

Lehman College Art Gallery

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lehmagallery.org



About

We have been providing art education to Bronx public schools for over 30 years. Lehman College Art Gallery's (LCAG) visual arts education programming provides opportunities for all students to explore their individuality, imagine the future, and work together for the greater good. Our programs have impacted young people by developing and promoting self-expression as they learn to understand and apply visual arts media, techniques, and processes. At the same time, all of our arts projects nurture creativity, free expression, and identity development, and provide creative ways to understand and deal with differences. LCAG works with K-12 NYC public schools, by providing introductory visits to our contemporary art exhibitions and intensive multi-session art workshops that focus on painting, drawing, printmaking, sculpture, and large-scale murals and mosaics. Workshops offer students opportunities to work collaboratively as they learn art techniques and create artwork, often installed as public art in their schools. Each year we provide over 10,000 visits to our programs by students and teachers. By introducing significant visual arts close to home in the Bronx, these programs can lay the foundation for a lifelong interest in the arts.

About the Curator of Education

Deborah Yasinsky, Curator of Education of LCAG holds an MFA in Painting from Lehman College, CUNY, an MS, Ed. from Bank Street College of Education in Museum Education/Childhood Education, a BA in Fine/Arts Illustration, YU and an AAS in Textile/Surface Design from FIT. She is passionate about providing high quality art education to all students and committed to raising the standards of integrated learning through the arts. Ms. Yasinsky develops our curriculum incorporating inquiry-based gallery tours and related art-making experiences for K-12 students. She oversees and teaches programs both at LCAG and in the schools.

Scope of Work

The education programs at LCAG present authentic opportunities for students to merge the visual arts with project-based learning in order to enhance their observational abilities, critical thinking, problem solving and literacy development. Art making is used to deepen understanding and engage multiple intelligences, as well as foster a secure environment for both self-directed learning and group work. LCAG designs and creates rigorous cross-curricular residences that develop student appreciation of the arts.

Deliverable Materials

CULTURAL IMMIGRANT PROGRAM AT THE AMPARK NEIGHBORHOOD SCHOOL

The Cultural Immigrant Program at the Ampark Neighborhood School (City Council District 11) was led by teaching artist, Tijay Mohammed. The goal of this residency project was to address the struggles of immigrant students who are learning to live in a new society. The students will explore aspects of their old world and new world through creative dialogue and expression. This is an expansion of a CDF-funded project, Education, and was distinct in its focus of Bronx immigrant students. The Ampark students were encouraged to use creativity in ways that make them take pride in their cultural heritage and identity. The project met the goals of having students use the vehicle of art to express their feelings; understand that the United States is a nation of immigrants; recognize the diversity of beliefs and backgrounds; and provide student opportunities to see value in their histories and cultures as they work together in a supportive classroom environment.

The program served students in four sections of 1st and 4th grade classes.



Central Objectives

- Students will be able to personally reflect and discuss their culture, heritage, and immigration stories.
- Students will be able to explore and experiment with acrylic paint, Tempura paint sticks, and markers.
- Students will be able to create 9x12 inch canvases with artistic choices/symbols that convey to the audience their personal stories of immigration, culture, and heritage.
- Students will be able to create a self-portrait depicting themselves in their cultural clothes or country's flag.

Essential Questions

The following essential questions are the overarching framework for the lessons and will be posed to the students to encourage further critical and creative thinking. Students will be discussing their ideas and opinions with the class in an open dialogue setting.

1. How do objects and places shape lives and communities?
2. How do artists and designers create works that effectively communicate ideas or influence people's lives?
3. How do personal reflection and group critique help us to develop more effective artistic work?
4. How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs?
5. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
6. Why do artists and designers follow or break from established traditions?
7. How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?
8. How do art and design enhance people's lives and influence culture?

NYS Arts at a Glance 1st Grade Standards

- VA: Cr2.1.1 a. Explore uses of materials and tools to create works of art or design.
- VA: Cr2.2.1 Demonstrate safe and proper procedures for using materials, tools, and equipment.
- VA: Re7.1.1 Select and describe works of art that illustrate daily life experiences of oneself and others.
- VA: Re7.2.1 Compare images that represent the same subject.
- VA: Re8.1.1 With guidance compare and contrast subject matter in works of art.
- VA: Cn10.1.1 Create works of art about events in home, school, or community life.

NYS Arts at a Glance 4th Grade Standards

- VA: Cr1.2.4 Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.
- VA: Cr2.1.4 Utilize and care for materials, tools, and equipment in a safe and effective manner.
- VA: Cr2.1.4 Explore and invent artmaking techniques and approaches.
- VA: Re7.2.4 Analyze the components of visual imagery that convey messages.
- VA: Cn10.1.4 Develop a work of art, based on observation of surroundings.
- VA: Cn11.1.4 Connect visual characteristics of works of art and design to beliefs and traditions in culture.

Schedule

This residency was scheduled for 5 weeks every Wednesday on the following dates during the 2022-2023 school year calendar:

March 29th

April 5th

April 26th

May 10th

May 17th

Session 1

- The first session introduced the students to the themes and purpose of the artmaking during future workshop sessions. The teaching artist, Tijay, shared with the class his family's immigration story. He described how his family migrated from Northern Nigeria to Ghana in the early 1900s by foot, and how he personally immigrated from Ghana to the United States in 2013. He also shared the story of how his cousin migrated by roads from Ghana to Lybia before finally settling in Italy after migrating via the sea.
- Students were encouraged to share their own stories of immigration, using question prompts such as "Who is an immigrant?" and "What is your cultural heritage and why do people migrate to other countries?"

- This activity strengthens student listening and conversational skills. It meets the challenge of helping the students feel comfortable in openly discussing their feelings about being an immigrant at school and their daily lives living in the Bronx.

Sessions 2-5

- Students focused on planning, brainstorming, and executing their artistic creations on a 9x12 inch canvas. They focused on telling their heritage/immigration stories using acrylic paint, Tempura paint sticks, and markers.
- During each session the teaching artist encouraged students to reflect on their individual cultures, backgrounds, and values. These discussions allowed students to synthesize the discussion before sketching their ideas for their paintings.
- Students who completed their story canvas early worked on self-portraits where they depicted themselves either in their cultural clothes or their country's flag.



Evaluation and Assessment

- In the final workshop students added their final details to their paintings and described their work to the class. The workshop series concluded with a class reflection on what they learned about their classmates and the art making process they used.
- Lehman College Art Gallery uses pre/post surveys to assess the learning that takes place during the education programs.

Components for Success

- Point person at the program for Curator of Education, Deborah Yasinsky to communicate & plan.
- Online platform to lead classes.
- NYS certified teacher to assist and work with teaching artist.
- No more than 26 students in each class.
- Bronx Institute will provide 24-hour notice when a cancellation is made, excluding city-wide cancellations.



