

All projects are underway and students are moving forward making decisions, getting feedback and working on revisions. All students are learning what it means to focus and invest time to create a work of art. Again encouraging the idea that **artists are thinkers and makers.**

Art Google Classrooms:

There is a **Train and Track Safety Sticker Contest** hosted by the LIRR. It is open to all students Kindergarten to 5th Grade. All the information is in the google art classroom in the stream. The deadline is December 13th and all entries should be handed in to Mrs. W. I will photograph student work and send it in. If you have any questions feel free to contact me.

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 and appreciate the space we all live in. Search up **ps133_artstudio** and start following.

Kindergarten:

The kindergarten students have designed wonderful buildings that are on display near the art room and will line the kinder hallway next week. They have begun their next project to hone their architectural skills by working with popsicle to create shapes that are stacked as they move up to the top of their paper. They are focusing on the idea that the popsicle stick must touch to close the shape and that their shapes must be connected to communicate the idea of their building. The students are also working with Elmer's glue and trying to control their squeezing techniques.

1st Grade:

Class 1-235 have used their imagination and watercolors to paint their observational bug drawings. The students focused on controlling the watercolors and developing an understanding that wet next to wet will blend and bleed together. Next oil pastel and color pencils will be used to develop the background.

Classes 1-234 and 1-231 are thinking about neighborhood and making collages. The students discussed the different things they see within their neighborhood and on their walks to school. We began with an exploration on arranging shapes and how they can communicate different ideas depending on how they are arranged. The students then focused on collaging people and animals from their neighborhood, which will eventually be cut out and collaged into a larger mural. The larger mural will be created by students working collaboratively to create buildings, houses, sideways, trees, bushes and flowers.

2nd Grade:

The 2nd graders have all chosen a local bird they are going to study and draw. With the drawings done students have begun to experiment with mixing colors. The students will have only primary colors (red, yellow, blue) to create secondary colors and different browns. They will also get white and black to create tints and shades. All kinds of discoveries are being made!! Once color mixing experiments are done the students will apply their knowledge of color mixing to paint their bird from observation.

3rd Grade

The 3rd 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. After studying themselves in the mirror for extended sketches the students looked at artists Jean Bernard-Etienne (Haitian Artist) and Charles White (African

American Artist – Harlem Renaissance) to study how the facial features change when we express different emotions. The students explained how the facial features were different shapes or going in different directions and used this as evidence to explain how the person was feeling in the work of art. The students then created quick expressive self portraits to understand how their own faces change and explored what types of shapes and lines could be used to express those changes thus their mood. Next we move onto skin tones.

4th Grade

The 4th graders are becoming map makers. The students are slowly moving to good watercolor paper to sketch out their imaginative fantasy maps. They have been working in their sketchbooks writing down ideas and listing details about their interests as well as developing sketches of landmasses and symbols to use and put in their map key/legend. Once drawings are down students will explore watercolors and color mixing.

5th Grade

The 5th 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 have finished their observational drawing and are now working on creating a narrative using their object drawing as a jumping off point. They have done a work sheet with questions and think abouts that will help them begin their narratives. They have looked at past student work and will begin their mixed media collages in the next week or two.

5th 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 about half way through on finishing their textured panels. The students put the panels together and had an in progress critique to discuss how things were going, struggles with materials and working collaborative, successes working collaboratively and then what some next steps would be. The students chose their next set of textures and then got to work.

FAMILY ACTIVITY

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.

MUSEUM INFORMATION

Flushing Town Hall

<https://www.flushingtownhall.org/global-arts-for-global-kids>

<https://www.flushingtownhall.org/monthly-jazz-jams>

<https://www.flushingtownhall.org/in-person-workshops>

<https://www.flushingtownhall.org/live-virtual-workshops>

MoMA – Museum of Modern Art

<https://www.moma.org/visit/families/>

MoMA PS1 – in Long Island City

<https://www.momaps1.org/calendar>

Museum of the City of New York

<https://www.mcny.org/education/families-and-community>

Noguchi Museum – in Astoria, Queens

<https://www.noguchi.org/museum/calendar/event/2023-11-11-1030-art-for-families/>

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 or call the school to set up a meeting.