

A Mindful of Art

* A Grow Smart with Art Game *

I will learn
to talk
intelligently
about art
and the world
around me.

I will
stretch
my brain
and
make it
stronger.



I will learn
the
elements
and
principles
of art.

I will learn
to
identify,
analyze,
synthesize,
and evaluate.

"A Mindful of Art" makes observing & analyzing art work more fun. This game can be used with any professional or student art works & art prints.



A Mindful of Art Introduction

Questions to answer:

- How can I offer the training of a true artist to my art students?
- How can I structure art appreciation, a very important aspect of art education, into my program when I barely have enough time for art production?
- How can I utilize all the great art prints and examples, professional and student, that I constantly collect?



Much of this compilation is ideas of others collected by an overwhelmed, novice art teacher desperate to offer the training of a true artist to her art students. Yes, I was that teacher. I am an artist, in everything I do. I have been creating some form or other of art since I can remember. I know how important it is to look at the art work of others. Art work that includes not only the artwork of great "masters", but also contemporary artists, professional and student. "How to do that in a school setting?" was the question. It lined up with another concern of mine. Showing a print or two at the beginning of a lesson was good, but this was one of those situations where I thought the "more is better" philosophy would actually apply. I wanted my students to see that there is an endless variety of ways to solve problems. I didn't want them thinking there was only one "right" way to solve an art problem. I also wanted them to develop an appreciation for the beauty of diversity. I wanted to encourage curiosity, and possibility thinking. How important is it to teach critical thinking skills? Extremely, and art appreciation & art production is a very quick, direct way to develop these skills, especially in young impressionable, fertile minds. I certainly did not want the students copying me or any of the artists we studied. That's where the idea for **A Mindful of Art** came in. I was trying to explain to my precious students how ALL great artists look and learn from the work of others. No one creates in a vacuum. I would emphasize NO COPYING, but it wasn't until I found myself gesturing the whole process and having them repeat after me, that they totally got what no copying meant. Hip! Hip! Hooray! Picture it. Physically making the gestures imprints the concept into the memory better. Together we gesture, we open up the top of our heads (with a creaky old door, rusty hinge sound), and put in the art work (put in as much as you like), and mix it with what's already in there (I use a really giant rainbow colored spoon—imaginary of course). Then we gently, but firmly, close the lid, the top of our heads. Voila! Now, we are ready to express ourselves and what we have learned through our art, and create something new.

A Mindful of Art - Compiled, organized, and added to by ♥ M.C.Gillis

Contact artist, mo@expandingheart.com, to give feedback.

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A Mindful of Art - Introduction (Continued)

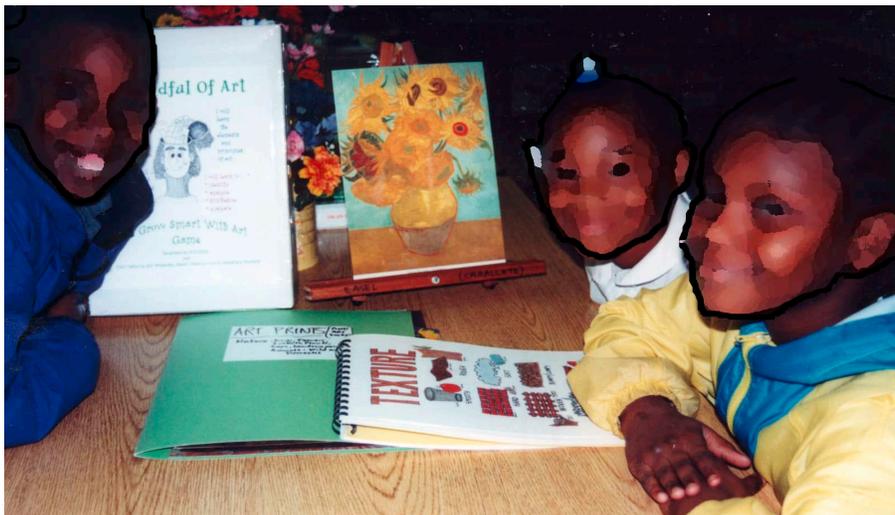
The plan was to create a "Game" so students could have fun looking at art independently prior to creating a work of art, and during independent work time.

Art Game Folder

THE GROW SMART WITH ART GAME

- *IDENTIFY
- *EVALUATE
- *ANALYZE
- *ENJOY THEN...
- *SYNTHESIZE

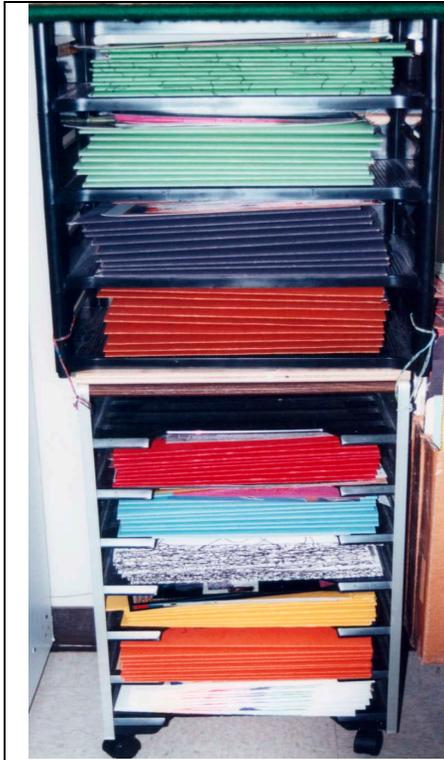
At first, I used large poster sized Game Cards with the whole class, as a group activity, prior to creating art. Then I thought this would be a great activity to teach them to do independently. That's how Art Game Folders came into being. It held cards on one side and small art works on the other. Later, I made boxes for the game so it would seem more like a "real" educational game. The box included: laminated "Game Cards", bags of laminated mini art works (both professional and student) and Spinner Cards.



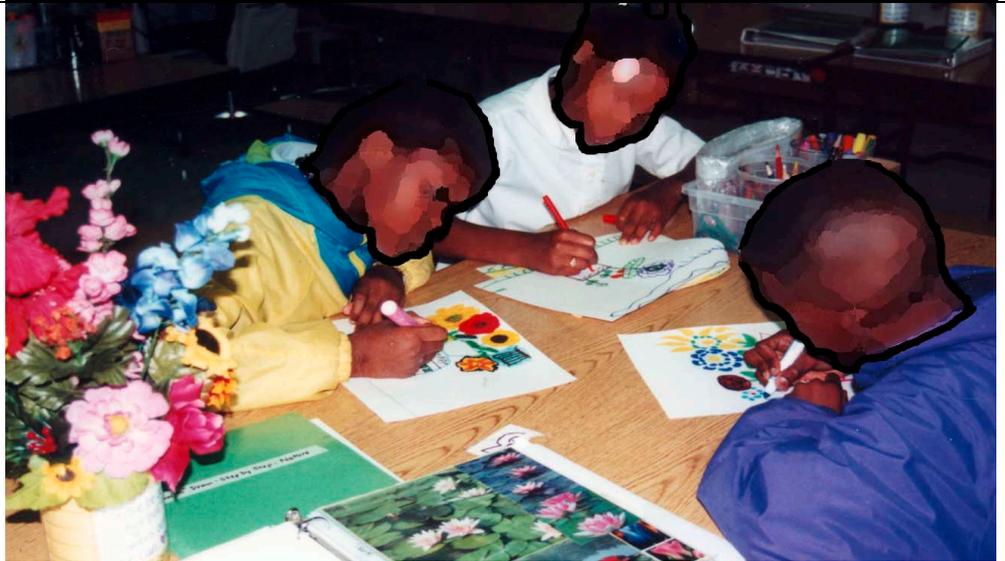
(Excuse the fuzzy faces to protect the innocent). Here, some of my wonderful students are looking thru a folder of art prints of floral works and playing "The Mindful of Art Game". They are preparing for a unit using flowers as subject matter. They are also using the ABCs of Art Book: The Elements & Principles of Design Booklet along with this Game.

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A Mindful of Art - Introduction (Continued)



Left: These are folders of medium sized art work sorted by subject matter. Each color represents a different subject matter. I also made available Larger posters and prints, and clear plastic bags for of very small works of art. Below: Students are drawing from 3-D arrangements of cloth flowers.



How to Use These Pages

The beauty of these cards is they can be used with any and all art work available, 2-D, 3-D, student, and professional, commercial, man-made or from nature, any size or shape. I had folders of varying sizes, and even small clear bags full of all those "mini" examples of art I collected. Now, I had a way to circulate them in the classroom and make learning a little more fun. Using the Game is also an excellent opportunity to learn cooperation, taking turns, and teamwork.

The "Cards" can be printed on card stock and laminated or put in plastic sheet protectors to make them more durable, or printed as books (whatever works for you and your students).

Mindful of Art Game Cards include:

- Compare & Contrast Card
- Colors, Shapes & Lines I See Card
 - Using the 5 Senses Card
 - Language & Art Card
- Identify Elements of Art Card
- Identify Principles of Art Card
 - Feldman Model Card

Also included - A Brainstorming List for More Possible Game Cards.

More next page.....

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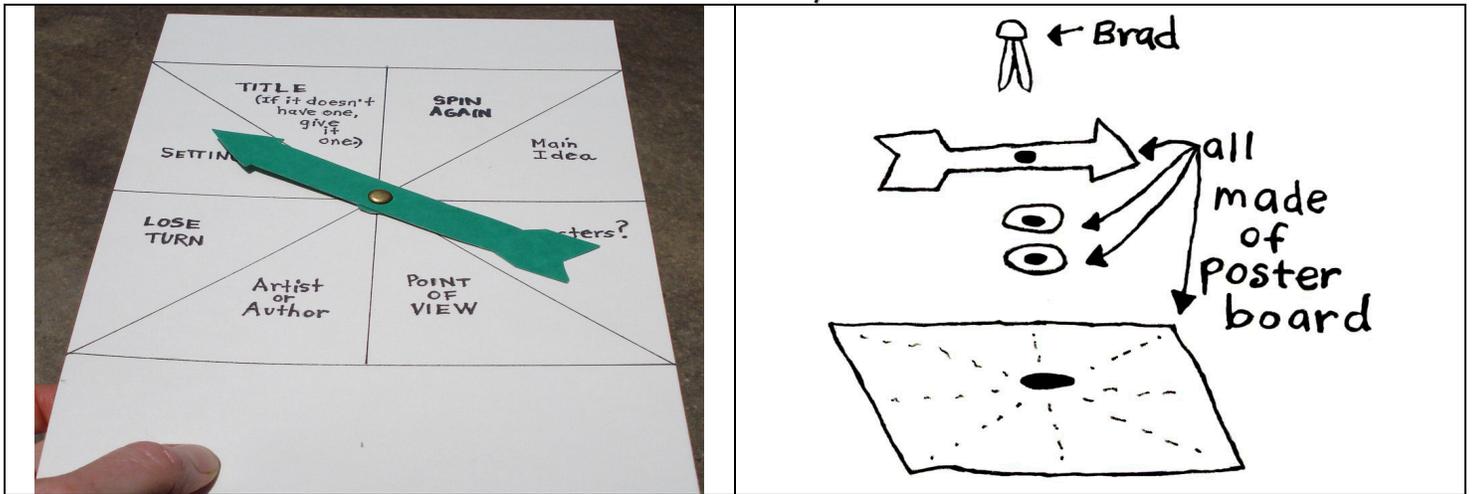
A Mindful of Art - Introduction (Continued)

The last three pages are Spinner Cards. There is a little bit of simple construction involved.

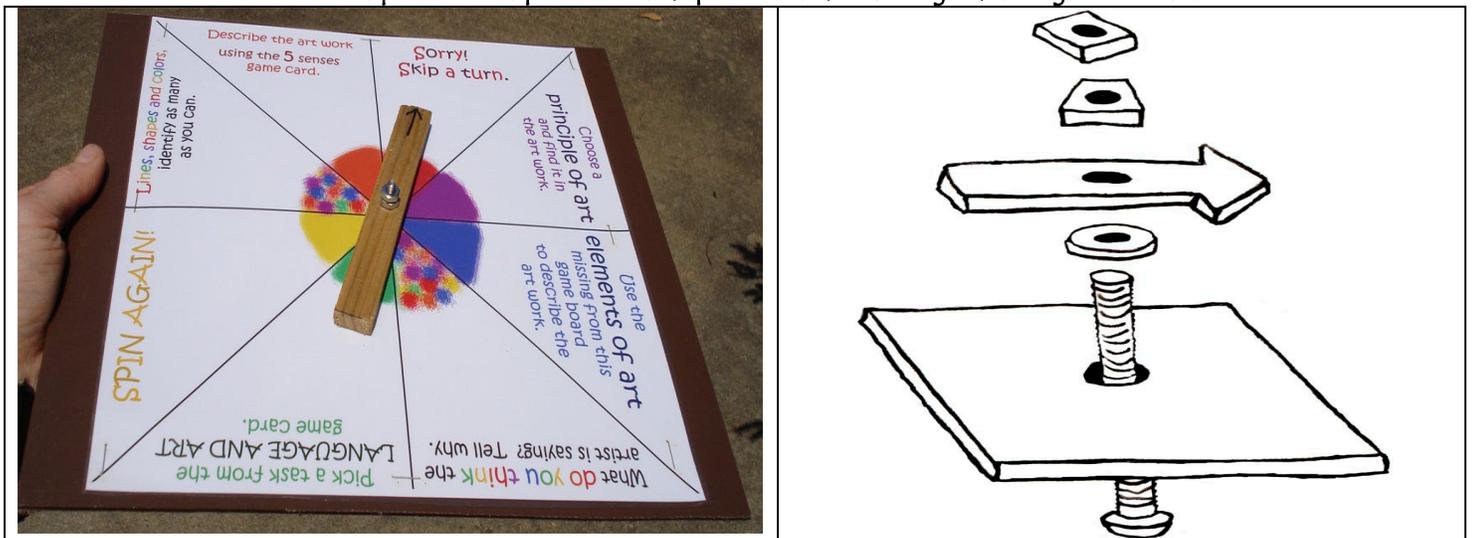
Mindful of Art Spinner Cards included:

- Spinner Card – Elements of Art
- Spinner Card – To Use With Other Cards
- Spinner Card – Tell A Story With Art Work

You can make your own spinner cards with poster board or whatever material you think will work. Washers (the circular piece that fits on bolt between arrow and board), whether metal or poster board, will help the arrow spin more smoothly.



Above is a photo of a poster board spinner card & a rough drawing of the same.



Above is a photo of a laminated paper stapled to a plastic board to make a spinner card & a rough drawing of the same.

These are just a few ideas for you to play around with. Let yourself be inspired. Use your imagination.

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When we put ART & new ideas in our heads & mix it up with what is already in us, we can create something new & different.

A Mindful of Art Game Card

Compare & Contrast



I will
choose
an art
work
I like.

I will
compare
&
contrast
with a
partner.

We will quietly take turns discussing the similarities (what is the same), and the differences (what is different) about the art works we picked.

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A MINDFUL OF ART (UNA MENTE ARTISTICA)

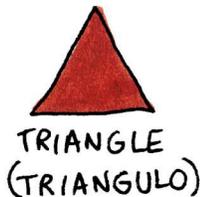
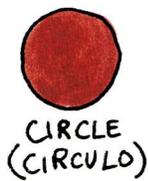
GAME CARD

(JUEGO DE CARTA)



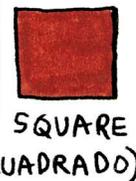
COLORS I SEE...

(COLORES QUE VEO...)



SHAPES I SEE...

(FORMAS QUE VEO...)



STRAIGHT (DERECHO)

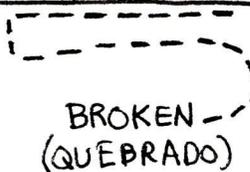
THICK (GRUESO)

THIN (DELGADO)

SHORT (CORTO)

LINES I SEE...

(LINEAS QUE VEO...)



LONG (LARGO)

CURVY (CURVA)

ZIG-ZAG or JAGGED (DENTADO)

VARIED (VARIADO)

LINE, SHAPE, AND COLOR ARE ELEMENTS OF ART.
(LINEA, FORMA Y COLOR SON ELEMENTOS DE ARTE.)

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A Mindful of Art
(Una Mente Artística)

Using the 5 Senses

Look at (observe) the artwork or put yourself in the artwork.
Now, use those wonderful minds and imaginations.

GAME
(JUEGO DE

CARD
(CARTA)



When I put art in my head,
and mix it up with what I've
experienced, my art improves.

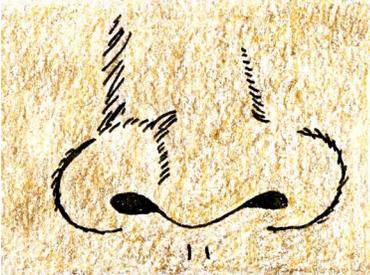


(Mira al trabajo de arte o imagínate estar o ser parte del arte.)
(Ahora usa esas mentes y imaginaciones maravillosas?)

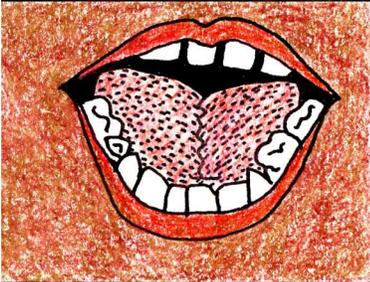
- * What do you see? (¿Qué veo?)
- * Where does your eye go first?
(¿A donde se va tú ojo primero?)



- * What sounds can you imagine hearing?
(¿Qué sonidos te puedes imaginar?)



- * What smells can you imagine smelling?
(¿Qué olor te puedes imaginar?)



- * What tastes can you imagine tasting?
(¿Qué sabor te puedes imaginar?)



- * What textures can you imagine feeling?
(¿Que textura te imaginas que puedes tocar?)
- * How do you feel when you look at or imagine yourself in the artwork?
(¿Cómo te sientes cuando te imaginas ser o ver el arte?)

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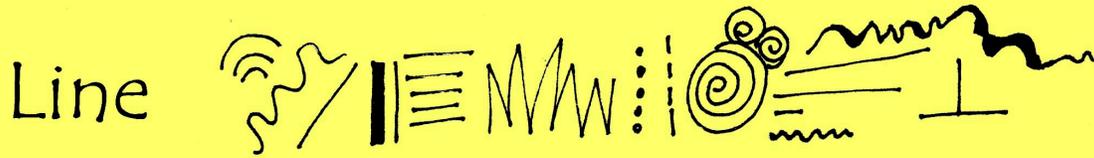
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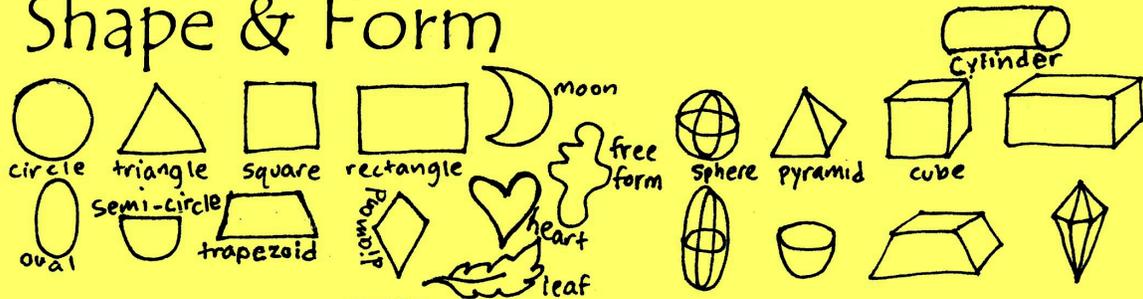
A Mindful of Art Game Card

Identify as Many Elements of Art as Possible.

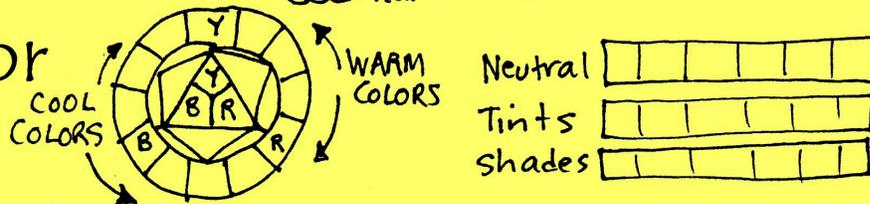
Elements of Art



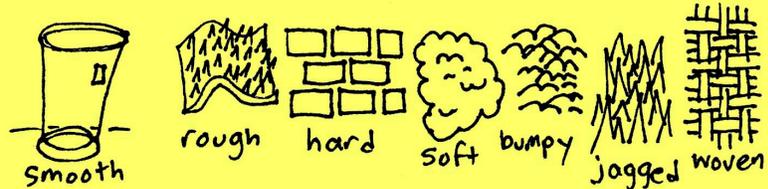
Shape & Form



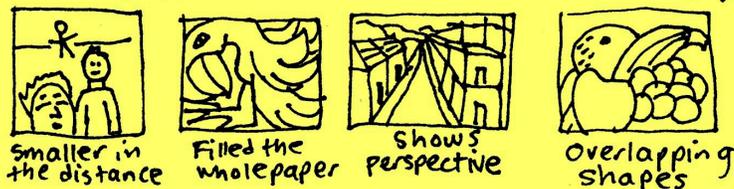
Color



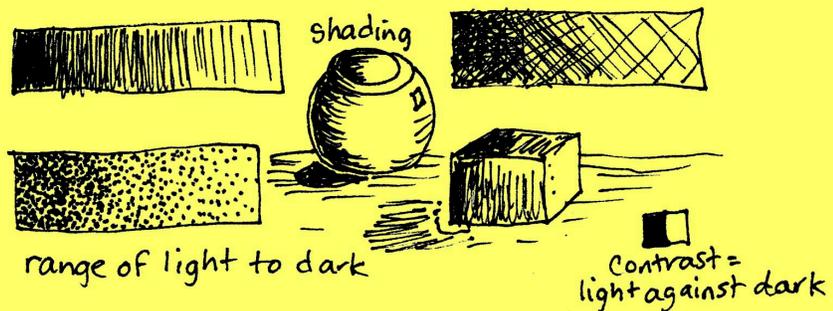
Texture



Space



Value



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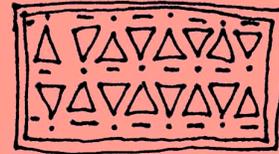
A Mindful of Art Game Card

Identify as Many Principles of Art as Possible.

Principles of Art

Pattern

Repetition of the elements of art



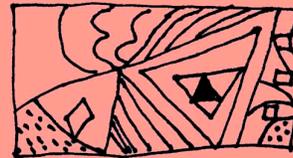
Emphasis

Focus - Main idea
What "grabs" your attention



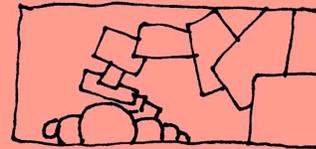
Variety

An assortment of lines, shapes, colors and other elements of art in the art work



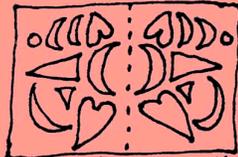
Unity

How the elements work together, fit together, so the art work looks complete



Balance

Symmetrical



same design on both sides of a mid line.

Asymmetrical



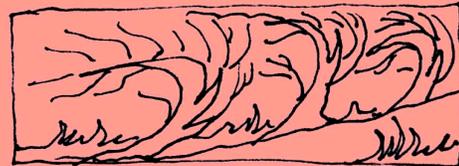
A balance that is not even

Radial



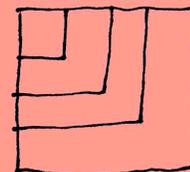
Rhythm & Movement

A regular repetition of the elements of art to create a sense of rhythm and/or movement



Proportion

How parts fit together to make a whole - Size relations
(Includes scale, monumental, miniature, exaggeration...)



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FELDMAN MODEL

1. DESCRIPTION:

(I will take inventory. I will look, identify & describe.)

- * Name objects.
- * Describe elements of art.
- * Identify patterns (a principle of art).
- * Identify materials used (techniques too).
- * Identify genre (portrait, still life, landscape?).
- * Identify style of art.

2. FORMAL ANALYSIS:

(Discovering Relationships)

- * Find examples of unity through repetition.
- * Look for variety through contrast of shapes, lines, etc.
- * Look for center of interest (focus, eye grabber).
- * Look for balance & rhythm (principles of art).

3. INTERPRETATION:

(Figure out in meaning)

- * Use the evidence in 1. & 2. to figure out a meaning of the art for you.
- * What is the artist saying? What are your reasons?

4. EVALUATION:

(Forming a judgment)

- * Is it a quality piece of art? Why?
- * How does it compare to similar works?
- * Is the artist successful? Why?

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A Mindful of Art



Brainstorming List for More Possible Game Cards

- 1. Identify what genre the art is as you can.** (Did you have to conclude it doesn't fit neatly into a category?)
- 2. Can you identify what media the artist used?** (See media sheet)
- 3. During what time in history do you think the art was made? Why do you say that?** (See evolution of art history sheet)
- 4. Is there evidence to suggest the work is from another culture? What makes you say that?** (See cultural diversity sheet)
- 5. Can you identify what style of art the work is?** (See art styles sheet)
- 6. What do you think the main subject of the work is?**
- 7. For what purpose do you think the art was created?** (See form and function sheet -the purpose of art)
- 8. What do you think the artist is trying to communicate, to say, to express to the viewer?**
- 9. What do you like most about this work? Why? What do you like least? Why?**
(Say what you like and don't like without making the art or the artist wrong or put down. Example: "I like the simple images. I find them easy to look at." or "I don't like the images. I feel agitated when I look at them.")

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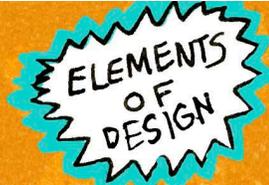
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A Mindful of Art * Spinner Card * Elements of Art



A MINDFUL OF ART SPINNER CARD



| | | |
|---|--|--|
| <h2>SPACE</h2> <p>(ESPACIO)</p> <p>Is the space filled? Did artist draw BIG? Are shapes overlapped? Are lines extended off the paper?</p> | <h2>LINE</h2> <p>(LINEA)</p> <p>Are lines used? What kind? Can you name them?</p> | <h2>LOSE A TURN</h2> |
| <h2>VALUE</h2> <p>What amount of light and dark are used? Does use of value evoke feelings?</p> | <h2>SHAPE</h2> <p>(FORMA)</p> <p>Are shapes used? What kind?</p> <p>SPIN AGAIN</p> | <h2>TEXTURE</h2> <p>(TEXTURA)</p> <p>Is texture used? How? Is it real (actual) or imaginary (implied)?</p> |
| | <h2>COLOR</h2> <p>(COLOR)</p> <p>Is color used? Is a color scheme used? Does the color express mood?</p> | |

1. SPIN
2. ANSWER QUESTIONS. TELL WHAT YOU KNOW.
3. KEEP SCORE. (IF YOU WANT) *1 POINT FOR EACH SENTENCE YOU CAN MAKE ABOUT THE ART WORK.

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A Mindful of Art * Spinner Card * for Use with Game Cards

A Mindful of Art Spinner Card

SPIN AGAIN!

Pick a task from the **LANGUAG AND ART** game Card.

Describe the art work using the 5 senses game Card.

Lines, shapes and colors, identify as many as you can.

Sorry! Skip a turn.

Choose a principle of art and find it in the are work.

Use the element of art missing from this game board to describe the art work.

What do you think the artist is saying? Tell why.

1. Spin.
2. Find Game Card & Work Your Brain.
3. Keep Score if You Want. Score one point for each sentence you make about the art work.

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A Mindful of Art * Spinner Card * Tell A Story with Art Work.

TITLE
If it doesn't have one, give it one.

MAIN IDEA!

SPIN AGAIN!

Name artist or author.

Tell point of view: eye level, close up, bird's eye, or worm's eye view?

Characters: Describe or name them.

What is the setting of the work?

Sorry! Skip a turn.

Work Together or Independently.

1. Spin. Take turns.
2. Follow directions. Tell the story of the art.

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