

# 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 (HSFCA)



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* *Ob*serve *D*escribe *I*nterpret & cite *E*vidence

- First, we **o**bserve  
(and wonder)



We **d**escribe what we see



We **i**nterpret ~

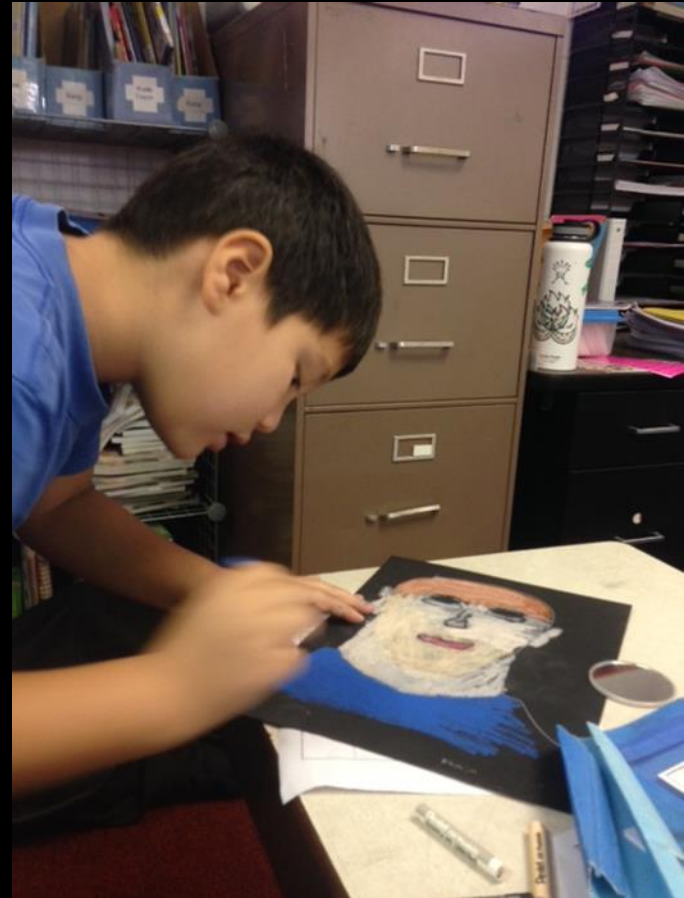
developing our speaking and listening skills

- 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*:

**O**bserve,

**D**escribe,

**I**nterpret –







and cite  
Evidence  
for *their*  
thinking



Teachers work with reproductions of artworks\*  
from the Art in Public Places Collection of the HSFCA



*\*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





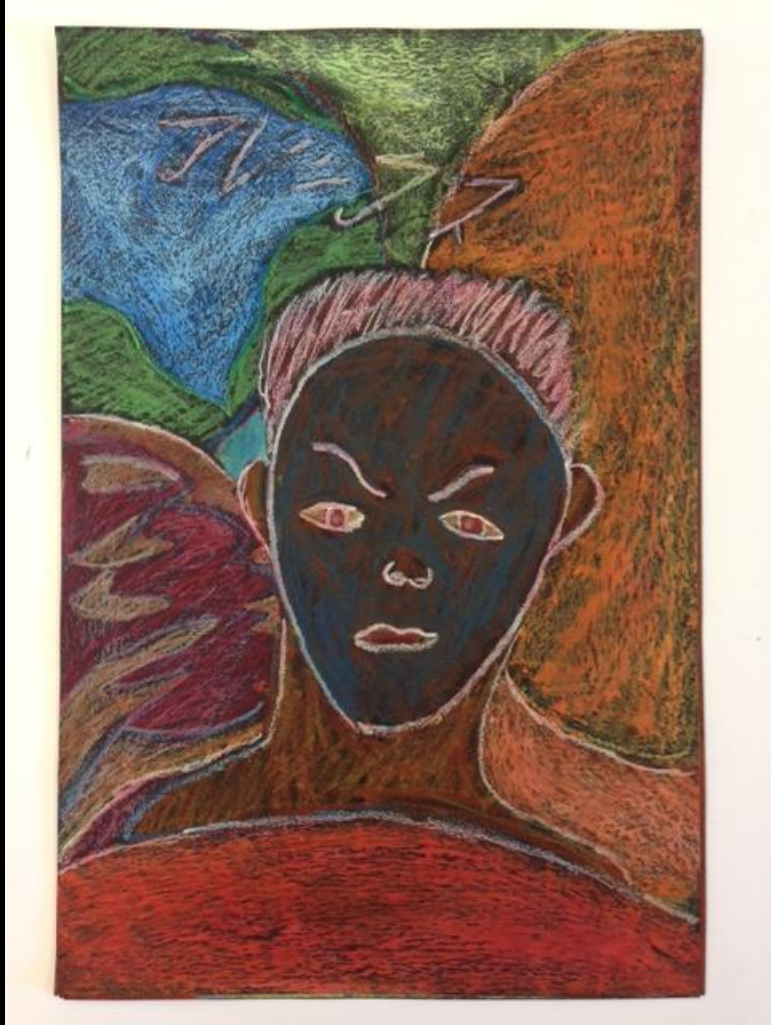


Creative activities are developed and give expression to student responses to art



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

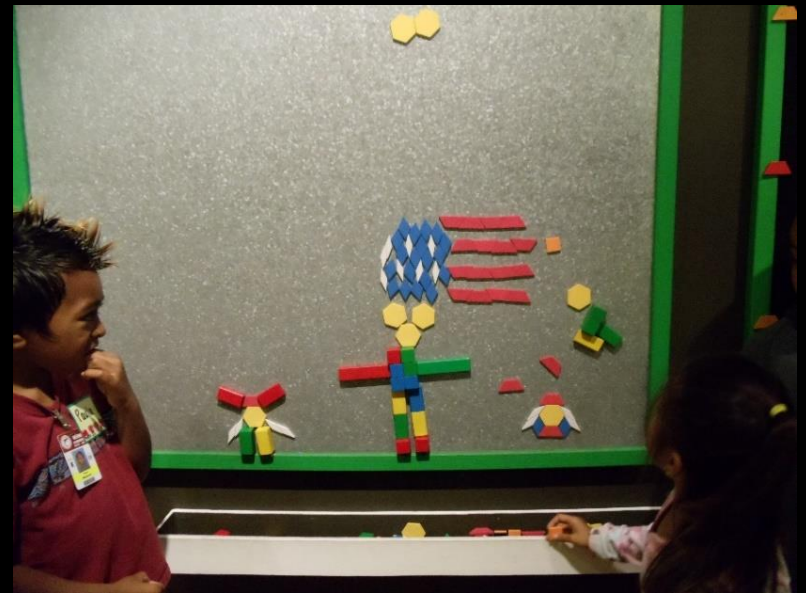
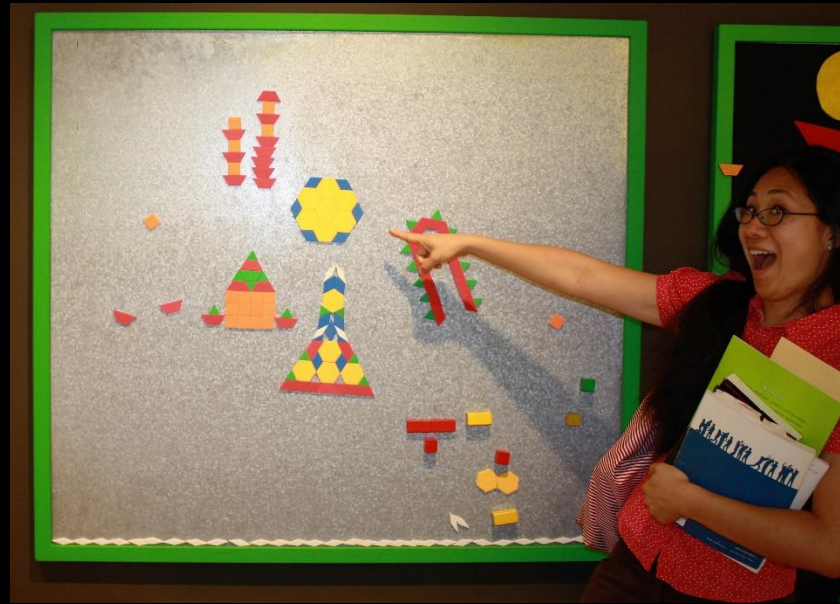




Museum Guides introduce  
new ways of seeing, learning  
and understanding.



Students often  
*really* surprise  
their teachers,  
each other,







and sometimes  
even *themselves*

*PLUS* - snack break! Animal crackers and water on the second floor lanai.







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



4. The TA  
post-visit



3. Visit to HiSAM



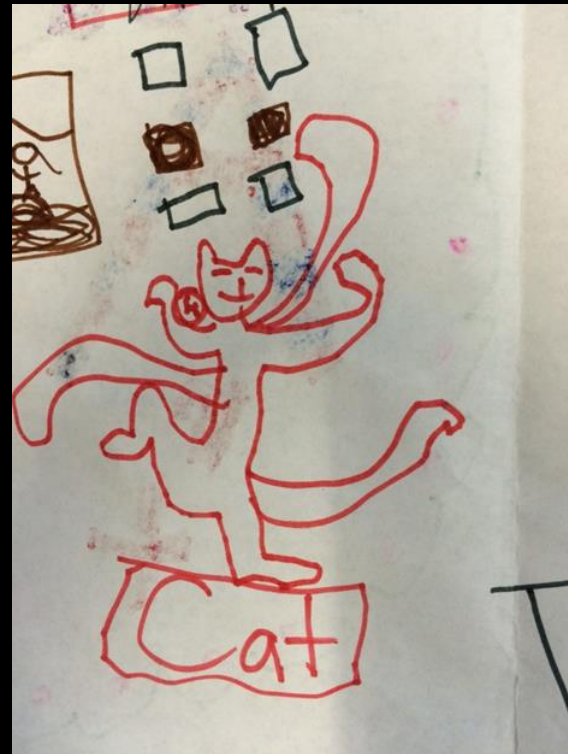
## What teachers are saying about the Art Bento Program @ HiSAM:

*"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  
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