

March 2024 ART Newsletter – Mrs. Wielopolski

Exciting news Class 1-235's abstract artwork will be hung at The Shah Garg Foundation, 548 West 22nd Street, New York, NY. It will hang with the amazing artwork created by women artists exhibited in *Making Their Mark*. The work will hang from March 19 – March 23 so make a fun trip into the city and check it out! And as we all keep working the students will continue to learn what it means to focus and invest time into creating a work of art. We will always be encouraging the idea that **artists are thinkers and makers**.

Call to Parents:

I am wondering about art that happens outside of the school day. Many parents have asked about possible art activities or classes that they could send their children to outside of school and I would like to create a resource of all families with your help.

So, if you have sent your child to any art classes outside of school please send me the information about the place: name of place/organization, phone number or website, contact person or email. It could be a one-time activity place you went to or something that had a longer duration like a series of classes or activities. Email me any info you can share at kwielopolski@schools.nyc.gov and I will put it together with the resources I have.

Art Google Classrooms:

Slide decks have been posted in the stream under materials for all to view and read about what the students are working on. The slide decks will be updated as the projects continue and more visuals and learning targets presented. Check it out and ask your child what they are working on and learning about in art.

Social Media:

The PS133Q Art Studio Instagram account is up and running showcasing students working, videos and artwork. I am striving to photograph each class but sometimes we're just in the moment working and then class is over. But keep checking out the posts to see what's going on. And if you haven't started following yet search up **ps133_artstudio** and start following.

Kindergarten:

The kindergarten students have finished their robots and some are out of this world. They are now working on symmetry painting and the layering of materials (oil pastels over tempera). The students will be using their imaginations as they reflect on their work and then add to it.

1st Grade:

All students are working on self-portraits. They have studied the work of Loïs Mailou Jones (African American artist and Peja Alatise (Nigerian artist) and how these artists paint portraits. The students have discussed the colors used within the portraits as well as how designs and patterns were used within the backgrounds. The student used mirrors and took selfies to have images of themselves to work from. The students used oil pastel to draw themselves and blended colors within their portraits. And now students are focusing on pattern and design for their backgrounds and are using construction paper crayons to help create contrast.

2nd Grade:

The 2nd graders are studying Mexican artist Lourdes Villagomez and other artists that are inspired by their backgrounds as well as combining different animal features together to create new and wild creatures. The students are creating their own crazy spirit creatures by combining animal features and then using watercolors within the creatures and paint sticks for the background where they are focusing on patterns.

3rd Grade

The 3rd grade totem poles are coming along. Most classes are almost done drawing the animals. The students will then explore watercolor pencils and crayons before they begin to add color to their artwork.

4th Grade

The 4th graders fantasy maps are done and I wish some of these place were real because I would definitely go visit! The students have begun their next unit which is focusing on wampum and their social studies curriculum on Native Americans. The students are studying the meaning and use of wampum which worked as official documents that recorded agreements between different groups of people. After viewing and discussing wampum belts both older and contemporary pieces the student will move into creating their own symbols both collaboratively as well as individually. They will then use those symbols to create their own story or event to be recorded and shared like the wampum.

5th Grade

The 5th grade animal drawings are coming along. The students have begun to experiment with oil pastels to better understand layering and texture. They will then use that knowledge to begin adding color and texture to their animal drawings.

5th Grade Art Elective

The identity maps are done and look great. The students have now begun to study color. They have been exploring paint sticks, watercolors and tempera cakes to discover which materials and colors display the qualities of transparency, translucency and/or opaqueness. They have also been layering the materials to see how they interact and what might change because of the layering. With their new color and material knowledge the students have begun to study the abstract artwork of Jennifer Bartlett and how living around and experiencing water influenced her work. The students will then create their own color abstraction that will come together into one large class piece.

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.

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

Queens Historical Society

<https://queenshistoricalsociety.org/current-exhibitions/>

Flushing Town Hall

<https://www.flushingtownhall.org/fth-presents>

<https://flushingtownhall.org/cardboard-explosion>

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

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

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

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.