



Londres, La Tamise (London, The Thames), Raoul Dufy, c.1929–1932.

ASL GATE Workshop Sessions

October 4-6, 2019

The Visual Arts department at *The American School in London* welcomes you to the first **GLOBAL ART TEACHERS EXCHANGE!**
Thank you for joining us, and we look forward to a weekend of sharing ideas and collaborating with new friends.

SHARE COLLABORATE CONNECT

KEY: **EC** Early Childhood **LS** Lower School **MS** Middle School **HS** High School **ALL** All Levels

LONDON ART EXCURSIONS

Friday, October 4th

Session 1 (10:00-12:30)

1) WALKING & DRAWING IN HAMPSTEAD HEATH

Melanie O'Leary & Jenny Thomas

American School in London, UK

A mindful based activity walking and drawing in the lovely environs of Hampstead Heath. The action of drawing as a meditation practice can be extremely relaxing and rewarding. We will travel about 20 minutes by bus to Hampstead Heath--the inspiration for many creatives, such as Constable and Keats. With sketchbooks, pencils, pens and portable watercolor sets, we shall head out on our adventure.

2) SOHO PHOTOGRAPHY WALK

Robyn Zellar & Rhiannon West

American School in London, UK

A street photography walk through London's iconic Soho in London's West End, featuring Piccadilly Circus, Carnaby Street, Liberty, and the famous jazz district. While out & about, we'll practice some rephotography techniques to repeat vintage images from the same perspective as the original photographers. Digital cameras are available if needed, and of course, bring your phone. If you're interested in blending and manipulating the old & new images to create a "then & now effect," join us for our follow-up workshop on Saturday, *A Sense of Place: Rephotography*.

3) TATE MODERN

Domingo Martinez

American School in London, UK

Field trips to art museums improve students' knowledge of, and ability to think critically about, art. But, how can teachers turn visits to museums into successful learning experiences? This excursion to [Tate Modern](#) is designed for teachers who wish to explore, learn and partake in teaching & learning activities that focus on the exhibitions and artworks in the museum. Particular emphasis will be placed on ways in which technology and the Internet (mobile phones, iPads, digital cameras, Google Forms, Apps, etc.) can be used by students to explore the museum and learn about contemporary art in interactive ways..

Session 2 (2:00-4:30)

1) EXPLORING CURATORIAL PRACTICE AT DAMIEN HIRST'S *NEWPORT STREET GALLERY*

Anthony Gow

American School in London, UK

This excursion is designed for teachers who wish to engage their students with ideas relating to curatorial practice. Many international curricular models in Visual Arts require students to think about curatorial concerns in connection with their own work and the work of others. The focus will be on how artists/curators use spaces to engage audiences, create impact and build narratives when showing a body of work. As a group we will visit the contemporary space, [Newport Street Gallery](#), engage in discussion about curatorial practice, share ideas on how we can best deliver rich learning experiences for students and see the work of world renowned contemporary artists.

2) V&A WALK & TALK

Luchy Harrold, Rhiannon West & Robyn Zellar

American School in London, UK

A visit to the [V&A](#), the world's leading museum of art & design, housing over 2.3 million objects that span over 5,000 years of human creativity. Explore what your eye loves--architecture, furniture, fashion, textiles, photography, sculpture, painting, jewelry, glass, ceramics, book arts, Asian art & design, or theatre & performance--using some tried & true conversation prompts that you can use with your students at any gallery or classroom critique.

3) BEAZLEY DESIGNS OF THE YEAR

Erik Niemi

American School in London, UK

An excursion to the *Beazley Designs of the Year* at the [London Design Museum](#) with a focus on Design Tech courses and how to inspire innovation. This exhibition highlights innovation from all areas of design, and we will examine ways to leverage exhibitions to stimulate student learning about materials, new technologies and their own application of these in creative projects. Our work will be focused using four categories of design innovation: Efficiency, Effectiveness, Sustainability and Beauty.

ASL WORKSHOP SESSIONS

Saturday, October 5th

Meditations (8:30-9:00)

Salma Raza

American School in London, UK

Meditations to help relax, reset and unify the mind and body.

Session 1 (9:10-10:00)



1) TRIAL & TRANSFORMATIONS IN LS SKETCHBOOKS

Luchy Harrold & Tina Fox

American School in London, UK

Ideas to promote open-ended explorations in sketchbooks to encourage students to take artistic risks. A hands-on workshop to reflect on the value of each sketch in order to possibly transform it later or let it be. Using sketchbooks as tools to drive creativity can effectively be a driving tool for expression and technique in the Elementary classroom.

LS, Hands-on, RB-001 (LS Art Room)

2) THE DOT--A STEAM INSPIRED ACTIVITY

Elana Waugh

Wiltshire Early Childhood Center, USA

During this session participants will understand the concept of STEAM as a creative art and how to incorporate the disciplines (science, technology, engineering, art, math) into their lessons. Using the story The Dot by Peter H. Reynolds, artists will be inspired to create their own dots while working independently, then collaboratively with their peers to design an abstract piece.

LS, Hands-on, P-301 (HS Art Room)



3) GLOBAL HANDS: CREATING ART GUIDED WITH COMPASSION

This combined session focuses on how, through art, students learn the importance of commitment and positive contribution through helping the community. By working together, students understand that interaction enhances learning in a way that generates empathetic and responsible people, and those are the steps to creating a better world. Participants are invited to share their community service art projects during an open forum at the end of the session. **Marjorie Williams and Dayana Titarenko will facilitate. See their projects below.**

ALL, Discussion/Forum, P-201B (MS Art Room)



MEMORY PROJECT: KINDNESS THROUGH ART

Marjorie Williams

Cobham International School, UK

The Memory Project is a global initiative bringing kindness through art. This charity works in conjunction with UNICEF. Students connect with students across the globe through a meaningful exchange of art--an art bridge to children living in extreme circumstances. This project fosters caring, empathy and service learning through art to break barriers and unite young people from different cultures. Your students create portraits or art work for kids around the world who are living in abject poverty, refugee camps or orphanages.

ART WITH PURPOSE

Dayana Titarenko

Vilnius International School, Lithuania

Do you think it's important to teach your students they can make a difference with their art...to teach "Art with Purpose" in your art room? Service Learning is an important way for students to demonstrate their commitment to helping people and better the world around us. Such an educational approach combines learning objectives with community service to provide an experience that meets the needs of a society – art with purpose. When thinking about projects to undertake, we focus on what the community needs, not just what students enjoy doing. Our school has teamed up with a local organisation, Senevita, the house of the old, and once a year our students are invited to join the elderly people for a full day of art-making. Learning and personal development takes place in partnership. By working together, we understand that interaction enhances learning in a way that generates empathetic and responsible people. Collaborative partnership between students and the community, and between teachers across different subject areas encourages us to step outside our comfort zone, develop new perspectives and make the curriculum authentic. I feel very strong about this project, as I have seen this idea change the attitude of my students. In this workshop, I'll share Thinking Routines, Task Samples, Assessment, Vertical alignment and Learning outcomes in terms of content & social skills through the lens of service learning.





4) SPACE Keri Jolley

Zurich International School, Switzerland

Space can be public or private. It defines us and we define it. Space can reference political movements/situations and create angst or peaceful experiences. Space can be remembered. These are some of the thoughts I posed at the kick off of our Arts Festival at Zurich International School in January. As the AP and IB expect conceptual thinking and our school is writing/shifting towards a concept-based curriculum, I presented famous/contemporary works and showed student work in which the students responded to the concept of SPACE as a prompt. We will view examples of these artworks and talk about the power of one word and its various interpretations. We will also share how you celebrate the arts at your schools if time allows.

HS, Discussion/Forum, P-101 (Design Lab)

5) RECYCLED LIGHT

Angela McFall

Brillantmont International School, Switzerland

Plastic use should be reduced to essential items only, but until it is, there is *Recycled Light*: A project for people and communities. This project is an idea I have been working on for about 12 years. It began when I started looking into plastic bottle recycling, and found the results very disappointing. The goal is to transform plastic bottles into useful and beautiful objects and light sculptures. In this workshop you will discover some techniques you can use in your class to recycle plastic bottles into lanterns and luminaries. Worksheets that can be used to contextualize the project will be available as well. Bottles will be provided but you are encouraged to bring your own if you have some on hand!

ALL, Hands-on, P-004 (3D Studio)



Session 2 (10:30-12:00)



1) ENCOUNTERS WITH MATERIALS: THE ARTS AS TOOLS FOR THINKING

Melanie O'Leary & Natasha Froud

American School in London, UK

Provocations: Integrating the arts in the classroom to foster playful inquiry and deepen student learning. There will be a brief introduction of the Reggio philosophy and how it could be applied to older children as well as Kindergarten. It will show how to integrate play, exploration and inquiry into the everyday classroom, giving children choice and voice, developing their critical thinking skills and their ability to collaborate. Possible materials: Paint, Charcoal, Clay, Wire, Pastels, Fibres, Music, Text, Photographs, Light.

EC/LS, Hands-on, RB-307 (Lower School Creative Arts Room)

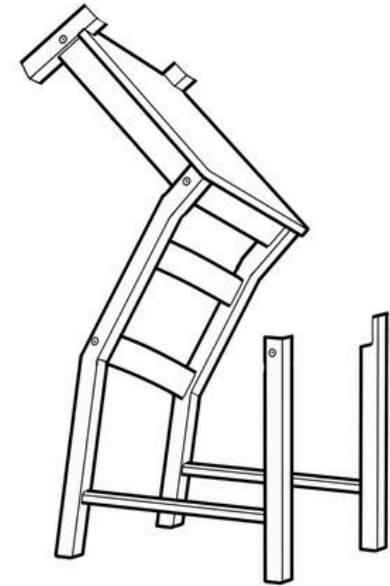
2) THE ART OF QUESTIONING

Domingo Martinez

American School in London, UK

Questioning could be thought of as one of the main triggers for creativity and learning; it makes people think outside the box and overcome stereotypes. Using questioning as an artistic strategy, attendants will create a sculpture out of an Ikea chair by not following the assemblage instructions and questioning its functionality. The workshop will end with a discussion about the activity and how to encourage questioning as an art strategy in the classroom. The activities are designed for high school students, but they can easily be adapted to middle school.

HS/MS, Hands-on, O-212 (The MILL)



3) A SENSE OF PLACE: REPHOTOGRAPHY

Robyn Zellar

American School in London, UK

Photographers have the power to reveal wider truths about a place. In this workshop, we'll look at ways of teaching street photography that encourage students to make deeper connections with the place they are experiencing through the lens. We'll explore different conceptual approaches as well as the process of rephotography, combining vintage photographs with new photos to create blended "then & now" images. No previous experience with Photoshop required--all levels welcome.

MS/HS, *Hands-on, P-002 (Photo Lab)*



4) SNAP, CRACKLE, POP!

Jenny Price

International School of Stavanger, Norway

Find out about how your teenage students could learn about typography and graphic design through group work activities. The focus is on working as a 'real-world' design team: problem solving, thinking inventively, experimenting, sharing labor and presenting and organising work professionally. We will be working in groups making onomatopoeic typographic interventions around the building, inspired by the Brooklyn based graphic artist D Billy.

MS/HS, *Hands-on, P-201B (MS Art Room)*

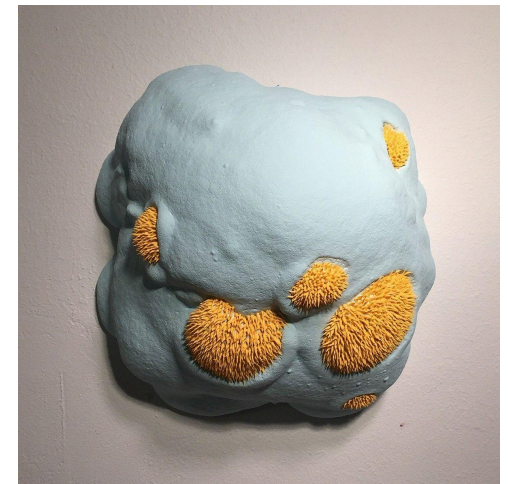
5) SOFT SCULPTURE

Anthony Gow

American School in London, UK

This workshop will focus on casting techniques, problem solving when creating one- and multi-piece molds, and working with polyurethane to produce soft sculpture. Polyurethane casting provides an exciting alternative for students and negates the problem of overhangs. It is envisaged that participants in this workshop will practically produce a soft sculpture to take away.

HS, *Hands-on, P-004 (3D Studio)*



6) THE STRUCTURE OF CONCEPTUAL CREATIVITY

Lee Rubin-Jakober

International Christian School of Vienna, Austria

As academic artists, students learn the structured art of creating. Teachers (both in grade school and college) will often provide students with a direction or a way to focus their work, throughout the entirety of their academic career, forgetting to provide the chance for students to. However, after they exit the world of education - leaving behind a community of other artists, structure, feedback, and support, they are often confronted with the lack of ability to know how to continue. Therefore, there are two factors I believe are important for students to learn, even if they aren't going to student art in college or beyond. First, to understand what it is they have to say (conceptual art) and second how they go about creating work through a simple idea in their mind to the final product.



As art teachers, it is important for us to teach them how to express themselves through their artwork, allowing for the deep discovery of conceptual art. In my experience, what helps create this sense of ability, is to create a curriculum structure that not only helps lead them in a constructive way from structured and directed work to open semesters where students provide work from its early form of an idea to the final piece (all while demonstrating their process). This relationship will help create students who have a better understanding of themselves, for art, the world around them, and a deeper connection for the connectivity of subjects.

HS, *Discussion/Forum, P-101 (Design Lab)*

Session 3 (1:00-2:30)



1) STORYTELLING THROUGH FASHION DESIGN

Robyn Zellar

American School in London, UK

Fashion designers are storytellers. They weave narratives that bring their clothing to life. What stories do your clothes tell? In this hands-on workshop, you'll use traditional and contemporary design techniques to create an original collection that tells your own story. The activities are designed for middle and high school students, but they can easily be adapted to lower school.

ALL, *Hands-on, P-201B (MS Art Room)*

2) ART AS SOCIAL COMMENTARY

Jenny Thomas

American School in London, UK

We will look at contemporary artists such as Mark Bradford, Glenn Ligon, Shirin Neshat and Jessica Rankin and take inspiration to create artworks (stitch, relief prints, collage) with a message. Hands-on and ready to be used as a take-away for the global classroom.

HS, Hands-on, P-301 (HS Art Room)



3) INTEGRATING TECHNOLOGY & ART

Maribeth Relano

American International School of Budapest, Hungary

We will look at how we can use technology to support understanding of the elements of art and other core concepts (Life Science, Literacy, Humanities/SS). Attendees will explore different ways of how we can use a green screen to enhance learning, creativity, and imagination in the art room. This will include tips on how to teach photography and stop motion when working with young students. This is appropriate for any teachers who have basic technology skills and/or work with lower elementary students. However, the ideas/concepts can be tweaked and applied to all grade levels. We will do a quick brainstorm at the end, to provide each other with more ideas on how to use the green screen in the art room. *Materials needed:* A tablet (iPad or Smartphone) with iMotion and iMovie (should already be installed but check your device), a Green Screen app ([Do Ink](#) is one that I will use) and the [Assembly](#) App (the free version is enough).

LS, Hands-on, P-101 (Design Lab)

4) SURFACE DESIGN IN CLAY

Caitlin O'Neal Lopez

Anglo-American School of Moscow, Russia

There are a variety of techniques that can be used to enhance the surface of a ceramic piece. In this workshop, we will experiment with texture, slip, underglaze, and tissue paper image transfer on clay. Students of all ages can use these skills to create works of art with more depth and detail.

ALL, Hands-on, P-004 (3D Studio)



Session 4 (3:00-4:00)

1) EARLY CHILDHOOD ART JOB-ALIKE

Melanie O'Leary, Facilitator

American School in London, UK

This Job-Alike is for Early Childhood art teachers who are working with classroom teachers. We will discuss the processes of curriculum integration and collaborative planning. Please bring any ideas/lessons/examples/resources to share.

EC, RB-307 (Lower School Creative Arts Room)

2) LOWER SCHOOL ART JOB-ALIKE

Luchy Harrold, Facilitator

American School in London, UK

A sharing opportunity for lower school teachers teaching multiple grade levels navigating the demands for innovation and creativity vs. limited weekly art time. Please bring any ideas/lessons/examples/resources to share.

LS, RB-001 (Lower School Art Room)

3) PECHA KUCHA SESSION: 2D MEDIA INCLUDING PAINTING & DRAWING JOB-ALIKE

Jenny Thomas, Facilitator

American School in London, UK

This Job-Alike is for teachers of 2D art including Painting, Drawing, and Printmaking who would like to share their favourite 2D lesson or unit with the group. Please bring something visual to share. We shall follow the Japanese protocol Pecha Kucha or "chitchat" which allows a limited time of 10 mins with 10 slides/images to present per person. Fresh, inspiring, fun!

HS, P-301 (HS Art Room)

4) ART & THE COMMON CORE JOB-ALIKE

Cy Iravani, Facilitator

ACS Cobham International School, UK

A sharing opportunity for art teachers across all grade levels using the National Standards (Creating, Connecting, Presenting, Responding) for planning and assessment. Please bring any ideas/lessons/examples/resources to share.

ALL, P-201B (MS Art Room)

5) IGCSE & A LEVELS JOB-ALIKE

This Job-Alike is for art teachers who are teaching art through the IGCSE & A Levels programs. Please bring any ideas/lessons/examples/resources to share.

HS, P-101 (Design Lab)

ASL SPECIAL SESSIONS

Sunday, October 6th

If you're lucky, you have figured out how to balance your art teaching with your own art practice. For many of us, it's not so easy. This day includes some "YOU time"--to create, be inspired, and to perhaps try something you've always wanted to do but haven't found the time or opportunity.

Meditations (8:50-9:20)

Salma Raza

American School in London, UK

Meditations to help relax, reset and unify the mind and body.

Session 1 (9:30-11:00)

1) HALF/HALF: A Guided Studio Exercise

Maria Lezon

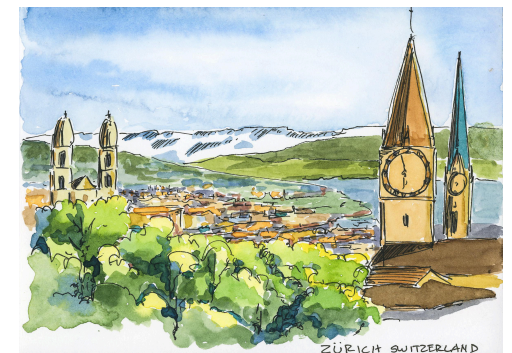
This workshop is for anyone who has not painted in a while, for those who are afraid to start, or for those of us who procrastinate before a white empty canvas. The idea is to remember to use objects as primary sources that warm us up to technique and to new subject matter. The primary objects from the still life could later disappear, when we use our imaginations to add, to subtract, to erase, or to do anything we like. The class time will be divided into two halves. The first half is a jump start! We will use classical techniques to draw or paint a still life consisting of four objects: one plastic, one metal, one fabric and one glass. The artists will arrange these on their canvas as they please. In the second half, the still life will be removed and we will finish the paintings using our imaginations. **ALL, P-301 (HS Art Room)**

2) SEEING THE WORLD ONE DRAWING AT A TIME

Ryan Pace

Zurich International School, Switzerland

This session will be a sketchcrawl based on the *Urban Sketchers* mission to raise the artistic, storytelling, and educational value of on-location drawing, promoting its practice and connecting people around the world who draw on location where they live and travel. This is a hands-on workshop so come with your sketchbook and favorite drawing supplies ready to observe and create. **ALL, TBA**



3) THE SEWING BEE OPEN STUDIO

Robyn Zellar

American School in London

And sew it begins...maybe you've got a specific skill you'd love to share or a technique you've always wanted to learn to do. Maybe you know how to crochet but never learned to knit...maybe you've never learned how to use a sewing machine or you'd like to darn the holes in your socks...or maybe you'd like to experience draping on a dress form or using an overlocker for the first time. Whether you make your own clothes or you've never picked up a needle, join us for a seam ripping time! **ALL**, *P-201B (MS Art Room)*

Session 2 (11:30-12:30)

1) OPEN STUDIO TIME FOR TEACHERS

Luchy Harrold and Anthony Gow

American School in London

Often art teachers don't have time or energy at the end of the day to produce art themselves. As our gift to you, we'd like to provide this opportunity for personal art making, beginning with the material to see what it becomes. We'll provide the materials and space for inspiration. Let us know if you have any special requests. If you'd like some provocations and guiding questions, we'll have those on hand as well. **ALL**, *RB-001 (Lower School Art Room) for 2D work and P-004 (3D Studio) for 3D work*

2) THE VIRTUAL REALITY EXPERIENCE THROUGH THE VISUAL ARTS!

Tom Lamb

ACS International School Cobham, UK

This workshop will explore how students can become risk takers and inquirers in art through using virtual reality as an educational tool. We'll be going to New York City to visit the famous art museum, the Guggenheim, skyscrapers, taking a look inside an artist's studio, landing on the moon and swimming with sharks! Make sure you are ready for this intriguing visual experience and visit places you might have not been before....the question is - are you ready? **ALL**, *P-201B (MS Art Room)*

3) SOUND BATH MEDITATIONS

Gary Posner

American School in London, UK

Sound bath meditations are a combination of restorative yoga, meditation and sacred sound concert. They have been shown to have many physical and emotional benefits. Sound Meditations slow down your brainwaves and guide you into a deep meditative state or altered state of consciousness. They have been shown to reduce stress, enable deep relaxation, enhance creativity, possibly uplift the spirit and help with insomnia.

Our session will start with a brief discussion about the instruments and how they will be played, followed by a short breathing meditation. This will continue with either lying down, or sitting in a chair, for approximately 45 minutes while experiencing the playing of therapeutic sound instruments - Himalayan Singing bowls, Gongs, Crystal Bowls, Harmonium, Rainsticks, Bola Chimes, and Koshi Chimes. We will conclude with silence and a brief check-in of everyone's experience. **ALL**, RB-307
(Lower School Creative Arts Room)

