

January 6 2005
Legislative Committee Hearing

Mr. Chairman and members of the committee for the record my name is Cheryl Bannes and I am the Education Director and Artist in Residence at the Lewistown Art Center.

>I am a working metals artist, creating jewelry and mixed media sculpture with a BA and an MA in studio Art. I also have a K-12 art teaching degree and taught high school art for several years. 21/2 years ago the LAC partnered with the MAC to create a program we call Rural Art Outreach, which is part of MAC's Artist in Schools and Communities Program.

>In this program I work with 27 different rural schools and several community groups teaching art workshops. The area I work in covers 8 counties and about 20% of Montana. I see approx. 1000 students per year, plus teachers, parents and community members, and average 300 –400 students a month.

>Of all the schools I see, only 2 of them have certified art teachers and they teach only at the high school level, there is no real art being taught by certified art teachers at the elementary level and Jr. High levels. Classroom teachers are doing their best but focus mostly on crafts.

>At one of the first schools I went to when I started this program a little boy walked up to me and asked "are you an artist"? I said yes, he said, "well I just have never seen one before".

>To me this sums up the problem, there is no art exposure in the daily lives of Rural Montana. And yet study after study shows the importance of art and art education.

> Montana's Standards for the Arts from OPI clearly state " *Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication.*"

>But we still see art routinely cut from the schools yet creative problem solving, and critical thinking skills are shown as skills needed for students to succeed in life. *Art is creative problem solving.*

> Art teaches us new ways to look at problems and come up with creative ways to solve them. I teach the students how any material they can find can be used in the creative process. I show them how art overlaps into other areas of study. I urge them to use their power of imagination to look beyond what they know and ask the question "what if"

- For example – in one of my lessons I show the students the work of Vincent Van Gogh and ask "what if Vincent had been able to visit Montana, what would our landscapes look like painted by Van Gogh, then we proceed to try it.

>Art opens our minds to possibilities. Learning about art is learning about people and their feelings. We broaden our minds and learn acceptance of other cultures, their beliefs and lives when we study artists, their styles and their countries.

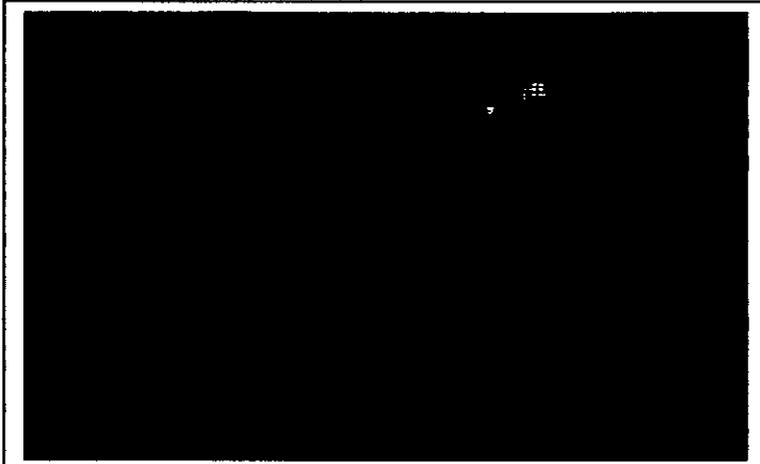
>When I go to the schools to teach, I also work with the teachers to provide curriculum development and lesson plans. I have helped teachers plan how to incorporate art into their daily lessons. I know the need is there for art in the schools, I see it on a daily basis. Students do not know Michelangelo, Da Vinci, Monet, Picasso, and the students who do know Charlie Russell frequently do not know when or where he lived or if he is dead or alive. The students are not being taught their heritage.

I had a teacher in Moore say to me "since you have been coming to our school, we have realized we have not been teaching art, we have been doing crafts. Now we know we need to revise our curriculum".

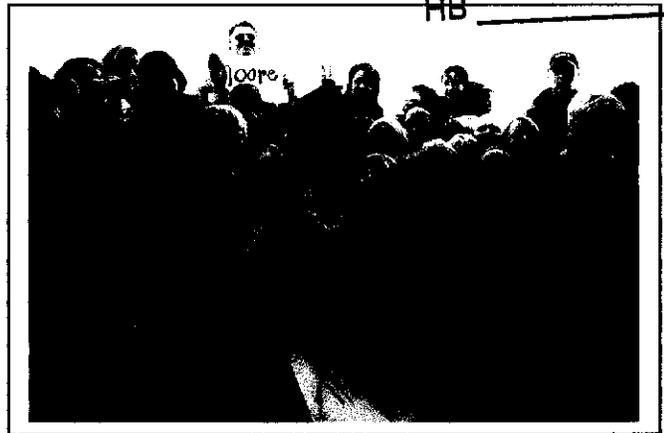
>Ask any teacher some of the problems they see with students and they will tell you a lack of creative thinking, imagination and short attention span. Art fills in these gaps.

>After 2 years I now have students telling me about how they used a process they learned with me to help with a science or history project, I have students who are now confident in themselves, I had a grandparent tell me that when her granddaughter would come over all she wanted to do was watch movies but after being in our art program now wants to create things with her grandmother bridging that gap and creating connections between generations. I had a mother tell me how much she learned from her 7 yr old son about art in the Middle East after he was in our art program.

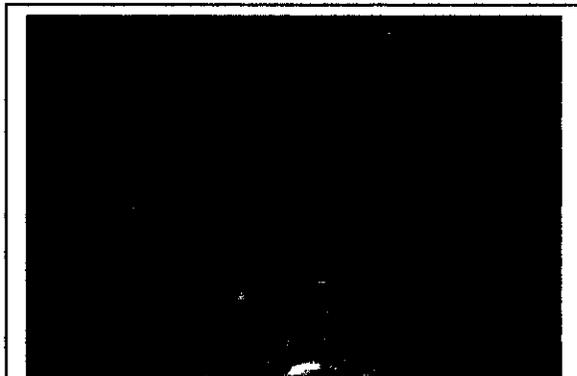
> Just the other day I asked the teacher from Spring Creek colony what she would like me to say to you. She said "tell them not to cut any more art or funding for the arts, it is so important and the kids need it so badly." So on behalf of all the teachers in rural Montana and all the kids who have never seen an artist I urge you to incorporate an art component in your financial decisions.



The students of Geraldine say thanks after a day learning about carving



Moore teachers and students say thanks for two and 1/2 years of art



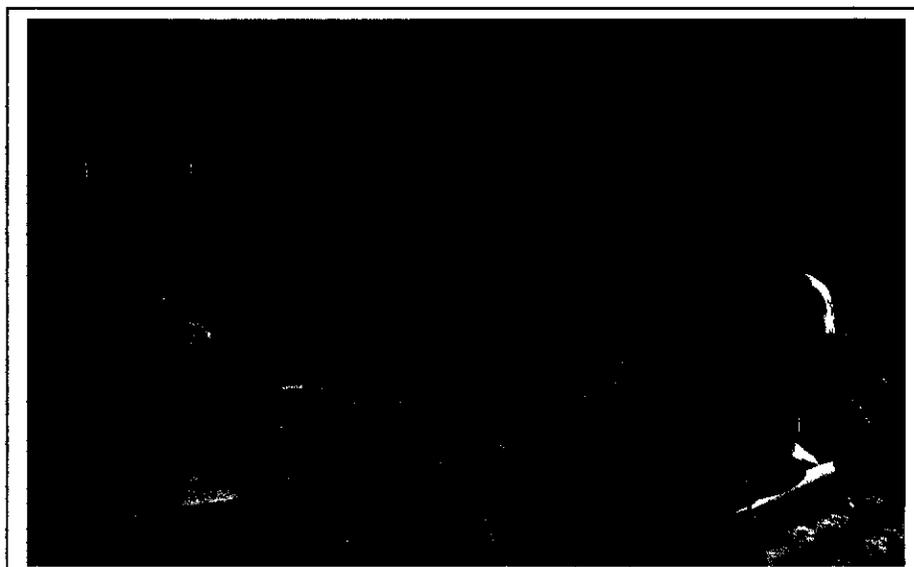
Mask making using patterns of Africa teaches children about other countries, cultures and art.



Deerfield colony is just one of several Hutterite Colony schools that benefit from the Artist in Schools and Communities program.



McKenzie enjoyed learning how to make a horse using everyday materials



The students in Roy just couldn't stop carving long enough to stand up to have their picture taken.



A successful batik project

MONTANA STANDARDS FOR ARTS

Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis and evaluation. The Arts provide powerful tools for understanding human experiences and cultures—past, present and future.

Arts education engages students in a creative process that helps them develop the self-motivation, discipline, cooperation and self-esteem necessary for success in life.

The Arts consists of Dance, Music, Theatre and Visual Arts. The content and performance standards for the Arts describe what all Montana students should know and be able to do in the Arts. Although literary arts are generally considered a part of the Arts, standards for the literary arts are integrated throughout the Communication Arts.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students create, perform/exhibit, and respond in the Arts.

Content Standard 2—Students apply and describe the concepts, structures, and processes in the Arts.

Content Standard 3—Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4—Students analyze characteristics and merits of their work and the work of others.

Content Standard 5—Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6—Students make connections among the Arts, other subject areas, life, and work.

Workshop ideas for school year 2004-2005 – these workshops have been designed with the Montana Standards for the Visual Arts in mind.

Drawing (content standard 1, 2, 3) – focus on the concept of shadow and shading

This workshop will build on the elements of drawing that the students have been presented with in previous workshops. We will work on a cartoon style drawing that will emphasize the concept of shading and shadow. Students need to bring pencils and erasers. Additional materials will be supplied. Paper should be available. 1 to 1 ½ hours per grade, can work in regular class room.

Paint (content standard 1, 2, 3, 5,) – explore texture – paint in the style of Gustave Courbet – paint without brushes. In this workshop the students will learn about the life and times of Courbet. They will create a painting using thick tempera using no brushes to discover that there is more than one way to create a painting. Students should have paint shirts, mat board or heavy corrugated cardboard cut into approx. 9X12 pieces would be great, work area may want to be covered. All other materials will be provided. 1- 1 ½ hours per grade can work in classroom but one central area would be better.

Ceramic hand and feet (content standard 1, 2, 3, 5, 6) – focus on technique and structure. In this fun workshop the students will create flower pots using their own hands or feet as a template. They will then build on that structure, looking at the anatomy of their own hands or feet. These pots can be glazed or not. If you do want to glaze, plan the month after this workshop as a glazing workshop. 1 ½ hours per grade, one central work area is needed, all materials supplied.

Batik – (content standard 1, 2, 3, 4, 5, 6,) In this workshop we will be exploring the art and style of another culture. Students will have the opportunity to create their own one of a kind batik wall hanging or piece of clothing. Students need to have plain cotton T-shirt, or handkerchief or we will provide rectangular pieces of cotton fabric. 1 ½ hours per grade, one central area is needed, with a sturdy table and an outlet. *Please note this project does use melted wax, please talk to me prior to this workshop for safety precautions. We will work without wax for grades K-3 or as needed.*

Jewelry – (content standard 1, 2, 3, 4, 5, 6) In this workshop the students will learn to use copper wire, beads and stones to create wearable artwork. The students will learn to handle basic hand tools such as pliers and hammers (grades K-3 will not be using hand tools) They will learn that not all artwork hangs on the wall! Approx. 1 ½ hours per grade, can work in the classrooms or in one central area. All material supplied

Mono-prints – (content standard 1, 2, 3, 4, 6) the students will work with water based inks, cut shapes and objects to create mono-prints. We will discuss a brief history of prints and why mono-prints are different from other types of prints. Additional art techniques can be added to these prints later in the classroom. Students should wear paint shirts, paper should be available and all other materials will be supplied. 1 – 1 ½ hours per grade, one central area to work is needed.

Sculpture – (content standards 1, 2, 3, 4, 5, 6) Horses – the students will use cardboard, foam board and a variety of materials to create a colorful and unusual horse. We will talk about horses and their importance in our history. Students should wear paint shirts, *any cardboard, foam board, yarn, felt, buttons, etc that teachers have on hand can be used in this workshop.* It would be best if we could work in one central area.

Carving – (content standards 1, 2, 3, 4, 5, 6) Focus on relief carving, we will look at some examples from history. This is a messy project but is a great introduction into carving. We will use dry wall to create relief carvings; we will carve with safe tools. K-3 can carve in soap if preferred. Students should wear paint shirts, if teachers have pieces of wall board we can use that would be great or we will supply all materials. 1- 1 ½ hours per grade, one central area is best due to materials and mess.

The projects listed are planned to introduce new skills and materials. The projects can be changed if there is a special theme or special event planned in the school during the time the artist plans to visit. Teachers can request a special project for their classroom if they are studying a subject and they want a creative project incorporated. I try to tie all workshops into another subject so students can see the connection between art and other areas of life. Let me know what I can do for you as a resource to tie in art to all school subjects. Call anytime 538-6191 (H) or 538-8278 Lewistown Art Center or e-mail bannub@midrivers.com