

The school year is well under way and all classes have started their first long term art pieces. All works of art begin with studying master artists and making preliminary drawings. Preliminary sketches are study exercises that artist make of objects they are viewing or when they try out different ideas. The kindergarten to 2<sup>nd</sup> grade students create these sketches on sketch paper. The 3<sup>rd</sup> to 5<sup>th</sup> grade have sketchbooks they use for their studying and notes but sometimes use other paper depending on the material they are exploring. This process is to encourage the idea that **artists are thinkers and makers.**

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**Art Google Classrooms:**

The google art classrooms are all set up and if your child has not accepted the invitation then make sure to check their student accounts (@studentsnyc.net) for the invite. I also sent home notes that had the google classroom codes on if for each grade to make sure all joined. Questions, need troubleshooting help let me know.

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**Social Media:**

I have setup an Instagram account to showcase all the different things happening in the art studio at PS 133Q. It will show student explorations, artwork, students working and the occasional nature shot to stop a appreciate the space we all live in. Search up ps133\_artstudio and start following.

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**All Classes:**

Our PS133Q Community Rainbow of Hope Self-Portraits are up on display inside the auditorium! Check them out on Instagram because they look awesome!

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**Kindergarten:**

The kindergarten students are working on being architects as they design new building and skyscraper ideas for New York City. They have viewed and studying various NYC buildings and skyscraper to get ideas and understand how architects use shapes in their designs. The students are using shape tracers and working on their coordination and pressure as they use two hand to hold and trace their shapes. They are also working on composition by making sure that their shaped are connected and touching so the viewer can understand that their design is a building. The buildings will eventually be painted, cut out and glued into a collaborative mural.

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**1<sup>st</sup> Grade:**

The 1<sup>st</sup> grade students are working on slowing down and creating observational drawings. The drawings are of bugs and critter and they are working on counting the parts, noticing shapes, seeing how parts connect and enlarging on their paper. The drawing will layer be painted with tempera cakes.

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**2<sup>nd</sup> Grade:**

The 2<sup>nd</sup> grade are studying the work of John James Audubon and focusing on vocabulary they can use to describe the lines and shapes they noticing in his bird paintings. Students have practiced drawing from his images and are now picking their own local birds to draw and then paint. The students will be observing their bird images with focus on lines, shapes, direction, location and size of the different parts of the bird as well as how the parts connect together.

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**3<sup>rd</sup> Grade**

The 3<sup>rd</sup> graders are working on self-portraits that will eventually be done in oil pastels where they focus on skin tones, textures and proportion within the face. The students have explored line, changing pressure, blending and color mixing with oils pastels and are now beginning some serious study sketches of themselves. The sketches are to help them understand the uniqueness of their own faces. The students have studied some

Alice Neel portraits and read *Eyes that Kiss In The Corners*, by Joanna Ho to help understand they own special shapes of their facial features.

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#### **4<sup>th</sup> Grade**

The 4<sup>th</sup> graders are becoming map makers. The students have discussed what they know of maps from lessons they have had in the classrooms as well as studied different types maps to increase their map knowledge. The students then looked at antique and fantasy maps to compare and contrast their noticing. As much as maps give us information about a place, the information can be shown in a variety of ways depending on what the map maker wants to share about the place. The students are now working on coming up with ideas for their own fantasy maps. They are taking notes and making sketches as they use their map knowledge, interests and life experiences to come up with possible ideas.

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#### **5<sup>th</sup> Grade**

The 5<sup>th</sup> grade are studying Surrealism, specifically the artwork of René Magritte. They are focusing on how Surrealist artists used reality and fantasy, the idea of opposites and dream imagery to create imaginary narratives. The students are working on creating observational drawings of objects of their choice which will be used as inspiration for their own imaginary narratives that will include both drawing and collage.

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#### **5<sup>th</sup> Grade Art Elective**

The Arts Elective class will be creating a collaborative piece of what we can call “white on white” but they will be using the PS133Q Community Rainbow of Hope as their color palette. The students are exploring how to transform 2-dimensional paper into 3-dimensional forms and textures. All students have created texture swatches and together as a group they will map out a pathway and decide which textures will go where.

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#### **FAMILY ACTIVITY**

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##### **View, Think and Share Art with the Family: I see..., I feel..., I think..., I wonder**

This is a fun activity you can do with the whole family or just you and your child. Start by clicking on the QR code which will take you to a work of art from The Metropolitan Museum of Art. Just look at and view the artwork for a few moments. Make sure to take your time as you make careful observations, look in the center, the corners, the sides and the top and bottom. Then read the prompts below and start sharing, make sure to listen to one another so everyone becomes a learner. There will be a new work of art with every newsletter.

##### **1) I SEE...**

What do you notice?

State what you can observe, think scientific facts. If you see red then say I see red.

Try to be a descriptive as possible.

##### **2) I FEEL...**

How does the artwork make you feel?

Think about the mood meter and use describing words.

**Then** used evidence from the artwork to support your answer. Example - this art work makes me feel happy and carefree because it has lots of bright colors.

##### **3) I THINK...**

What do you think is happening in the artwork?

What do you think the artwork is about?

**Then** used evidence from the artwork to support your answer. Example – I think the family in this artwork is celebrating a birthday because there are a lot of people and I see a cake.

##### **4) I WONDER...**

What do you still want to know about this artwork?

Develop or create a question you would like to ask the artist.



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And remember to ask your children about school, ask questions, share experiences and explorations, be serious, be silly and enjoy each other's company as this is the base of where ideas come from and the reasons artists make art.

If there are any questions or concerns please feel free to email at [kwielopolski@schools.nyc.gov](mailto:kwielopolski@schools.nyc.gov) or call the school to set up a meeting.