

## TIC TOC Theater and Art needs Docents for your child's classroom!

### Requirements:

A desire to participate in your child's classroom

A desire to have fun

### Not Required:

Artistic talent

Elaborate presentation

Hours of preparation

Going it alone — share the experience with another parent :)

To find out more, go to [www.tictoc.org](http://www.tictoc.org), email [tictocorg.p@gmail.com](mailto:tictocorg.p@gmail.com), or call 201.447.9110.



### Some ideas:

There are no rules (except this is Art not crafts — no Thanksgiving turkeys!) Bring in one or several paintings/ pieces from a collection. Do a hands on activity or don't. The MAIN GOAL is that they remember ONE THING you showed them. Whether it be the name of an artist or painting - like Picasso or "Starry Night". Perhaps they will remember that not all paintings are "pictures" or that some paintings represent special moments — like Norman Rockwell's "Bad Call" is about baseball. If you are an artist and can immerse them in an artistic experience that most of us can't provide, please do. Just remember that it's not important that you teach. It's more important that they learn just ONE thing. Keep it simple and enjoy the special experience of showing children something they never learned, saw, or felt before — it's awesome!!!

Here are some questions/non-project activities related to art work you can use and modify, depending on your child's grade level — Remember some children prefer not to speak publicly even though they are enjoying and learning from the experience.

1. Which art works attract you first...second...why?
2. Figure out...the amount of paint the artist used; the brush size, the technique.
3. Start a story about the art work (each person could take turns or each person could add to the developing story.)
4. Rename the art works, and discuss your reasons for the new name
5. Look at the painting for 10 seconds— look away — and try to remember the colors.
6. What would you change or add if you were the artist?
7. Compare different art works in terms of technique, media, mood, or subject.
8. Compare different art works in terms of line, form,color, composition or contrast.
9. Give each person a "Magic pill" that will enable them to "See, hear, smell, taste, and find all kinds of secret things" in paintings.
10. Does the art work make you feel a certain way? Do you feel excited, joyful, angry, or unhappy? Why do you feel this way? (Certain colors, the angular form, or rough textures?)

11. What is the artist trying to communicate? Is the artist telling us about something that had meaning to her? Something about the times in which she lived; her beliefs, the scenes or customs of the day? Something about their culture or religion? How is the artist's world different or similar to yours?
12. Discuss how the art piece is different from any other art piece.
13. Does the artist show new ways to see never before seen at the time? New ways to see life? New ways to understand other people, Or new places or times?
14. Form frames with your pictures; select and focus on various interesting parts. Discuss why they are interesting to you.
15. Study the art work. Then close your eyes and describe the art work. Try describing the art work without using words, just gestures and sounds.
16. Pretend you can walk into the painting. How would you feel? What would you see?
17. Take poses of figures in the painting or sculpture. Invent body movements as you feel the figures might move.
18. Draw-your-own or cut-and-paste details of the painting — have them find where they are.
19. Make a list of adjectives. Have each table (and/or make teams) and assign each a particular painting. The others must not know any other team's painting. Have each table tick off at least 6 adjectives that apply to their painting. They then read out the list to their classmates who must guess the painting. Have enough paintings for a good choice and number the paintings (not actually ON the painting — just as a reference.)
20. Missing Painting Caper! Have the children study a work of art for about 10 seconds and then have them turn away from the work. Tell them the painting was just stolen and the police would like the students to make a statement describing the work. What did the painting look like. After a while have them turn back around and take a look at what they got right, wrong, or missed completely.
21. A Variation Have the children study a detailed and figurative painting like Pieter Brueghel's "The Harvester's" for 10 seconds and then turn around. Ask the children specific questions about the painting like: How many men and women were in the painting? How many were working? Sleeping? Eating? What were they eating? What animals are pictured?
22. Ask one student to describe a work of art while his/her classmates sit with their eyes closed. When the description is complete, the students open their eyes and decide which painting was described.
23. "If I were in this painting, I would slide down that big diagonal line, etc." "I like the lines because..." "I would change the shapes too..."
24. Write the story you think this picture is telling.
25. Describe what happened just before or after the moment pictured in this painting.
26. Imagination Games Have the children look at a painting and ask them what color they think the artists started with and in which corner? How can they tell? Can they tell what the artist used to apply the paint to the canvas?
27. Have the children pretend that they are art critics writing about a new exhibit in town.
28. Ask the children to look at a painting and invent a title for it.
29. Have the children pretend they are weather reporters. Look at several paintings and discuss what season and weather the artist has depicted in his paintings. How would people dress on such a day? What activities would be fun to do on such a day?
30. Ask the children to pretend the work of art is only half of the final piece. What do they think the other half would look like?

A Variation: If this painting were continued past the canvas and could fill up the entire wall, what would it look like?

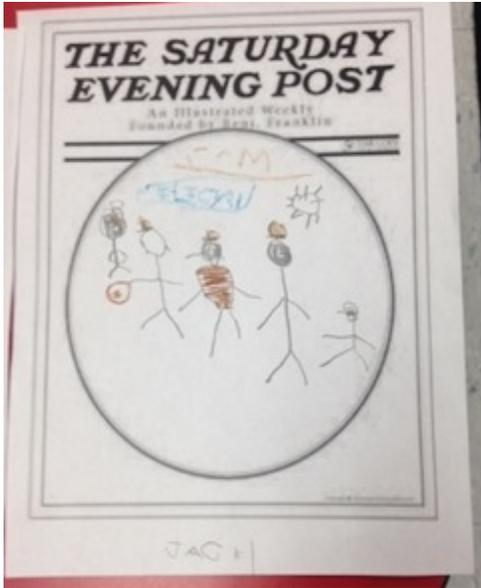
## Especially for Sculpture

Where would you balance a tea cup?

If this sculpture were to suddenly come alive, what would it do first? How would it move/

If you are looking at a piece of sculpture which was created by a subtractive process (Chipping/carving) what do you think the original form looked like?

Norman Rockwell's pictures for the Saturday Evening Post represented America and slices of American life. The children were encouraged to pretend they were Rockwell today. They drew pictures of small town fun, like baseball games, soccer practice, ballet lessons, the Glen Rock Fair, the Glen Rock Fire Department Pancake Breakfast, and lots more. Their Rockwells rocked!



Kindergardeners were presented Southwestern culture. The kids drew a picture of a simple symbol from the large array of symbols that the Native Americans used. This is a sun; some kids chose an arrow, others a horse!



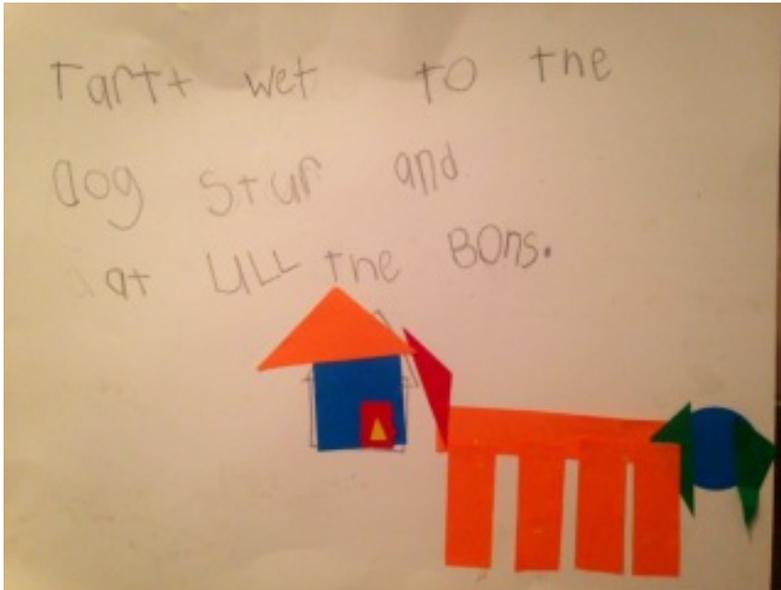
First graders' learned about Southwestern culture. The docent brought in the "Talking Stick" and discussed how it was used by the native Americans, the importance of not interrupting each other during conversation, even if things get "heated up". The kids then created their own talking stick to take home and use when they are having an important discussion In the family.



One docent presented the Ancient Legend of the Ojibway tribe and the history of the dream catcher to First Graders. Afterwards, each child created their own dream catcher.



One docent presented First Graders with Grandma Moses's "Mary had a Little Lamb". The class learned about primitivism and Grandma Moses. They discussed her painting "Mary and the Little Lamb" and learned how to tell a story using simple shapes. Here is an example of "Tater went to the dog store and ate all the bones." Awesome!



In fourth grade they discussed Paul Revere's role in the American Revolution and his midnight ride as told by Longfellow, (which was the inspiration for Grant's painting) using this discussion as a backdrop for our analysis of the painting. Then they made tricorn hats, which were fashionable in Revere's time. Awesome!



Today we learned about Artist: Anna Mary Robertson Moses aka Grandma Moses

Born 1860 in Greenwich NY - 1961 (lived 101yrs)

American Folk Artist known for painting from Remembrance. Her "primitive" style depicted simple realism, fun, and colorful memories of farm life and countryside living in New England.

Her recognition in the arts started at mature age of 78 after embroidering and quilting became too painful due to arthritis that she began painting instead. A great story to be inspired to take new directions and find activities/hobbies that keep our lives interesting and fun.

After discussing our own memories of Sledding on a Winter Day, we reviewed the painting "The Joy Ride" (1953) depicting Grandma Moses' fond memories.

We also discussed Grandma Moses' style of painting as American Primitive or Naive (a non-schooled artistic form) and her method of painting from Top to Bottom.

Our craft was inspired by our own Remembrance of Sledding on a Winter's Day. We constructed our piece from Top to Bottom like Grandma Moses (sky, mountain, trees, houses, people). Then added winter details and color. A "Grandma Moses" way to create a style of art that is simple, real, colorful and fun!

