San Jose Museum of Art

Art Education and Technology
Connect - Collaborate - Inspire

Art in the Dark
Toby Fernald
Tricia Hill
Karen Lantz

San Jose Museum of Art

Let's Look at Art

Let's Look at Art

Art in the Dark

K-6th Grades
Print-based

6th-12th Grades
Digital-based
Digital Presentations

Choose a date that best fits your classroom schedule for a 45-minute presentation.

Ancient Civilizations
Renaissance and the Middle Ages
East-West Connection
Holocaust, Hiroshima, and the Holocaust
Women Artists
In the Western World from 1500 to the Present
Photography and the Modern World
Eslam, Street and Chinese
American Art 1840 - 1900
Cubism and Revolutions in Art to Western Expansion
American Art 1880 - 1920
Twentieth Century Revolution through the Depression
American Art 1940 - 2010
World War II to the 21st Century

Why Digital?

• Digital familiarity
• Viewing ease
• Color, resolution and lighting
• Image Accessibility, mobility/alteration
• Depth of Knowledge
• Audio and Video
Imagery and video of Chichén Itzá are presented showing the value of moving from print-based to digital presentations. Video courtesy of CyArk

Art Education and Technology: How to Connect, Collaborate and Inspire

Connect to your Audience

Creating Digital Art Presentations

- Imagery
- Audio/video
- Multi-disciplinary
- Questioning/ Response Strategies
- Title and Conclusion
- Equipment
Images
- Text
- Audio
- Video

**Imagery**

Selection
- Strong narratives
- Ambiguous images
- Sequence
- Comparisons
- Text
- Alterations

**Audio/Video**

- Media diversity
- Artists’ process

---

**Imagery Selection**

**Goal**

*What to communicate? What students will understand?*
- Vocabulary building, STEAM
- Critical Thinking/Common Core
- Art elements, artists, history, other

**Technical**

High resolution images (1000 x 1000 pixels min).
- Good color, light, contrast

**Where**

*Personal photography, book scans, Google Images, Wikicommmons,*
- *Wikipedia, Vimeo, Visual Thinking Strategies, Art Resource*
- *Public Use Museums: Getty, LACMA, National Gallery, Smith-Artstor*

**Fair Use**

Laws regarding *educational purposes only*
- Image, audio, video
Connect, Collaborate and Inspire

**Strong Narratives**
George Bellows, *Dempsey and Firpo*, 1924

**Intrigue and Ambiguity**

**Sequence**

**Sequence 1 – Familiar to Unfamiliar**
1 - John Sloan’s *Sixth Avenue Elevated at Third Street*, 1928 to Marcel Duchamp’s *Nude Descending a Staircase*, 1912.

**Sequence 2 - Flow**
2 - Marcel Duchamp’s *Nude Descending a Staircase*, 1912 to chronophotography study by Eadward Muybridge, 1878 with animation 2008 to John Conway’s *Game of Life*, animated, to Leo Villareal’s *Supercluster*, 2004.
Comparison

Comparison 1 - Relevancy of Art history to today

Comparison 2 - Two artist's views of same subject
2 - Jacob Lawrence, *The Ordeal of Alice*, 1963 and Elizabeth Eckford, Photograph, 1957

Text

Text 1 – Artist quote with Artist's work
1 - Robert Arneson “I want to make high art that is funny, outrageous and also reveals the human condition, which is not always high”, Self-portrait and *Urinal*, 1963

Text 2 – Video with text
2 - Hung Liu video for *Summoning Ghosts* exhibition, Courtesy of Oakland Museum of California, 2013
**Alteration**

Alteration 1 – Re-orienting artwork
1 - Arthur Dove, *Sea Gull Motive (Sea Thunder or Wave)*, 1928

Alteration 2 – Removal of key parts of artwork

**Artist’s Process**

Artist’s Process 1 – Photograph
1 - Sandy Skoglund, photographing *Walking on Eggshells*, 1997

Artist’s Process 2 – Video

Artist’s Process 3 - Video
3 – Leo Villareal, *Multiverse Installation-Pattern Recognition, Part 2*, National Gallery
Multi-disciplinary

1 – Math Linear Perspective 1 – Masaccio, *The Tribute Money*, c. 1427

2 – Engineering methods 2 – Michelangelo, Pietà and video [www.youtube.com/watch?v=6De9SFc2jhU](https://www.youtube.com/watch?v=6De9SFc2jhU)

3 – Architectural elements 3 – Forbidden City, Supreme Hall of Harmony, Beijing, China, 1420

Questioning/Response Strategies

**Questioning**

Use Open-ended Inquiry

**Depth of Knowledge**

- *Describe, Identify, Recall*
- *Analyze, Comprehend*
- *Interpret, Application of Understanding*
- *Extended thinking, Design, Evaluate*
Questioning/Response Strategies

Response

Listen Carefully

Paraphrase Audience Remarks

Accept the Comments Neutrally

Link Answers that Relate

Concluding Remarks

Title and Conclusion

Title - Grab your audience’s attention

Multiple images of artists, artworks, cultures

Mystery

Humor

Title

1 - African-American Identity: Civil Rights to Contemporary America, showing seven of the artists presented in the program.

2 – Ancient Civilization, showing examples from early Mesopotamia, China, Indus Valley, Egypt, Greece and Rome.


David Gilhooly, Frog and Oreo, c. 1990's
### Title and Conclusion

<table>
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<tr>
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<tr>
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<td><em>Samurai Businessman going Home II</em>, 1980</td>
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<td>Comparison</td>
<td><em>Renaissance and the Middle Age</em>, comparison of Fortifications c. 1400 of</td>
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<td></td>
<td>China, Africa, Europe, S. America and Japan.</td>
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<td>Game</td>
<td><em>California Landscapes</em>, recall of California geography and imagery.</td>
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<td>Timeline</td>
<td><em>American Art 1900 – 1940</em> and <em>American Art 1940 -2010</em>, a review of the</td>
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<td>changing focus of American Art.</td>
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<td>Connect - Local Examples of</td>
<td><em>Ceramics and California Funk Art</em>, showing where the student can see</td>
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<td>Artworks</td>
<td>related artworks in person.</td>
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<td>Museum Exhibitions</td>
<td>San Jose Museum of Art’s current exhibitions:</td>
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<td><em>Jitish Kallat, Epilogue</em>, 2010-2011 and *Hidden Heroes: The Genius of</td>
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<td></td>
<td>Everyday Things*.</td>
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</tbody>
</table>

### AROUND THE TABLE

*At SJMA September 6, 2013 through April 20, 2014*

*Jitish Kallat: Epilogue*
Hidden Heroes: The Genius of Everyday Things

At SJMA October 17, 2013 through February 2, 2014
Equipment

- Resolution - XGA=1024 x 768
- Contrast Ratio - 1000:1 minimum
- Weight - 10-15 lbs max
- Lumens - 2500 ANSI
- DVI vs VGA - 
- DLP, LCD & LCoS

Collaborate

Who Needs to Collaborate?

- Docent
- Teacher & Students
- Docent's Peer Group
- Museum

... and technology makes collaboration easier
Technology Makes Collaboration Easier

The tools we use:

Technology Makes Collaboration Easier

Between the Teacher and the Docent Peer
Group/Museum

P/O The Fulfillment Process
- Program Marketing
- Presentation Requests
- Evaluation Forms
- Free admission passes
**The Fulfillment Process**

**Museum**
- eBlast to School (County Office -> Principals -> Teachers)

**Teacher**
- Fills out Online Request Form

**Docent Coordinator**
- emails assignment to docent

**Docent**
- Records presentation in online calendar
- emails to coordinate equipment

**Docent**
- emails Teacher to set-up presentation

**Docent**
- emails Coordinator to provide statistics
- Provides Peer Group with evaluation form

**Students & Teachers**
- DIGITAL PRESENTATION
  - Teacher fills out evaluation form & passes are given

**Docent Coordinator**
- Provides Museum and Peer Group quarterly statistics

**Museum & Docent Peer Group**
- Connect, Collaborate and Inspire
The Fulfillment Process

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Museum & Docent Peer Group
The Request Process

Our process
- Online Request Form -> SJMA's Microsoft Outlook Web Access account -> FileMaker Pro database
- Requires a coordinator ~ ½ hour/request

Other Methods may work for you
- Online scheduler
- eBlasts & Reply email
- School to school sign-up

What you need to consider
- How big is your coverage area- geographically and # of requests
- What flexibility do your docents have- time, days, transportation
- How best to access the educators- local policies, effectiveness, efficiency

Technology Makes Collaboration Easier

Between the Docent, Teacher and Students
- Presentation coordination
- Teacher’s materials
- The Digital Presentation
- Evaluation Forms
The Fulfillment Process

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Museum & Docent Peer Group
Why we use it?
Equipment coordination & peer visibility

Lots of Choices Out There
Many are free and the list is very long:

Google Calendar, Zoho Calendar, Kiko,
Yahoo Calendar, Wiggio, Calendars Net*, etc

What you need to Consider
How easy is it to use?
Is syncing required to mobile, Outlook, iCal, etc.?
Do you need event reminders?
Do you schedule reoccurring events?

* what we use
The Fulfillment Process

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Museum & Docent Peer Group

Technology Makes Collaboration Easier

Between the Museum, Docent and Peer Group

- Presentation Requests
- Progress Tracking
- Museum Updates
- Training
The Fulfillment Process

Museum
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Museum & Docent Peer Group
The Fulfillment Process

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Teacher
- Fills out Online Request Form

Docent Coordinator
- Sends assignment to docent

Students & Teachers
“DIGITAL PRESENTATION”
- Teacher fills out evaluation form & passes are given

Docent
- Records presentation in online calendar
- Sends email to coordinate equipment

Docent
- Sends email to Teacher to set up presentation

Docent
- Sends email Coordinator to provide statistics
- Sends email to Peer Group with evaluation form

Docent Coordinator
- Provides Museum and Peer Group with evaluation form

Museum & Docent Peer Group

Between the Teacher and the Docent Peer Group/Museum

Evaluation Form - key feedback for Evaluating

Art in the Dark Program Evaluation Form
San Jose Museum of Art – www.sjmaart.org

Thank you for your participation in the San Jose Museum’s Art in the Dark (AIDT) Program. In order to continuously improve the quality of our program, we request your feedback for completion of this form. Please return to the docent following the presentation or, if you prefer, by fax or email to the Museum.

San Jose Museum of Art
Athens Education Department - Let’s Look at Art! Art in the Dark Program
120 South Market Street, San Jose CA 95113
Fax: (408) 285-6500

Teacher’s name:
E-mail:
School:
Grade:
No. Students:
Date:

Presentation Subject: __________________________
LAA Docent Name: __________________________

Please rate the program in the following areas:

1. Presentation content was appropriate to the age group.
   Agree
   Somewhat Agree
   Disagree

2. The students were encouraged to actively participate.
   Agree
   Somewhat Agree
   Disagree

3. The presentation was a valuable use of class time.
   Agree
   Somewhat Agree
   Disagree

Comments: (Please include comments on items rated “3”)

4. Would you schedule the program in the future? Yes _____ Possible _____ No _____

5. How well did the program support the Common Core Standards for your class?
   Agree
   Somewhat Agree
   Disagree

6. How did you hear about the Art in the Dark Program? (Check all that apply)
   AIDT Email: ________ Repeat user: ________ Program recommended by: ________ Other: ________

7. Did you make initial contact with the museum for the AIDT program? Yes _____ No _____

8. Did you make the initial contact with the museum for the AIDT program? Please answer the following:
   Agree
   Somewhat Agree
   Disagree

   Scheduling with the docent was handled with timeliness and ease.
   Yes _____ No _____

   Your initial request to the museum was handled efficiently.
   Yes _____ No _____

   Additional comments:

Thank you for your time and consideration.

Revised: 10.12

SJMA AIDT, NDS 2013
Technology Makes Collaboration Easier

Within the Docent Peer Group

- Staying Current –
  - Group Updates, Calendars, Newsletter, Resources, Contact information
- Creating Presentation Materials
- Training & Observation
- Equipment Coordination

Technology Makes Collaboration Easier

Within the Docent Peer Group

Docent Training within the Peer Group

- New School Year- Educational requirements, program changes
- Presentation observation
- Presentation practicum

Equipment Centers

- Located at peer group docent's homes
- AITD Computers, Projectors, Speakers and copies of Docent Manuals
- Email for coordination
Technology Makes Collaboration Easier

The tools we use:

Why
• Global, secured access to up-to-date materials.
• Contact Information
• Resource materials & Forms
• Links to other Websites and to Cloud Storage

What
• Distribute a variety of file types (i.e. ppt, videos, audio)

What it can’t do (or not easily anyway)
Online Document Storage

Why
- Timely updates
- Ease of access
- Secured access
- Ease of sharing

What
- Docent’s Manuals & Study Guides
- Teacher’s Guides
- Presentations
- Docent Exchange

How
- Many free platforms are out there: Dropbox*, Google Drive, Microsoft SkyDrive, iCloud, Box, SpiderOak, Copy, etc…

* Why

- Timely updates
- Ease of access
- Secured access
- Ease of sharing

- Many free platforms are out there: Dropbox*, Google Drive, Microsoft SkyDrive, iCloud, Box, SpiderOak, Copy, etc…

https://www.dropbox.com/
Online Document Storage

How to choose

- How much space do you need? $$$
- How easy is it to use?
- Do you need an email or other clients?
- Do you need to edit online.

What you need to consider

- Automatic Syncing - Friend or Foe
- It doesn’t maintain itself.
Public Access to:
• Program & Presentation offerings
• Online Request forms
Assess Your Needs

Does your program

- Recruit?
- Train?
- Submit Funding Requests?
- Need to Broaden its Audience?

Goal: To create a concise and compelling story of Let’s Look at Art using multimedia

Establish RELEVANCE
Demonstrate SUSTAINABILITY
Show PROGRAM OUTCOMES
DAZZLE!
Let's Look at Art

- Non-profit community outreach program
- Provides art education in the classroom
- Any school, public or private in SCC
- No cost

Times Have Changed
Portfolio Program

- Interactive Art Presentations
- Kindergarten – 6th grade
- Aligned with state curriculum
- Intro to art elements

Art in the Dark Program

- 18 digital presentations
- Middle & high school
- Historical & contemporary art
- Audio and video brings art to life
**See What You Think**

**Focus on:**

- **Open-ended Questions**
  - What do you see?
  - What do you see that makes you say that?
  - What more can you find?

- **Critical Thinking**

- **Student Interaction**

**Grade Level Examples**

- **Science**
- **Technology**
- **Engineering**
- **Art**
- **Math**
San Jose Museum of Art Bookmark

Free Admission for Student and Family

Docents

A Glimpse Behind the Scenes
Board of Directors

- 16 elected members

- 11 committees
  
<table>
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<th>Committee</th>
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<tr>
<td>Continuing Ed Coordinator</td>
<td>Parliamentarian</td>
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<tr>
<td>Historian</td>
<td>Portfolio</td>
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<tr>
<td>Hospitality</td>
<td>Training</td>
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<td>Ways &amp; Means/Publicity</td>
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<td>Webmaster</td>
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Let's Look At Art & Art In The Dark

Looking deliberately is the first key to understanding visual language.

SAN JOSE MUSEUM OF ART

NEWS AND INFORMATION:
Let's Look At Art Newsletter
Winter 2013

SAMA Events & Exhibits

deck and opening museum events and exhibits

SAMA Docent Newsletter
January 2013 Newsletter

Store Guide Newsletter
November 2013 Newsletter

New at the Museum Store Deep Dive
Catalogues Now Available

New Museum Book Club SAMA READS
Read the latest book Clare: A Natural History of the Parole

Join a Docent Tour
Download booklets for more details

SAMA/SAAR Luncheon Lecture Series
Contemporary Art, China
February 5th from Noon until 1PM

SAMA/SAAR Strategic Plan for 2010 - 2014
Download SAMA/SAAR Strategic Plan for 2010

San Francisco Museum of Modern Art
Docent Recruiting and Training
vol4llaa@sjmusart.org

Recruiting
- SJMA website
- Neighborhood group websites
- Volunteers websites
- Print media
- Community organizations
- Friends

Training – 7 weeks
- Lessons, practicum, observations, mentors

Docent Contributions
- 61 Docents
- 12,680 Miles
- 30,812 Students
- 1,175 Classes
- 30,812 Students
- 1,175 Classes
Sources of Income

- Grant Funding, 55%
- LLAA, 45%

Benefits: Why Study Art?

Copyright Image
Art in Education Teaches…

• There is more than one answer
• There is a need to look close & think deep
• Learning boundaries can be transcended
• Respectful and democratic collaboration
• Multiple disciplines can be easily interwoven

“The fact that arts have lagged behind is not the primary reason for us to build a stronger art program. The primary reason is what art can do to enhance the ability of our students to think creatively and contribute in novel ways.”

John Hennessy, President
Stanford University
What They’re Saying

Teacher Quotes

Measuring Performance

Art in the Dark Program Evaluation Form
San Jose Museum of Art - www.sjmusart.org

Thank you for your participation in the San Jose Museum of Art’s Art in the Dark (AID) Program. In order to continuously improve the quality of our program, we request your feedback by completion of this form. Please return the form following the instructions on the back of the form. Thank you for your time and consideration.

San Jose Museum of Art
Attn: Education Department - Carl Loeks Art in the Dark Program
110 South Market Street, San Jose CA 95113
Fax: (408) 289-6588

Teacher’s Name:_________________________ Email:_________________________
School:_________________________ Grade:_________ No. Students:_________ Date:_________
Presentation Subject:_________________________ LAA Descert Name:_________________________

Please rate the program in the following areas:
1. Presentation content was appropriate to the age group:_________ 3  2  1
2. The students were encouraged to actively participate:_________ 3  2  1
3. The presentation was a valuable use of class time:_________ 3  2  1

Comments: (Please include comments on areas rated “1” only)
__________________________________________________________________________
__________________________________________________________________________

1. Would you schedule this program in the future? Yes_______ Possibly_______ No_______

2. If “No”, please explain:
__________________________________________________________________________

3. How well did the program support the Common Core Standards for your class?
__________________________________________________________________________

4. How did you hear about the Art in the Dark Program? (Check all that apply)
   AID Email______ Repeat user______ Other______

5. Did you make initial contact with the museum for the LAA program? Yes_______ No_______

6. If you made the initial contact with the museum for the LAA program, please answer the following:

   Your initial request to the Museum was handled efficiently:_________ 3  2  1
   Scheduling with the decent was handled with promptness and ease:_________ 3  2  1
   The areas of 1st that you would consider for future presentations? Please add any additional comments/highlights/suggestions:_________________________

Thank you for your time and consideration.
“I can’t wait until next year.”
“Lots of interaction and kids thinking.”
“It meets Social Studies Standards and really helps students think for themselves.”
“I was surprised and delighted by the amount of participation shown “The docent used talkative flow to engage the students.”

Bottom line:

98% of teachers indicated that they would like us to return to their classroom
Student Quotes

“My dream is to become an artist.”
Markus, Grade

“Please come back and show us more paintings.”
Lilly, Grade 1

“I learned art is something special.”
Jordan, Grade 6

“Thank you for the bookmark. I will never lose it.”
Morgan, Grade 6

“What I didn’t like was that you ran out time and had to go.”
Alexis, Grade 8
Art Makes People Think

Questions? SJMAAITD@gmail.com