

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

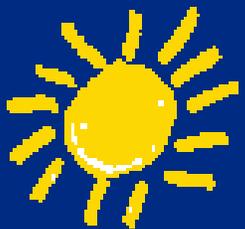
- To inspire a study of history and historical cultures through the visual arts.
- To create an appreciation for the visual arts as they are related to, and are affected by, historical cultures.
- To demonstrate the importance of historical cultures in contemporary arts.
- To create an understanding of historical cultures and contexts as they affect contemporary society and are still used today.



Claudia Mathison
Multicultural Arts

ABOUT THE PROGRAM

Claudia Mathison brings the world into the classroom through the visual arts with this multicultural and historical experience. Claudia can help students weave baskets, design Adinkra cloth, craft Japanese kites, sculpt Chinese New Year dragons, or even turn the classroom into a colonial American schoolhouse. Not only do Claudia's programs keep an eye on both the history and the way we see cultures daily, she also takes note of the future with her recycling programs. Using her experience in arts education and the visual arts, Claudia takes her programs to the next level of arts integration.



ARTS FOR LEARNING CT
1 EVERGREEN AVENUE
3RD FLOOR
HAMDEN, CT 06518



Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

Claudia Mathison has practiced and honed a unique blend of traditional crafts and culture with contemporary visual arts. She has worked with the Mattatuck Museum, the New Britain Museum of American Art, and countless New England schools, libraries, and organizations. Claudia holds a Master's Degree in Arts Education, placing her in a unique position to provide students with the opportunities to experience and explore the visual arts as they relate to numerous school subjects and topics of study. Claudia is also a faculty member at the Guilford Art Center in Guilford, Connecticut.

PRE PROGRAM

- Have a short lesson on the histories and cultures surrounding the art project Claudia will be participating in with your school.
- Discuss how the visual arts are a direct representation of one's culture and often are often equally representative of one's history.
- Ask your students for examples of art that are representative of foreign cultures and that have an important historical context. Have your students research and present a report to the class on the topic of their choice.
- Have a class discussion on the importance of understanding history while simultaneously advancing forward in the present towards the future.

POST PROGRAM

- Ask your students to display, discuss, and provide context for the projects conducted with Claudia.
- After investigating the historical and cultural contexts of your projects, discuss how contemporary projects are representative of contemporary history, being made everyday, and culture.
- Discuss further and related topics of study that your students may be interested in pursuing following Claudia's program, and encourage your students to investigate.

CT FRAMEWORK – THE ARTS: VISUAL ARTS

Content Standard 1. Media. Students will select media, techniques, and processes to communicate ideas, reflect on their choices and analyze what makes them effective; and improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques, and processes (two-dimensional and 3D, including media/technology).

Content Standard 4. History and Cultures. Students will know and compare the characteristics and purposes of works of art representing various cultures, historical periods, and artists; describe and place a variety of specific significant art objects by artist, style and historical context; and analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

Content Standard 6. Connections. Students will compare the characteristics of works in the visual art forms that share similar subject matter, themes, purposes, historical periods or cultural context; describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated; and identify various careers that are available to artists



Website:
<http://www.afclt.org>



Contact:
203.230.8101



Email:
anovak@afclt.org

