

The year is moving along and students are starting to really hit their groove as a flow develops within all the art classes, kindergarten to 5th grade. Reflections are happening, feedback is being given, all students are learning what it means to focus and invest time to create a work of art and progress and growth is taking place. 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 a appreciate the space we all live in. Search up **ps133_artstudio** and start following.

Kindergarten:

The kindergarten students have finished their architectural works of art and I hope to put them up soon and post them online. The students have now moved from building structure to the structure of people and how we move our body. The students are focusing on the parts of a person but specifically the joint areas that helps us move and engage with the world. The students are using shapes and modeling for each other to create drawings that show movement and bending. They are also looking at the work of Keith Haring and how he created movement within his figures.

1st Grade:

Class 1-235 have finished their observational insects and imaginative backgrounds. Since the student now have the experience of working representationally as well as imaginatively they will begin to make the jump into abstraction. They will study the art of contemporary Eastern Asian artists and how these artists combined both eastern and western practices to create their own unique work.

Classes 1-234 and 1-231 are truly immersed in working collaboratively with their table and have shown patience, endurance and growth as they work to create these large scale works. Building structures, roads and sidewalks are done as the students will begin to put in details as they reference their neighborhoods as sources of inspiration. The entire mural pieces will be made of collage in the true spirit of Romare Bearden's work *The Block*.

2nd Grade:

The 2nd graders have all finished their paint color mixing charts and are back to their local birds. The students are starting to choose different colors to mix and begin filling in the background of their bird paintings. Once the background is done they will begin to layer paint to depict their bird as accurately as possible.

3rd Grade

The 3rd graders have read *All The Colors We Are: The Story of How We Get Our Skin Color*, *Shades of People*, and *Sulwe* to understand what we notice about our skin tone, how we get our skin tone as well as what we think and feel about our skin tones. Our discussions have been awesome as so many students share their thoughts. We are working with oil pastels to create skin tones and the students have been so engaged in

observing their skin and making decisions on how to mix their own unique colors. With skin tones done the students began to use oil pastels to draw enlarged self portraits using mirrors on toned paper thinking about shapes and proportion. Once they were done mapping out themselves the students jumped right into adding their unique skin tones. The students are so focused it's awesome!! Next will be hair texture and backgrounds.

4th Grade

The 4th graders have mostly finished drawing their maps and are onto watercolor exploration. The students are learning how to create light and dark color with NO white or black paint thus realizing how important it is to control the amount of water in the brush in connection to how much color the brush holds. The students are also experiencing how the watercolors move across the page experimenting with wet on wet and wet on dry to see what happens. AND now with all this, they are also learning to control the pressure that is exerted on the brush to make thicker brush strokes versus maintaining a lightness that allows only the tip to touch the paper thus creating thin, narrow strokes for details. All this experimentation is being done with control as the end goal. So far so go we'll see how it goes.

5th Grade

The 5th grade are studying Surrealism, specifically the artwork of René Magritte and they have begun to work the first few layers of their mixed media surrealist narratives. The tables are crazy with materials as students chose different papers and use crayons and color pencils to work through different compositions to see if their ideas are coming across. The students will soon engage in some reflection and feedback with a partner to help themselves understand and note down what their next steps may be.

5th Grade Art Elective

The Arts Elective class's PS133Q Community Rainbow of Hope Textured Landscape is done and it's awesome. It is hanging in the auditorium and some images have been posted on Instagram. Check it out!!

The students will soon begin to study the work of Chilean artist Juan Downey and they will study maps with thoughts of identity, cultural background, personal interests and travel to help guide their understanding of what a map can symbolize. The students will work individually with the possibility of the work coming together to create one larger collaborative work. We'll see where the project takes us.

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 as descriptive as possible.

2) I FEEL...

How does the artwork make you feel?

Think about the mood meter and use describing words.

Then use 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 use 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.

ART MAKING PLACES

Little Pulp: Collaborative Art and Printmaking Workshop for Kids

Littlepulp.com

I have not been there yet but the website looks awesome and some parents have raved about it. The workshops are for the kids but designed to include parents and caretakers. Check it out.

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/?sc_src=email_5193166&sc_lid=527841139&sc_uid=uN5RUCJ90I&sc_lid=6830&sc_eh=19caf4d85e0523c81&utm_source=Emarsys&utm_medium=email&utm_campaign=EDU_FamilyProgram_s_20231129&mi_u=113354686&mi_ecmp=5193166

<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/exhibition/gingerbread-nyc-great-borough-bake-0?utm_source=Museum+of+the+City+of+New+York&utm_campaign=5d585928e6-MuseumNews_2023june_COPY_01&utm_medium=email&utm_term=0_4336ff1f8c-5d585928e6-153153949&mc_cid=5d585928e6&mc_eid=8dc014e33f

https://www.mcny.org/exhibition/gingerbread-nyc-great-borough-bake-0?utm_source=Museum+of+the+City+of+New+York&utm_campaign=5d585928e6-MuseumNews_2023june_COPY_01&utm_medium=email&utm_term=0_4336ff1f8c-5d585928e6-153153949&mc_cid=5d585928e6&mc_eid=8dc014e33f

https://www.mcny.org/exhibition/gingerbread-nyc-great-borough-bake-0?utm_source=Museum+of+the+City+of+New+York&utm_campaign=5d585928e6-MuseumNews_2023june_COPY_01&utm_medium=email&utm_term=0_4336ff1f8c-5d585928e6-153153949&mc_cid=5d585928e6&mc_eid=8dc014e33f

<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.