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**“A Bend in the road is not the End of the road
...unless you fail to make the turn”- Helen Keller**

In light of public health, educational, psychological, and financial damage brought on by the Covid-19 virus which was unleashed on our country in the Spring, every business and non-profit organization was tasked with determining a course of action vital to their future survival. Their choice was either to formulate new strategies based on their priorities and mission statement for their long-term survival, or simply produce knee-jerk short-term reflexive actions, pandering only to the moment at hand.



Karin LaMonaca
President

As an organization we had a few choices to make: 1) We could take a hiatus from our mission until the world returned to “normal”- meaning the loss of pertinence in all of our school districts as a viable program as well as the loss of most of our AGTS members as they moved onto other worthwhile ventures in their lives. 2) We could reinvent the way we deliver the program to the school districts as they navigate online learning for their students – meaning we position ourselves as a useful TOOL teachers can use, while keeping our program alive and meaningful to the districts. This option would keep our members engaged as chapter units, exploring their new portfolios and creating online content for their schools. I am happy to say that AGTS-DV has risen to the challenge and has actively been pursuing the latter course of action. We ultimately wish to once again troop in-person, and the actions we are taking are not meant to be a short term band-aid, rather a solution to the moment with an eye on the future expansion and augmentation of our program.

I strongly encourage you to go to our website www.artgoestoschool.org under the Member Bulletin Board to review the amazing resources the members of the Advancement Team have gathered and developed to help support your mission of making fine art accessible to elementary students. The password has been sent to each of you in an earlier email to access the secure section where you will find the following tools:

Online Learning Tool Box:

3-Minute Introductory Video of the Program that can be sent to school administration and art teachers, Virtual Museum Tour Links for Children, Tools for Creating Presentations, Guidelines for Creating Online Presentations, How to Cite Artwork, Example presentation Template, Completed PDF & video version of an online presentation using the AGTS portfolio & more.

Supplemental Activities:

“Think, Write, Act” Handbook, Coloring pages, Worksheets & activities, Portfolio specific presentations, Presentation ideas & more.

Digital Fast Facts Database:

Artist and Artwork Summary Reports organized by artist’s name. Please step up to assist the Fast Facts Vetting Committee with this important resource. Contact LisaGressen@artgoestoschool.org for more information.

Art Goes To School YouTube Channel

Check out this “Online Learning/ Art Resources” tab on our website for educational videos too! Great pre-made content from fellow chapters you can use in your district or as examples for content you can produce. We encourage you to help contribute to this content.

Chapter Chairmen were encouraged to embrace and head this project for your chapter, or seek out one of their members or resources able to develop some kind of online learning program or content for your group. Not all of us are fluent in technology (myself included) and we are fully aware of what we are asking in the interests of trying to keep AGTS alive in your schools during this unprecedented time. Besides myself and Advancement Team members, resources you can tap into for assistance are High School & College Art Honor Societies, High School Technology groups, even your tech-y children or grandchildren. Some of these groups have community service hours they need to fill and may be happy to help you with the “tech-y” parts.

As in the choices I enumerated above, to do nothing at all and wait for the world to change should not be an option. The schools could use all of the help they can get. Since 1962 AGTS has been a partner for art education in the districts. We should continue our partnership, especially at this difficult time, by supporting them with tools for their student’s continuing success inside or OUTSIDE of the classroom. I encourage you to speak with your school district administration and art teachers over the next few months, once Covid management logistics are in place, to develop a plan to augment their online curriculum.

With your ongoing support and dedication, we can continue our mission of informing, instructing and inspiring thousands of elementary school children in 39 school districts in 2 states.

Creatively yours,
Karin LaMonaca
President - Art Goes To School of Delaware Valley
Rose Tree Media Chapter

SAVE THE DATE

NETWORKING MEETING Thursday, May 5, 2021 @ 10AM



... in the Age of Technology

SILENT BOOK AUCTION

Feat. artwork of the late Margaret Lichtenstein



Registration: \$10 per person **due April 17th**



DON'T WAIT... ACT! AGTS-DV NEEDS YOU NOW!

WHY SHOULD YOU STEP UP?

- **If you have ever wanted to have a say in the overall operations of AGTS.**
- **Serving on the Board of a non-profit organization looks good on your resume.**
- **You are seeking a challenge at this stage in your life.**
- **You want to contribute something positive & meaningful to your community.**
- **You want to ensure the organization you know and love continues to exist for you, your fellow members & future generations of children in your school districts.**

These positions need to be filled IMMEDIATELY:

1) The Vice President Position has been split into 2 specific functions:

a) Co- Vice President for Events & Chapter Retention OPEN NOW!

This position will handle all events logistics, set-up and planning except for Networking. They will also work with the Chapter Support Coordinator & Regional Representatives on maintaining existing chapter growth and stimulating new chapter development. Total term is 2 years. 1 year in this position and 1 year as Co-VP for Networking & Portfolio Liaison.

b) Co-Vice President for Networking & Portfolio Liaison

Our current V.P. will continue on in this split role once the 2nd Co-VP can be found. This position will handle all aspects of the Networking event. This event is a major venue for the exchange of ideas & expertise amongst the entire AGTS-DV membership. They will also work with the Portfolio Committee & the Fast Facts Vetting Committee. At the end of 2nd year term this position steps up into the President's position.

Please contact Karin LaMonaca directly for more information at karinlamonaca@artgoestoschool.org

2) Technology Coordinator:

This position will assist our current Website Administrator & Social Media Manager with our Facebook page & on-line presence, setting up virtual lectures, & providing technical support for Chapter Chairmen.

Please contact Lisa Gressen directly for more information at lisagressen@artgoestoschool.org

**CONTACT US NOW TO CHAT ABOUT HOW YOU CAN HELP!
THANK YOU FOR YOUR SUPPORT!**

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pennsylvania
COUNCIL ON THE ARTS

Art Goes to School of Delaware Valley receives state funding support through a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.

Grant Update

Submitted by Mary Donaldson, Council Rock

The Pennsylvania Council on the Arts, through the Greater Philadelphia Cultural Alliance, has once again given us a grant. This year, because of the Pandemic and general budget cuts for the arts, all Program Stream recipients are being granted \$2000.

So many arts organizations are suffering this year, including us. So many museums had to lock their doors; so many performances were canceled; so many fundraising events had to be postponed. We are very lucky that we were still considered in this round of grants. I know our mission of bringing art appreciation lessons to the classrooms has had to be re-imagined, but we are still plugging away. This grant will be helping us with our volunteer continuing education through online lectures and our efforts to stay relevant through the creation of video content.

And please continue to support us through Amazon Smile. I know we are all doing a lot more online shopping, especially as we head into the holiday season. This last quarter we received \$129, double our usual amount. It is very easy to use this program. Go to www.Smile.amazon.com The first time you use this site, you will be asked to choose your charity. Just type in Art Goes to School of Delaware Valley and select us. AGTS will remain your chosen recipient until you make a change. Every time you go to shop, our name will appear to remind you that Amazon is donating a percentage of your purchase to AGTS. But don't forget, every time you shop, go to Smile.amazon.com.

Portfolio Cases

As of the 2020 Portfolio Exchange meeting, the hard cases have been replaced by new ones. With any decision, there are trade-offs. In this case (pardon the pun) we traded durability for lighter weight, attached straps, and easier carrying. This came with some risk, which in a few cases, (there's the pun again), has already been realized. Because they are fabric, they can be scuffed and torn by tough surfaces. Please carry them on your shoulder, or, if this is difficult for you, transport them on a luggage cart. A little extra care in handling will insure that they remain in good condition.

Some of the old cases are in use as storage for supplements and replacement prints. We are offering the remainder for sale. (Cash or check only.) Black cases are \$35 each and the older gray/greenish ones are \$20. (Price, if new, is about \$150.) If you are interested, please email the quantity and type to Portfolio Committee Chairman, Terry Nicolo, terrynicolo@artgoestoschool.org. We will make arrangements for you to pick them up. Note that quantities are limited.

Thank You, *The Portfolio Committee*



Kenojuak Ashevak

*Submitted by Bobbie Forman,
Lower Moreland*

As many of you may know, I love to read murder mysteries. I recently finished the latest from Canadian writer, Louise Penny.

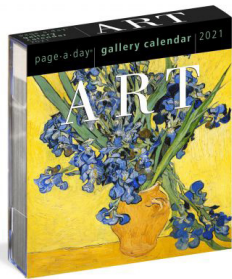
Her potential murder victim, a hit and run casualty, has an extensive art collection that includes, among others, "Corots, Monets, and Ashevaks".

I am sure that most of the American readers do not know from Ashevak, but we in AGTS do. Kenojuak Ashevak is a Canadian Inuit artist who is regarded a pioneer of modern Inuit Art. She is very famous artist in Canada and her works highly collected.

How is that for a small world? Viva AGTS for broadening our horizons.

Calendar Crush

by Lynn Larson, Lower Moreland



Each morning I wake hopeful for a good day. I've always been this way. Up and at 'em. A quick look out the window, the pleasant aroma of strong coffee, and, for the past 15 years, anticipating a new work of art on the modern desktop calendar I adore. That is my uplifting "Good Morning".

Workman Publishing Co. designs an *Art Page-a-Day Gallery Calendar*, described as a "museum for your desktop", yearly. A private world tour art collection, with hundreds of curated masterworks to

appreciate and linger over. And with each work—from the worlds of painting, sculpture, musical instruments, graphic design, photography—beautifully and meticulously reproduced.



There are those of us that collect fine art books. I have added each edition of the art gallery calendar to my collection. The pages can be re-purposed as reference, bookmarks, handmade cards, inserted as covers for binders, etc. I purchase a calendar for myself and as an annual gift to art loving friends.



The 2021 edition is available through Amazon, Barnes & Noble, select Independent Bookstores, select Museums, Workman.com, with a retail of \$18.99.

ART GOES TO SCHOOL OUTREACH

Submitted by Mary Donaldson, Council Rock

In October I was thrilled to be invited to bring Art Goes to School to a small group of children whose parents have elected to home school for the winter school term. I brought a small portfolio of six prints to a pocket park in Philadelphia for only four young children, right in front of one of the Mural Art Program's walls. I was very nervous about this because I have really only brought AGTS to 6th graders, but I thought I might be better than no art lesson at all. So I tried to plan something that would be of interest to both kindergarteners and 4th graders.

I chose from Council Rock's new portfolio Washington Crossing the Delaware, American Gothic, Freedom from Want, The Yellow House, The Sleeping Gypsy and a Cézanne bowl of fruit and a photograph of Oldenburg's Split Button. Needless to say, I had no real theme, so I started by asking if the kids recognized any of the pictures and fortunately these are prints that appear on calendars and coffee mugs everywhere, so the response was enthusiastic. From there we talked about why these pictures are so popular and loved and the kids just took off, talking about warm feelings, using their imaginations to tell stories and then talking about whether different colors would change how they felt. Since this group were my daughter's friends, I thought I would bring some goodies. We printed up some coloring sheets and for \$0.57 I bought them each a new box of 24 crayons in Staples and sent them home with an assignment to experiment with changing the colors and creating different still life pictures.

The moms were also very excited by the program, so I left them with the Council Rock recruiting brochure, which has general info and my contact. These kids will be going back to school when the pandemic is over and the moms were interested in forming a chapter in their neighborhood for the local schools. Let's hope we can add the Fishtown chapter next year.



CALENDAR OF EVENTS 2020 - 2021

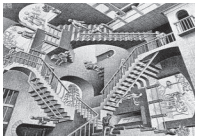
Monday, September 14, 2020

Chapter Chairman Meeting

10:00 am No travel necessary!

Participate from the comfort of your own home

This meeting is mandatory for all Chapter Chairs according to AGTS-DV By-laws. You will be sent a detailed email explaining how to participate.



Wednesday, October 14, 2020

Virtual Lecture : Victoria Wyeth

10:00 am No travel necessary!

Enjoy from the comfort of your own home

Grandchild of iconic artist Andrew Wyeth - "The Art of the Wyeth Family"

You will be sent a detailed email explaining how to participate.

Wyeth, Andrew. Christina's World. 1948, Egg tempera on gessoed panel. Museum of Modern Art, New York City.



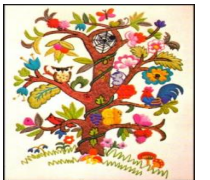
Wednesday, November 18, 2020

Virtual Lecture: Winterthur Presents: A Life in Stitches

10:00 am No travel necessary!

Venture behind-the-scenes with Winterthur textile conservators to get a closer look at the virtual exhibition, Erica Wilson: A Life in Stitches. Learn how conservators care for textile & fabric pieces in the Winterthur collection.

RSVP by Nov. 4th.

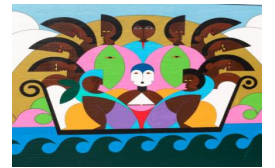


Wednesday, February 10, 2021

Virtual Lecture: Mural Arts Phila. Presents - New Works

10:00 am No travel necessary!

Take a guided tour featuring 14 murals that have been created over the last 3 years. With a live professionally-trained Mural Arts tour guide, guests will "travel" through different Philadelphia neighborhoods to view these stunning murals as well as learn about the 35 year history of Mural Arts. RSVP by January 22nd.



Wednesday, May 5, 2021

Networking Meeting - AGTS in the Age of Technology

10:00 am William Penn Inn, Gwynedd, PA

SILENT BOOK AUCTION FUNDRAISER will be held during this event from 9:15-11:00 am

Registration & \$10.00 per person FEE required by April 17.



Monday, June 2, 2021

Portfolio Exchange

10:00 am Keneseth Israel (KI), Elkins Park PA



MICHENER ART MUSEUM

Proud partner with the James A. Michener Art Museum since 1994. Each year, the James A. Michener Art Museum generously donates prints from their permanent collection along with curriculum materials and information on the artists for inclusion into our portfolios. There are currently 13 chapters who receive these works: Central Bucks, Council Rock, Pennsbury, Morrisville, Centennial in Bucks County; Upper Dublin, Lower Moreland, Norristown, Cheltenham, North Penn, Upper Moreland in Montgomery County; Northeast Philadelphia RSVP in Philadelphia County and Hunterdon County in New Jersey. Art Goes To School is so very grateful to the James A. Michener Art Museum for their years of largess! For more information about the Michener Art Museum please visit their website: www.michenerartmuseum.org



www.artgoestoschool.org



www.artgoestoschool.org



Appreciating Old Masters

Submitted by Gail Wellington, Spring-Ford & Portfolio Committee

Every Art Goes to School portfolio includes prints from artists considered "Old Masters" i.e. those painted before 1800. Our challenge is to find ways to make these relevant to today's students.

A blog on the website of the Metropolitan Museum of Art says, "By looking at a work of art's symbolism, colors, and materials, we can learn about the culture that produced it." <https://www.metmuseum.org/blogs/teen-blog/renaissance-portrait/blog/studying-art-from-the-past>

Cross-curriculum learning is an emphasis in education today. What better way to teach than through a painting from another time? The print may be a biblical event, such as *Finding of Moses* by Veronese, which gives us the opportunity to explain the role of the church in the 16th century. We can explain that, at that time, most people could not read and so the church commissioned paintings to teach the Bible lessons.

Genre works are especially suited to history lessons. Any painting by Brueghel contains an abundance. However, *Vermeer's Woman in Blue Reading a Letter* or de Hooch's *A Woman Drinking with Two Men* might prompt a discussion about the significance of the window, not just artistically, but culturally. Similarly, we might ask why the women wore long dresses, and so on.

From the standpoint of artistic technique, instead of content, the Old Masters contain a wealth of possibilities. On his website photographer Jack Hicks mentions several that are worthy of note with students. These include:

- the use of darkness and light
- using color to separate foreground and background (duller colors in background)
- composition and leading lines (how this can emphasize the main subject of the work or lead the eye around it)
- chiaroscuro (light and shadow) of which Rembrandt, Caravaggio and da Vinci were masters

Hicks says "Elements like a strong dynamic range, using color as a way to display depth, including impossible elements, strong composition, and engaging light and shadow were common staples in so many pieces of art." He considers these to be "incredibly powerful almost vital elements of an image." By talking about these, we are encouraging a new way of looking at and appreciating the Old Masters, and other art works as well. petapixel.com/2018/11/29/5-things-photographers-can-learn-from-the-old-masters-of-painting/

"Looking at art from the past contributes to who we are as people. By looking at what has been done before, we gather knowledge and inspiration that contribute to how we speak, feel, and view the world around us." *The Met*

No Research? No Problem!

Submitted by Gail Wellington, Spring-Ford & Portfolio Committee

Occasionally a Chapter receives a work of art for which research does not exist or is incomplete. Does that mean you should not present that piece in the classroom? Absolutely not - because there is still a lot to be learned and conveyed. Kids love a mystery so let them speculate and then you can "erudicate". Here are some ideas:

1. Use the work to compare and contrast to other pieces in the portfolio.
2. Explain the technique/materials used in creating it.
3. Discuss why the piece might have been made and where it may have been used.
4. Discuss the significance of the subject matter.

For example the portfolio Committee recently placed a sculpture of Albert Einstein without research into Portfolio #19.

Here is how it might be presented:

1. Compare it to the portrait of George Washington, and the two genre portraits.
2. Discuss the three types of relief sculpture and ask the students to decide which this one is.
3. Speculate on the reason it might have been made. Architectural, design for a medal, etc.
4. Why was he important enough to be the subject for a sculpture? Was he as important as George Washington?

We are sure you can think of other ways to present a "mystery piece." After all, half the fun and challenge of being an Art Goes to School volunteer is in the preparation of information to share with the students.

Lower Moreland Celebrates Forty Year Members!

Submitted by Lynn Larson, Lower Moreland



The heart and soul of a chapter is reflected in the vibrancy and dedication of its members. With abundant, pure happiness, AGTS' Lower Moreland Chapter honored two members, *Linda Braun* and *Jo Ann Simon*, each celebrating their 40TH Anniversary with AGTS. Stats from our Lower Moreland Chapter put Linda and Jo Ann at an average of presenting to over 6,500 students each during their 40 years of volunteering! A lively luncheon was organized by Chapter Chair Bobbie Forman to celebrate the occasion of the forever young guests of honor, Linda and Jo Ann.

Linda served as Chapter Treasurer and keeps all up to date on art news and museum exhibitions. She is very active in the community, enjoys travel with her husband, and time with her family.

Jo Ann's many years as a docent with the Pennsylvania Academy of the Fine Arts enhances chapter meetings. Community involvement, travel with her husband, and time with family are especially loved.

Please join us in wishing Linda and Jo Ann heartfelt Congratulations and Thank You for 40 years of enriching service to the community!

Memories Of Mitsy

Submitted by Linda L. Smith, Central Bucks



Central Bucks AGTS members were saddened by the loss of one of their very active volunteers, Mitsy Granzow, on Dec. 11, 2019. The mother of three sons, she joined AGTS-CB in 2000, shortly after moving here with her

family, from Lake Forest, IL. She was a creative, involved member of the group, and she co-chaired the chapter with Barbara Stewart from 2010-2012. In addition, she organized annually a very successful food drive for the local food bank, in which the members generously participated.

A life-long tennis player, Mitsy also used her creative talents as a Master Gardener, designing beautiful gardens for many satisfied customers and friends. In addition, she was an active member of the Carversville United Church of Christ, and volunteered as a Stephen Minister. She enjoyed sharing her love of art with the children of the Central Bucks School District, and we will all miss her warm smile, and her strong Mid-Western values.

In Memory of Ali Stevenson

Submitted by Joanne Sobocinski, Methacton

Methacton AGTS sadly lost a former member on August 10, 2020. Ali Stevenson was an enthusiastic member of our chapter for many years and she left an impression on her fellow volunteers and with the children she taught.

AGTS was a perfect outlet for her energy and talents. Her friends knew how much AGTS meant to her and they were inspired to donate to our organization in her memory. It is with sorrow and gratitude that we accept their gift of \$540.00 in Ali's memory.



Why is AGTS Still Vital to Your School District?

Submitted by Karin LaMonaca, President

Do you remember your first 64 count giant box of Crayola Crayons? The excitement you felt reading each of the exotic names like Carnation, Cerise and Burnt Umber and your desire to try out every one of the colors on your next project? Were you thrilled by the sharpener on the box? It was the ultimate tool in keeping your rainbow assortment of waxy sticks in prime form, ready for your next work of art. The crayons were your portal to the world of your imagination – where the sky could be green, stick people could have 10 fingers (on one hand), the sun always had a smiley face, and perspective was just a fancy word.

Today's generation of children are learning to express their creativity less with crayons and graphite, and more with computers and digital platforms. How many times have you observed a 3 year-old playing games or looking at videos on their Mother's cell phone instead of entertaining themselves with stickers, crayons, or clay? Art teachers in many school districts while embracing the wave of the future have expressed their concern on the absence of the rudimentary knowledge of colors, shapes and lines, and the lack of fine motor skill development by their elementary students. While the computer is a terrific tool which can be used to learn about art, create art and give presentations on art, sometimes there is just no substitute to stimulate the left side of a child's brain as a healthy imagination nurtured by a sharp crayon and a blank page....AND the "Traveling Museum" that is AGTS.

Research has shown that the study of art can not only enhance perception but provide tools to improve investigative skills, visual acuity, & communication skills in trying to accurately describe details necessary in decision making. It is only through measured exposure and discussion of changing AGTS portfolios in our school districts that many students, with no access to museum venues, will have the opportunity to expand the horizon of their perceptions. While we may not always be able to include hands-on projects during our brief time in the schools, the connections that are forged by the consideration of actual artwork spanning centuries, cultures and mediums is priceless to the developing mind of a child. Within every Common Core Curriculum is a kernel of truth; a student's ability to comprehend and succeed is a direct result of their level of engagement with the content, and their ability to communicate this content effectively.

Therefore, the value of the AGTS program is priceless to school administrators, Principals, and Art Teachers who thrive on standardized test scores. It is up to you as a dedicated member of the AGTS organization to emphasize the importance of the program in school districts everywhere, and to explain how our program dove-tails with their goals in the schools. Unfortunately, many schools believe we simply "show pretty pictures" during our time trouping, and don't truly comprehend how we complement not only the art program, but the history, science, and math programs as well. One discussion with them about the Mona Lisa, Watson & the Shark, and any works by M.C Escher would give them pause for deliberation. If they believe we are not indispensable to them as a valuable asset to their long term objectives, then we will be deemed expendable in their pursuit of the perfect testing/ technology scenario.

Ideas for Presenting

Submitted by Cindi Kimmel (Lititz) and the Fast Facts Vetting Committee



Title: A Girl and Her Duenna

Date: 1655/1660

Medium: oil on canvas

Size: 49 ½ X 41 1/8

Location: National Gallery in Washington DC

Style: Spanish Baroque

Artist: Bartolome Esteban Murillo

Lifespan: 1617-1682

The National Gallery of Art in Washington DC is home to many amazing paintings, including this gem painted in the 1600's. Let's socially distance with the girls in the window and find out more about this charming scene. Our presenters found that presenting this painting was a lot of fun with the kids as they were very observant of the two girls social nuances - pretty amazing when you consider the age of the painting.

The first thing we talk about is the title. What is a Duenna? Well it's kind of like a nanny, nurse or maybe a chaperone. The kids figure out right away which girl is in this role and which girl is the one being watched over. Their dress style gives away time period and the small dabs of red which appear on the young girls hair bow and outfit as well as the girl's lips and cheeks draw the viewer's eye. The idea of a face covering has the older kids thinking about historical references. One 6th grade boy mentions the Spanish influenza in the 1600's and the possible need for masks. At first glance and as a reflection of the time we are now in, the covering may bring these images to mind. Maybe she is sneezing or coughing, suggests one of his classmates or has a bloody nose suggests another. Look closer we explore the kids - let the clues lead you to what is going on in this painting. A girl raises her hand and mentions the importance of the eyes. Yes this is the focal point the artist has cleverly painted to reveal the shy manner and sly smile of the Duenna. Her expression is revealed from behind her shawl with the creases and wrinkles that appear around the eyes and indicate - a smile! The shawl covers a laugh which was considered good manners at the time period. Maybe observing these small clues is something that can help us today as we try to determine facial expressions behind masks.

From there we move to what the girls might be gazing at to cause this reaction. Isn't it interesting how what is going on outside the painting captures our curiosity? Murillo created this street scene without a street. The window with one shutter is cleverly painted as the frame of the canvas and the girls fool your eye as if they are actually appearing in the window! The women are gazing outward- maybe watching a parade, suggests one boy. Or cars. Wait - wrong time period, maybe a horse and carriage? The girls in the room finally can stand the boys explanations no longer - "they are boy watching" - they blurt out! Laugh-ter takes over the class. Indeed, the young girl's starry gaze which looks right through the viewer, tells the story. The Duenna, the kids decide, is keeping an eye on you as the viewer gazes at the younger girl! Now the kids stretch their imaginations and suggest how they think a make believe male suitor might look passing by on the street. Of course, the artist leaves it up to us to determine what these girls are looking at out of their window and strangely, her eyes continue their forward gaze even after the viewer walks away.

Bartolome Murillo was the leading painter of his day in Seville, Spain. He was known for painting figures in ordinary, every day scenes. We call it Genre painting. The style Murillo uses here is the same as Leonardo da Vinci used for the Mona Lisa – painting without lines or borders, which lends softness to the subject. The interior darkness from the window highlights the girls. Just a few last details to discuss. We mention the cracks in the oil paint which show the age of the painting and the way the girls hands and arm placement make them seem life-like. The Duenna wraps one hand with detailed fingers around the shutter and the other is carefully placed within the folds of the head covering. The young girls fist rests gently at her face. The perspective of this painting makes it interesting, the kids observations of the details make it memorable.

AGTS Classroom Anecdotes

Submitted by Bobbi Forman, Lower Moreland

I am sure that in the course of our trouping, the children come up with amazing anecdotes and observations. It might be fun to run a regular feature column sharing these priceless classroom experiences.

In my thirty-five years of volunteering, there have been many such occasions. Here are three of the most memorable:

Just last year, we had a portfolio that contained four portraits, ranging from Renaissance days to modern times and I pointed out to the kindergarten students that the oldest paintings were the most realistic, as the sitters wanted an exact likeness. But after the camera was invented in the 1840's, artists were freer to use a more interpretive approach. I added, as an afterthought, that the first photographs were made on glass. And that film wasn't invented until fifty or so years later.

The kids looked really puzzled and I asked what the matter was-what did I say that confused them? A brave soul from the second row inquired, "what is film?"

A second anecdote:

Several years ago, we had an Ansel Adams photograph of an absolutely perfect tree. I asked the kids, "Why did the artist photograph this particular tree? What was so special about it?"

After some suggestions, I told them I was going to teach them an entirely new concept and some sophisticated vocabulary. "Suppose we draw an imaginary line from top to bottom through the middle of the tree.. " I began, and at that point the teacher stood up and interrupted me,

"Class, what do we call that?" she asked ,and 27 voices chirped in unison "an axis of symmetry!" I was absolutely floored. So much for new concepts and broadening vocabulary.

After the session was over, the teacher came over and said that the school had instituted a new math curriculum, and two weeks before, she had plowed through a unit on symmetry and asymmetry. She thought it was kind of esoteric for third graders and that they would never see this again until they reached tenth grade geometry. She was unbelievably thrilled that the art lesson discussed the very same thing. She said to please present this with every third grade class!

Of course, Adams photographed that particular tree because Mother Nature had created a perfectly symmetrical one, with not a leaf out of place.

A third anecdote:

The year I was starting out, we had Picasso's **Guernica** in the portfolio. At that time, we went to the middle school, and I was presenting before an eighth grade class. After discussing the artistic points of the painting, I figured that they were old enough to learn a bit of history about Picasso, Francisco Franco, and Fascist Spain, most importantly that Picasso forbid any of his paintings to go to Spain as long as Franco was alive and Spain was under a dictatorship.. So **Guernica** remained in the Museum of Modern Art in New York City

More importantly, how significant a painting could be to a country's psyche and national pride. A young girl, sitting in the back, began to wave her hand. I thought to myself "what do Lower Moreland thirteen year olds know about the Spanish Civil War and its aftermath?" So I asked her to wait until I finished my story.

I told the kids that after Franco died and a democratic government was elected, their very first act was to request the return of **Guernica**. Before they voted on a Spanish bill of rights, before they guaranteed freedom of the press, freedom of religion, freedom to support political parties, before all that, they wanted their country's masterpiece back.

After some reluctant negotiation, I said, MOMA acquiesced and the new government sent a special plane to retrieve **Guernica**.

By then the young girl could no longer contain herself; she stood up, and in a charming Spanish accent ,burst out, "There was a huge parade and we stood in line for hours to see it displayed in a tent in front of the big Museum in Madrid."

That's exactly what a thirteen year old in Lower Moreland knew about the importance of **Guernica** to the Spanish people. Turns out, her dad was here on a medical fellowship at Fox Chase Cancer Institute.

The lessons I learned each time, was to NEVER underestimate what the students know, who they might be, and their life experiences.

Please share your experiences as well.

Get Your Fast Facts Here

From the Fast Facts Vetting Committee

By Cindi Kimmel (Lititz) and Lisa Gressen (Council Rock)

You've picked up your new portfolio and now the research begins! Ever think that an easy starting point and quick "Fast Fact" summary would be a time saver when it comes to researching your portfolio artists and artworks? The Fast Facts Vetting Committee has been hard at work accomplishing just that!

A small group of dedicated members has been diligently researching, assembling into an easy to read format, and compiling this information into a database for all member access. Yes, many are already included - find artists from Degas to Van Gogh and artworks such as *Waterlilies* by Monet and *Snap the Whip* by Winslow Homer all organized by artist's name and ready to be accessed - and there are many more yet to come!

NOW is the time for the AGTS Digital Database to go LIVE online with this vital research information. Since you will not be in the schools, this project offers the unique opportunity to contribute your research to our Digital Database. AND it will be a great resource for compiling online learning materials, too.

Our committee hopes two things:

1. You find the summary reports helpful and download the artists and artwork you need
2. You ADD to it!

The Digital Database will be accessed through the secure section of the Member Bulletin Board on our website www.artgoestoschool.org. Select the tab "Member Information" at the top of the homepage, then scroll to and click on "Member Bulletin Board". Click on the blue "Login to Secure Area" button and enter the password when prompted. Please contact either Karin LaMonaca (karinlamonaca@artgoestoschool.org) or Lisa Gressen (lisagressen@artgoestoschool.org) for the password. Formatted Report Templates will also be available there as well as on our website under the "Member Information" tab at the top of the home page; scroll down to "Report Templates & Fast Facts Database" and download the templates in Word or whatever word processing program you use.

To submit a report that isn't already included in the database simply, contact Lisa Gressen to ensure the report has not already been submitted, then download the template for either artist or artwork and upload the completed summary report as directed- it's that simple!

If you love research, this is the opportunity for you! Your help is needed to complete the database, to eliminate the paper chain, and to assist with creating resources for online learning. The future of AGTS research is here NOW - be a part of this exciting new way to pass information between chapters!