

Art Literacy's Commitment to Quality Arts Education

Reflecting current thinking about the value of a strong arts program, the Beaverton Art Literacy program promotes an approach to art education based upon four foundational art areas for its instructional content: art production, art history, art criticism and aesthetics. The main objective of the lessons should allow students:

- to understand art's cultural and historical context and the contributions which artists make (*art history*).
- to respond to and evaluate the qualities of visual imagery (*art criticism*.)
- to raise questions about the nature of art and develop the ability to make informed judgments about art (*aesthetics*)
- to develop their creative abilities for making art (*art production*.)

Volunteerism At Its' Best

The Beaverton School District is home to an exceptional volunteer-staffed elementary and middle school art education program called Art Literacy.

This Beaverton grown program founded in 1980 by Louise Gustafson at Chehalem Elementary and a handful of parents committed to enriching their children's education, today has more than 1400 trained volunteers serving 44 elementary and middle schools.

There are two Beaverton School District Coordinators, a Volunteer Coordinator and a Resource Coordinator, who support the on-site school coordinators and oversee the program. For more information, contact:

Jill Bogle
Volunteer Coordinator
503-590-6510

Jill can answer questions and help you with issues related to running an Art Literacy program at a school including recruiting, meetings, working with volunteers and special events.

Melody Ball
Resource Coordinator
503-645-9657

Melody can answer any questions about the artist boxes and rotations, classroom presentations, production ideas and materials.

Celebrating 35 Years Of Beaverton Art Literacy!



"When my daughter was about seven years old, she asked me one day what I did at work. I told her I worked at the college - that my job was to teach people how to draw. She stared back at me, incredulous, and said, "You mean they forget?"

~ Howard Ikemoto – Professor of Art, Cabrillo College, Santa Cruz California

Beaverton Art Literacy
Beaverton School District
16550 SW Merlo Road
Beaverton, OR. 97003

Why Art Literacy...

- to learn to **think creatively** and **problem solve**, both which will help prepare students for the future.
- helps students **learn to observe** - skill writers, doctors & scientists need.
- encourages students to **form mental images** and **think up new ideas**- skills designers, engineers & inventors need.
- **celebrates many perspectives** and values diverse views and cultures.
- helps students realize there are **many ways to see** and **interpret the world**.
- has the unique ability to **communicate ideas and emotions** of the human spirit connecting us to our history, traditions and heritage.
- ... **is so much more than what you see!**

Far-reaching Benefits of a Strong Volunteer Program

The overall impact of Art Literacy on over 20,000 Beaverton Students is difficult to measure, but the results of the students' learning is easy to see in the hallways and classrooms throughout the district. Equally significant are the long-term benefits of volunteer participation in the classroom. Art Literacy volunteers typically enter the program because they want to do something for their own child, often it becomes something more.

The involvement in Art Literacy by volunteers actively encourages efforts to support public education for all children and they become vocal advocates for arts education. Art Literacy is an avenue to lifelong learning for both the students and volunteers who teach them.

Art Literacy Boxes

Ansel Adams	Grandma Moses
Guiseppe Arcimboldo	Alexandra Nechita
James Audubon	Louise Nevelson
Jennifer Bartlett	Georgia O'Keeffe
Romare Bearden	Maxfield Parrish
Gianlorenzo Bernini	Pablo Picasso
Sandro Botticelli	Beatrix Potter
Pieter Bruegel the Elder	Raphael
Debra Butterfield	Rembrandt
Alexander Calder	Frederic Remington
Eric Carle	Auguste Renoir
Emily Carr	Faith Ringgold
Mary Cassatt	Diego Rivera
Paul Cézanne	Norman Rockwell
Marc Chagall	Auguste Rodin
Dale Chihuly	Henri Rousseau
Chuck Close	Peter Paul Rubens
John Constable	Georges Seurat
Salvador Dali	Frank Stella
Honoré Daumier	Wayne Thiebaud
Jacques-Louis David	Louis Comfort Tiffany
Leonardo DaVinci	Titian
Stuart Davis	Toulouse-Lautrec
Edgar Degas	J. M. W. Turner
Eugène Delacroix	Vincent Van Gogh
Walt Disney	Diego Velázquez
Bev Doolittle	Jan Vermeer
Marcel Duchamp	Leonardo da Vinci
Albrecht Dürer	Andy Warhol
El Greco	Grant Wood
M. C. Escher	Frank Lloyd Wright
Peter Carl Fabergé	Andrew Wyeth
Thomas Gainsborough	Aboriginal Australians
Paul Gauguin	Africa Adorned
Frank Gehry	African Masks
Giotto	African Textiles
Andy Goldsworthy	American Folk Art
Francisco de Goya	American Public Art
Keith Haring	Art Deco
Barbara Hepworth	Celtic Illuminations
Katsushika Hokusai	China
Winslow Homer	Egypt
Lôis Mailou Jones	Elements/Principles Design
Frida Kahlo	Gargoyles
Wassily Kandinsky	Greece
Paul Klee	Illuminated Manuscripts
Kathe Kollwitz	India
Dorothea Lange	Inuits
James Lavadour	Japan
Jacob Lawrence	Korea
Roy Lichtenstein	Maya
Maya Lin	Mexican Folk Art
René Magritte	Navajos
Henri Matisse	NW Coast Native Americans
Michelangelo	Oceania
Joan Miró	Pueblos
Piet Mondrian	Roman Art
Claude Monet	Stained Glass
Henry Moore	Stone Age
Julia Morgan	

The “Artist-In-A-Box” Program

The program's curriculum at present is based on more than 100 artists, (including European masters, renowned American artists, and some living, local artists), art of over 20 great world cultures, and several topical and resource boxes. (There are more than 120 different boxes, with new ones being developed every year.)

Materials for each artist, culture, or topic are kept in a box that is shared on a rotational basis throughout the district. Each box contains all the preparation material a volunteer teacher needs to present an Art Literacy lesson: a lesson plan, a biography of the artist (or reference materials pertaining to the culture), books, PowerPoint presentations, DVD's, prints, bulletin board materials and suggestions for and examples of art production projects for students.

Volunteers are trained for every lesson they teach by on-site Art Literacy coordinators. These coordinators are responsible for implementing the program at their schools.

Typically, six one-hour lessons are presented to each class during the school year. Each school PTO supports the program to cover the costs of materials used in the lesson, averaging about \$2 per student per year.

Sign up to volunteer today!
For more information visit
www.beavertonartliteracy.org