

The Art Bento Program @ The Hawai'i State Art Museum (HiSAM)



Brought to you *by*

The Hawai'i State Foundation
on Culture and the Arts (SFCA)



The #1 Capitol District Building
The Hawai'i State Art Museum

THE ART BENTO CONCEPT:

- Compact, cohesive and modular
(like the convenient lunch-time favorite)
- Each segment complements the last and scaffolds to the next
- Inquiry-based activities connect to current
Fine Arts and ELA Common Core Standards

ART BENTO OBJECTIVES:

- Increase opportunities for arts education
- Develop literacy through the arts using arts-based inquiry strategies
- Actively engage students and teachers through observation, discussion and critical thinking

Art Bento Program @ HiSAM is -
a unique 4 – part museum
learning experience
Our Theme: *Responding to Art*



Serving Hawai'i DOE public and public charter schools students Grades 2 – 6 and their teachers.

About our theme:

What *is* Responding to Art? Where do we start?

ODI-E *Observe Describe Interpret & cite Evidence*

- First, we **o**bserve
(and wonder)



We describe what we see



We interpret ~

developing our speaking and listening skills

- Everyone has ideas to voice
- Everyone has a unique point of view



We further *interpret* through *creating* ~



We use our minds, our hands, our bodies, our *ideas*

Finally, we cite *evidence for our thinking*

Make personal connections....

(Depth of Knowledge Levels 3 & 4 thinking)

- Everyone is actively engaged



- Conversations are thoughtful



The 4 – part process begins:

The first part is

Just For Teachers!

Part 1:

A professional development session (1 hour)
with an experienced Teaching Artist (TA)

Classroom teachers

learn to use

the *ODIE process*:

Observe,

Describe,

Interpret –





and cite
Evidence
for *their*
thinking

Teachers work with reproductions of artworks*
from the Art in Public Places Collection of the SFCA



**And later see the original artworks during their HiSAM visit!*

The Teaching Artist
models engaging
strategies for
“reading” visual
images as text





Classroom teachers
gain practice in
facilitating inquiry-based
conversations



Part 2:

A TA is assigned to each class and makes a first visit to the classroom





Classroom teachers observe “their” TA working with students using ODI-E and other strategies of engagement



Structure is built to scaffold creative activities

Part 3:

Each class (2 or 3 per visit) spend a morning at the Hawai'i State Art Museum (HiSAM)



Each class rotates through three segments:
One segment (45 minutes): working with “their” TA



Facilitated conversations continue, building critical thinking as well as speaking and listening skills





Creative activities are developed and give expression to student responses to art



Learning is active and students are engaged



Another segment (45 minutes)

Each class splits into 2 groups for inquiry-based,
professionally guided gallery tours







Students observe,
describe,
and interpret
what they see,
think and feel

They converse and cite evidence for their thinking

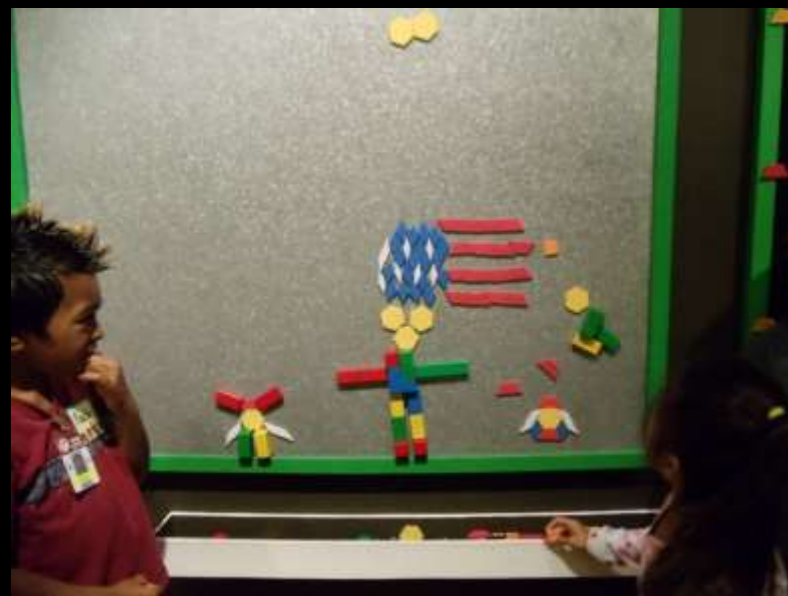
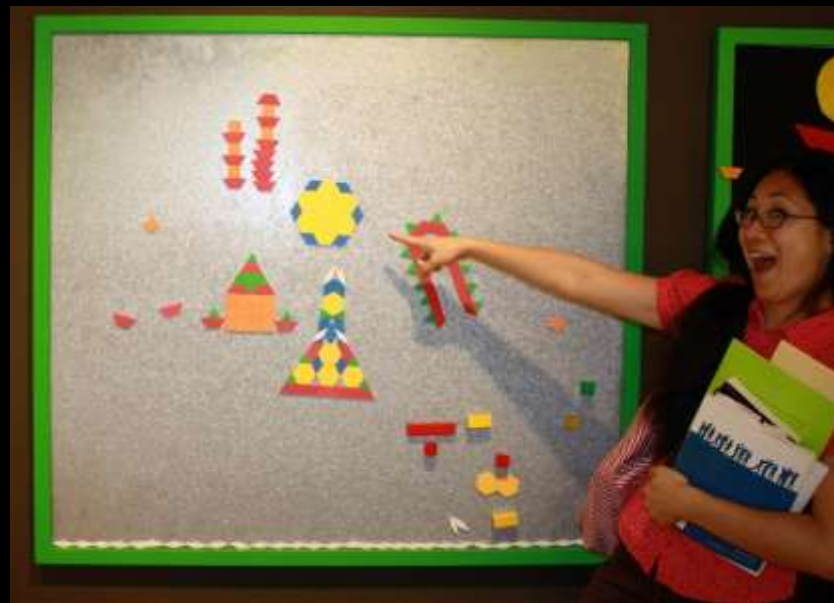
They practice listening attentively as others speak



Museum Guides introduce
new ways of seeing, learning
and understanding.



Students often
really surprise
their teachers,
each other,





and sometimes
even *themselves*

Another segment:
Each class explores
the hands-on
I Love Art Gallery
(30 minutes)



Teachers supervise and rotate students through ten stations



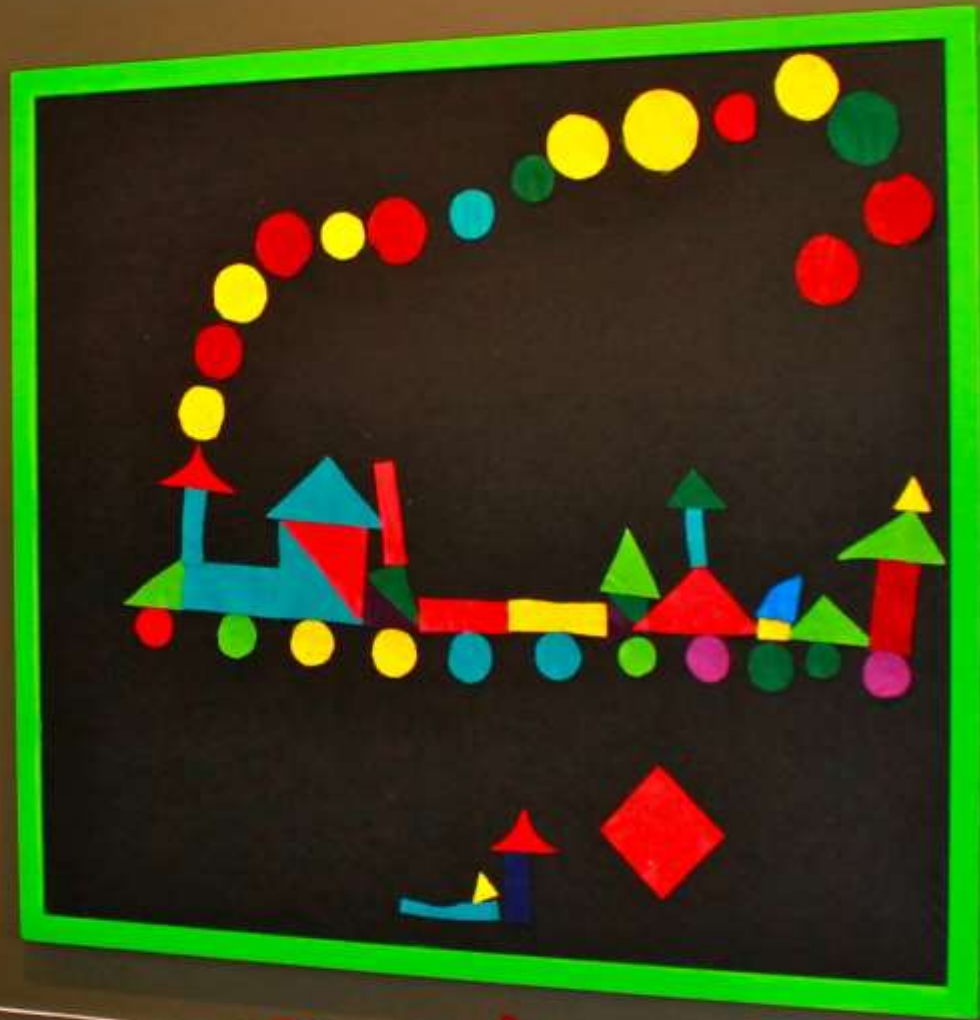




The Elements and Principles of Art
are explored through hands-on activities







How do artists use the Elements of Art?
Through careful use of the

Principles of Art & Design

Proportion means how one part appears *in relation* to another.

Contrast creates excitement by showing the *difference* between things.

Pattern is the *repetition* of any one thing or group of things.

Rhythm shows *movement* through the *repetition* of chosen elements of art.

Emphasis on a particular element or part of a work shows what the artist is most interested in having you *pay attention to*.

Variety is the *combination* of different elements of art to add interest.

Balance is achieved when elements of art are *arranged* to create a feeling of completeness in a work.

Unity and Harmony
result when the artist has used the
Elements of Art and the *Principals of Art & Design*
to create a
satisfying whole.

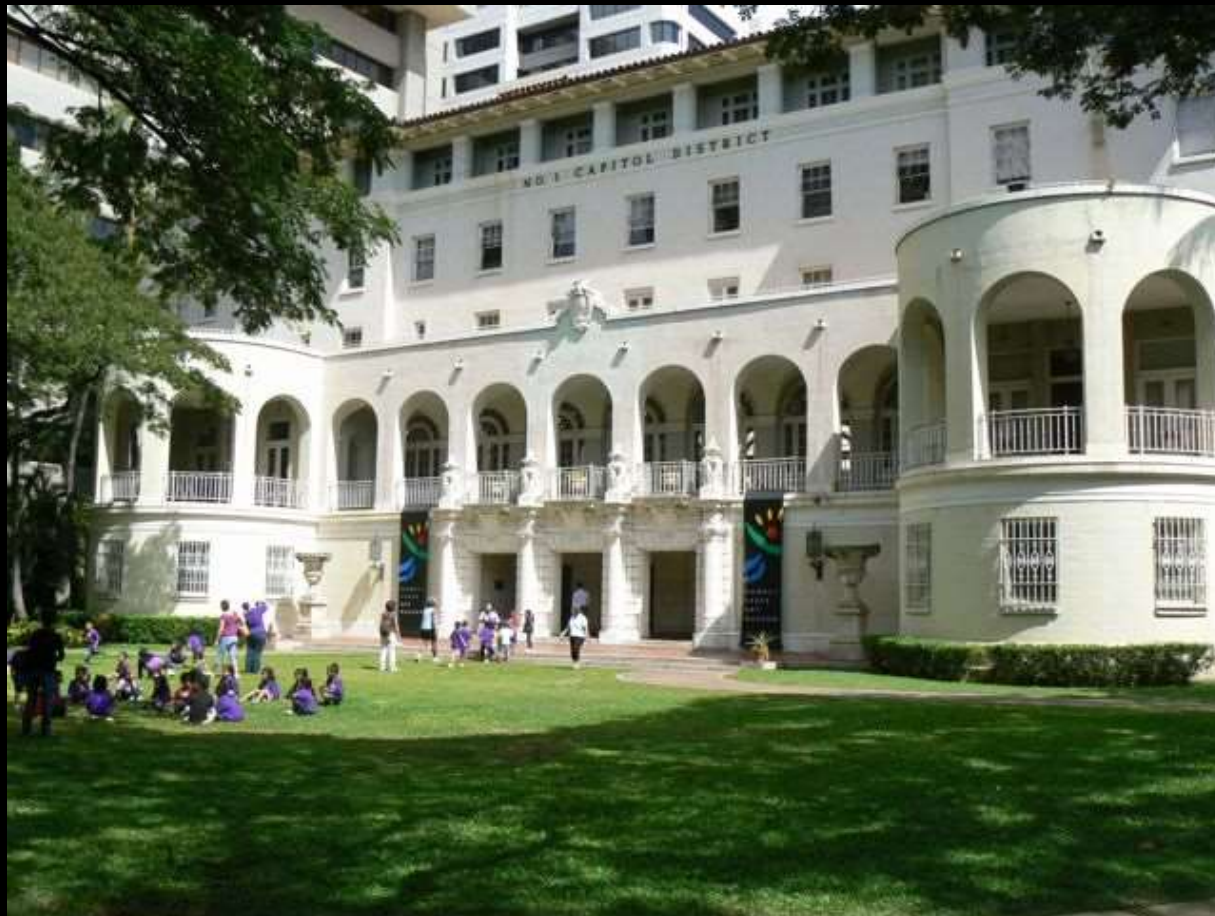
PLUS - snack break! Animal crackers and water on the second floor lanai (15 minutes – just before or after the *I Love Art Gallery* visit)





Teachers and chaperones pass out snacks, pre-filled water cups and provide refills

The museum morning ends with enjoying a home lunch picnic on the lawn.



Part 4:

Each TA returns
to “their” school
to conclude
activities, discuss
and reflect







Teacher
participation
is key!







The 4-Part Art Bento:



1. The Teacher PD



2. The TA
pre-visit



4. The TA
post-visit



3. Visit to HiSAM



What teachers are saying about the Art Bento Program @ HiSAM:

"I am using the drama tools in my daily lessons because it helps my students focus better. I noticed that my students are better listeners when I use the drama tools."



"My second graders went home and critiqued an art object at home (painting, sculpture, etc.) and used the vocabulary they learned - elements of art AND principles of design. They did such a good job even their parents were impressed!"



“Watching how Mimi got my students to fully express themselves through movement was a sight to behold. I have many shy individuals and they really got out of their shells. They also were genuinely interested and fascinated by the pieces of art as evidenced by the questions they posed to their museum guide.”



“I truly believe that learning to respond to art has helped my students with their critical thinking and performance in all areas. I have benefitted as a teacher in how I pose questions to students and the ways that I integrate the arts. It has been such an amazing learning opportunity for the students and myself!”



“I actually find that I use the process whenever I need them to really stop and think and observe. I use it during ELA, Math, Science and Social Studies. It gives me and the students time to pause and think.”





“The level of discussion was so rich, and meaningful. It really gave me an excellent way of seeing what my students understand about art, how they interpret the artwork, and how it makes them feel. As a teacher, I don't always get that type of observation; to see how the students make personal and interpretive connections.”

For more information about the Art Bento Program, please contact Susan Hogan, Hawai'i State Art Museum Educator.

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