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 observe
  (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

3. Visit to HiSAM

4. The TA post-visit
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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