Creating: Inspiration and Creativity Activity Guide

Anchor Standard

#VA:Cr1.2
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.

Procedure: Pre Visit Activities

Visiting an exhibit can provide inspiration for creating artwork. If you are able to provide students a creative experience in one of the media included in the exhibit, you will want to have students focus on objects in that medium to observe technical details of craftsmanship. However, they might be inspired by work in one medium to create work in a different medium, especially if the work conveys a message or suggests cultural associations, so don't limit their attention to just one medium. (See the *Responding: Visual Imagery Activity Guide*.)

There are links to resources and classroom projects at the end of this guide. You may explore them for ideas if you don't have a project in mind.

Even if your art supplies and equipment are limited to basics, students can create 2 and 3-D art inspired by the artwork they see in the exhibit.

Explain that you are going to visit (physically or virtually) an exhibit of works by Kentucky craftsmen. Invite students to respond to the artwork by creating artwork of their own in the same or in a different medium. Show them a few images from the virtual gallery, http://kchea.org/craft_luminary_exhibit/exhibit_gallery, or from the Power Point *Artwork in Diverse Media*. Encourage discussion of creative ideas inspired by the images.

Procedure: On-Site Activity

Preparation: Provide students with sketch books or clipboards with paper for sketching. Make sure they all have sharpened pencils with erasers and pack extras. If possible, allow students to bring phones or other devices for picture taking, but tell them that you want them to sketch as well as take pictures.

Individual Assignment: Look over the entire exhibit. Find one or more artworks that inspire your creativity. Make a sketch of the artwork(s) or details of the artwork that are especially inspirational to you. Note the name of the artist, the title

of the artwork, the medium, and the dimensions. If time permits, begin a sketch of an artwork you would like to create.

Procedure: Post-Visit Activities

1. Allow time for students to refine their sketches of at least one of the artworks they found inspirational. Allow them access to the virtual gallery or the Power Point as needed.
2. Have students share their sketches in large or small groups. The purpose of the sharing exercise is not to critique the sketches, but to allow each student time to express what they found inspirational about the artwork.
3. If desired, have students create a final drawing, painting, or model of the artwork. This can be a free exercise or you may develop criteria for the assignment.
4. Allow time for students to create a sketch of an artwork they would like to create, making notes about the medium they would use and the overall size they envision.
5. Have students share their sketches in large or small groups. The purpose of the sharing exercise is not to critique the sketches, but to allow each student time to explain the artwork they would like to create and how this idea was inspired by artwork they saw at the exhibit.
6. If desired, have students create a final drawing, painting, or model of the artwork they envision. This can be a free exercise or you may develop criteria for the assignment.
7. Use one of the activities at the end of this guide, design your own activity, or allow students freedom to select media and processes to create a work of art inspired by one or more artworks observed in the exhibit. Allow them access to the virtual gallery or to the Power Point as needed. This can be a free exercise or you may develop criteria for the assignment. (See the *Responding: Developing Criteria* Activity Guide for ideas on how to develop group criteria for artworks in specific or diverse media.)
8. Have students write an artist statement about their work.
9. Lead students in organizing a physical or virtual exhibit of their work. (See the *Presenting: Presenting Artworks in an Exhibit* Activity Guide for ideas on how to create the exhibit.

Grade-Specific Performance Expectations

- Grade 4

VA:Cr1.2.4
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

- Grade 5

VA:Cr1.2.5
Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

- Grade 6

VA:Cr1.2.6
Formulate an artistic investigation of personally relevant content for creating art.

Grade 7
VA:Cr1.2.7
Develop criteria to guide making a work of art or design to meet an identified goal.

- Grade 8

VA:Cr1.2.8
Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

- Grade Hs proficient

VA:Cr1.2.HSI
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

- Grade Hs accomplished

VA:Cr1.2.HSII
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- Grade Hs advanced

VA:Cr1.2.HSIII
Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Suggested Classroom Activities Selected from the Berea Public Art Tour (with permission of Berea Tourism) http://www.bereapublicart.com/

Note that many activities suggest specific brand name materials, but others can be substituted.

3rd and up Convertible Canned Sculpture

5th and up Assemblage Art

5th and up Ancient Bas-relief Casting

5th and up Flexible Glass Sculpture Arti-stik Sculpture

5th and up Textural Glass Slumping Glass Casting

5th and up Wireform Figure Sculpture

HS Cable Sculpture

K-5 Recycled Jellies Jellyfish

Subtractive Sculpture – Soap Carving

Simulated Stained Glass Lesson Plan

Simluated Stained Glass Overlay Lesson Plan

Stained Glass Art Tango Lesson Plan

Weaver's Bottom – The Classroom

Suggested Classroom Activities Related to Wood Selected from the Berea Festival of Learnshops Curriculum Guide (with permission of Berea Tourism)

1. Learn about the Berea College Student Crafts Program in woodworking by visiting this website: https://bereacollegecrafts.com/shop/wood

2. To demonstrate to your students how different trees are identified according to their characteristics, go to http://www.uky.edu/hort/Kentucky-trees

Other websites with information about trees and the wood products derived from them are

Useful websites:
http://www.woodworking.org/WC/woodsampler.html
http://en.wikipedia.org/wiki/Curly_maple
http://www.lindquiststudios.com
http://www.pinemountainbrand.com/technicalinfo.htm
http://forestry.about.com/library/tree/blbass.htm

3. A complete wood science curriculum for intermediate grades - touches biology, physics, chemistry, math, social studies, etc. http://pubs.ext.vt.edu/388/388-807/388-807.pdf

4. To find both visual and textual information about the furniture (and other household objects and elements of material culture) of the different time periods of Kentucky and US history that you are studying, go to
http://exhibits.museum.state.il.us/exhibits/athome/index.html

5. To find both visual and textual information about the furniture (and other household objects and elements of material culture) of the different time periods of world or US history that you are studying, go
http://www.gutenberg.org/dirs/1/2/2/5/12254/12254-h/12254-h.htm

6. **Wood Turning**
If you are fortunate enough to have a woodworking shop at your school, you could lead students in making a wooden bowl using the instructions found at: http://psischools.com/how-to_bowl.html. If you don't have a woodworking shop, you can use this site to demonstrate to students the processes involved in turning wood to create functional art.

7. A complete wood science curriculum for high school from economics to chemistry can be found at http://pubs.ext.vt.edu/388/388-809/388-809.pdf

8. **Working with Wood – Activity from 4-H Cooperative Extension Service**

Objectives: Introduce children to woodworking tools and teach how to make beginner woodworking projects.

Discussion; 5 minutes
Show children different woodworking tools. These can be real objects or pictures.

• Hammer
• Nails
• Sandpaper
• Screwdriver

Hammering; 5-10 minutes
Show students how to use a hammer correctly. After instruction, children can practice nailing on scrap pieces of wood.
• Hold the hammer on the lower part of the handle. This makes the force on impact harder because of a wider swing. Bend your arms at the elbow and be consistent with your swing. Aim properly. You don't want a very sore (or broken) thumb.
• Hit the head of the nail with the center of the hammerhead face.

Woodworking Project; 30+ minutes
Choose one or two woodworking projects from the websites listed below. The projects can be chosen based on the age levels of the students or the resources that are available.
http://www.shopsmithhandson.com/archives/sept_oct_00/html/money_maker.htm
http://www.education.com/activity/article/Popsicle_Bird_House_kindergarten/
http://crafts.kaboose.com/4x6holder1.html
http://crafts.kaboose.com/crayon-sticky-note-holder.html

http://crafts.kaboose.com/snowman-fence.html

9. Wood Staining for Students - Activity from 4-H Cooperative Extension Service

Objective: To discuss proper wood safety and to learn the basics of staining.
Materials:
Stain (color of choice)
Wood Clover cut-outs
Woodworking safety gear (pictures or actual items)
Paintbrush or sponge for staining
Paint tray
Magnets (optional)

10 to 15 minutes; Find a Career
Ask students to write as many woodworking careers as they can. After discussing careers, ask students to decide which career they would be most interested in and why.

10 to 15 minutes; Wood Safety
Introduce the top 10 rules of wood safety. (See worksheet below)
Discuss woodworking safety gear, including gloves, eye protection, ear protection, and facemasks. Actual items can be on display to demonstrate proper use and purpose. Pictures can also be used to serve this purpose.

5 to 10 minutes; Staining Basics
The process for staining and finishing wood is the same whether the wood is new or stripped:

1. Wear rubber gloves to protect your hands from the stain.
2. Pour a small amount of stain into an open pan or a paint roller tray.
3. Dip a clean sponge, cloth, or paintbrush into the stain and squeeze out the excess.
The pigment in the stain settles to the bottom of the can after several hours. For a more uniform stain job, stir the stain at regular intervals.
4. Using long, continuous strokes, apply the stain to a small area at a time, following the grain pattern of the wood
5. Wipe the wet stain with a clean, dry cloth to even out the application and to remove excess stain.
6. Repeat for a darker tone.

25 to 35 minutes; Cutouts Magnets
Ask students to thoroughly sand pre-cut wood cutouts. These can be homemade or bought from the store. In a well-ventilated area, using the process listed above, stain the cutouts using the color of choice. Allow wood to dry between coats. When finished, add a magnet to the back for a wonderful refrigerator decoration! Larger cutouts can be used for wall hangings or clocks.

Woodworking Shop Safety

10 Safety Tips to Post in Your Shop
1) Think Before You Cut – The most powerful tool in your shop is your brain, use it. Thinking your cuts and movements through before acting can help save both fingers and scrapwood.
2) Keep a Clean Shop – A cluttered shop is an accident waiting to happen. Keeping your shop clean will help protect you, and your tools, from tripping hazards.
3) Avoid Distractions – Pay attention to your actions. Looking up to watch the shop TV or visitor can result in your hand contacting the blade. Always wait until you have completed your cut before you take your eyes off the blade.
4) Don't Rush – Keep in mind that this is just a hobby and take a break when you feel rushed or frustrated with a project. Mistakes happen when we rush to complete a job.
5) Don't Force It – If your saw is resisting the cut, stop and see what's wrong. A misaligned rip fence or improperly seated throat plate can sometimes cause a board to get stuck in mid cut. Forcing the board in these situations may cause kickback or contact with the blade. Take a moment to evaluate the situation and determine the problem.
6) Protect Yourself – Wearing the proper shop protection is an important part of safe tool operation. Goggles, Ear Protection, and Lung Protection should be used when operating tools. Use push sticks when working close to the blade and make sure the tool's safety features are in place.
7) Let the Tool Stop – Giving the power tool time to wind down after a cut is an often overlooked safety mistake. Even without power, the spinning blade can still do a lot of damage.
8) Fumes and Dust – Solvent fumes and airborne dust can present health and explosion hazards. Care should be taken to ensure a supply of fresh air and use only explosion proof

vent fans.
9) Wear Appropriate Clothing – Loose clothing or hair can get caught in power tools and cause severe injury.
10) Inspect Your Tools – Inspect your tools before using them, including blades and extension cords. Damaged tools can be an accident waiting to happen