change color and fall of the trees you know the winter is comming. Winter is very cold with lots of snow. Great season. This year i would say we had about 4 snow days. Actually today Wednesday we got about 40cm of snow and it was a snow day for people who come to school here but leave in the towns that are 20 minutes away. That would be me. I live in Canmore which is 20 minutes away but i drove in to come to school. Winter is usually around 4-5 months. Our school day hours are about 6 1/2 hrs. There is about 252 students that go to this high school. Projects as in art or other classes?? We have 6 periods and there are one hour long. For your question do we meet every day or every other day can you please tell me more about what you mean. We do not have a school mascot. We got to school for about 10 months. WE are out of school on June 14th but usually we are out at the end of June. But there was some enviromental thing going on that allowed us to get out early. For Art we are doing one final project for the end of the year. It should be good. I was going to type you questions but i will use your questions but towards you. That means the questions you asked me im now asking you! On Friday our next art class i will be looking you up and seeing where you guys are. Well thank you very much for the e-mails i have to get going so all of you take care and hope to hear back from you soon! Bye Bye for now.

Angie

## Appendix J

### CROSS-CURRICULAR CONNECTIONS

The diagram area contains several faint rectangular boxes, likely representing different subjects or concepts, arranged in a grid-like structure. Lines connect these boxes, suggesting relationships or cross-curricular connections between them. The text within these boxes is too light to read accurately, but the overall layout suggests a comprehensive map of interdisciplinary links.

# The Poetry of Art

Mrs. Carney

Mrs. Goos

Mrs. Wright

Ms Howard

Mr. Bueltel



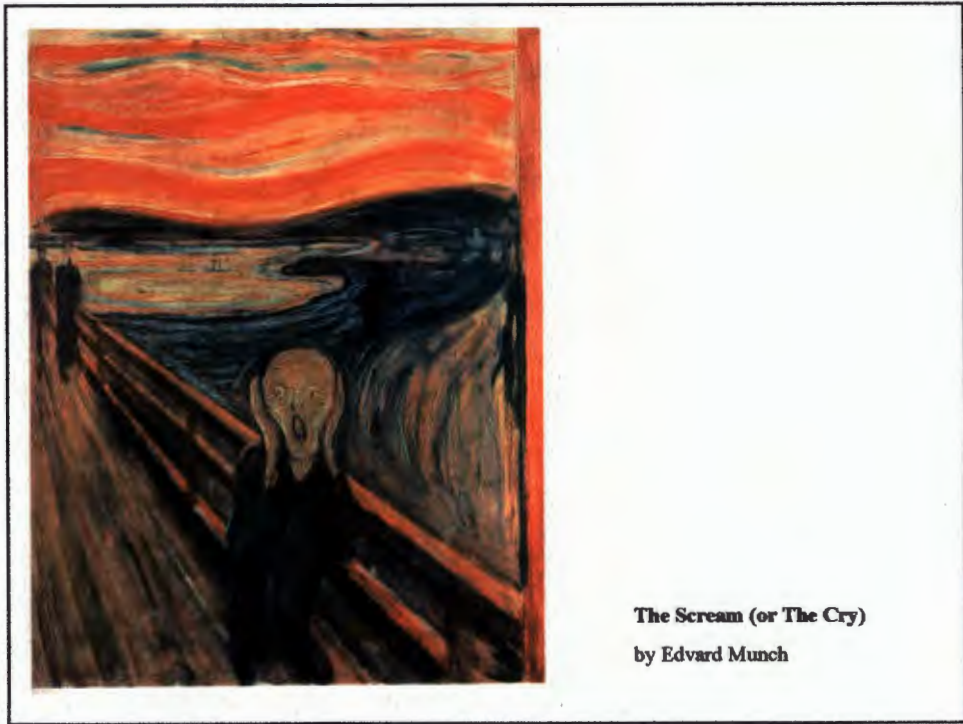
Your assignment is to view the following six works of art and select one that particularly speaks to you. Through a series of steps create a piece of poetry or prose that flows forth from the work of art.



**Breakfast in Bed**  
by Mary Cassatt



**Desire and Fulfillment**  
by Johann Toorop







**Banjo Lesson**  
by Henry Tanner



**Little Angels**  
Sanzjo Raphael





**Sunset**  
by Norman Rockwell

<http://www.allposters.com/gallery.asp?aid=610166&c=-&search=rockwell+>

#### Online references

<http://www.philosophy.ubc.ca/faculty/cutler/339/lecture1/node12.htm>

<http://www.ibiblio.org/wm/paint/auth/munch/munch.scream.jpg>

<http://www.allposters.com/gallery.asp?aid=538870&item=126425>

[http://www.art.com/asp/sp-asp/\\_NV--235\\_F22\\_S15/PD--10001758/SZ--3/posters.htm](http://www.art.com/asp/sp-asp/_NV--235_F22_S15/PD--10001758/SZ--3/posters.htm)

[http://www.art.com/asp/sp-asp/\\_NV-1\\_1823\\_1972\\_2166/PD--10008096/SZ--3/posters.htm](http://www.art.com/asp/sp-asp/_NV-1_1823_1972_2166/PD--10008096/SZ--3/posters.htm)

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[http://www.artchive.com/artchive/E/escher/escher\\_puddle.jpg.html](http://www.artchive.com/artchive/E/escher/escher_puddle.jpg.html)

<http://www.allposters.com/gallery.asp?aid=610166&c=-&search=rockwell+>