



## Syllabus

### Teaching Through Art: Storytelling and the Arts

July 22-26, 2019

Monday, July 22 | Storytelling

- 
- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the museum's Cafe or bring your own.
- 

#### Readings for Tuesday

- Chapter 1:
  - History of Art Education & Multidisciplinary Art Education, Notebook pp 3-20.
- Chapter 3:
  - *The Story of Storytelling* by Ferris Jabr, Harper's Bazaar, 2019
  - *14 Ways to Write an Ekphrastic Poem* by Martyn Crucefix, Blog, 2017
  - Slow art? It will 'blow your mind' by Anna Bailey, BBC Radio 4, 2019
  - *5 Tips for 5 Tips for Writing Ekphrastic Poetry*, Power Poetry, 2019
  - *The Dancer, the Artist and the Critic: A Celebration of Loïe Fuller* by Pierre Roche and Roger Marx by Margaret Haile Harris, The Journal of the Decorative Arts Society, 1979
  - *Pierre Roche and the 'belle gypsographie'* by Elizabeth Prelinger, Print Quarterly, 1993
- Scavenger Hunt: Words for Tuesday—Color: Hue, Intensity & Value (Shade & Tint)

#### Daily Grading: Requirements for Graduate Credit Hours

- Attendance is required between 8:30 & 4:00
- Active participation in classroom activities.
- Scavenger Hunt Words
- Journal page reflective of the day.

#### MORNING SESSIONS

8:30	-	9:00	Registration in the M.J. Murdock Charitable Trust Education Center
9:00	-	9:30	Welcome and Introductions
			The Week Ahead: Conceptual Framework, Expectations & Outcomes
9:30	-	10:30	Appreciating & Sharing Art: Heart, Hand & Mind
			The Integrated Lesson Aesthetics, Criticism, History & Production
10:30	-	10:45	Break
10:45	-	12:15	Model Lesson: The Storytelling Journal

Lunch—12:15 to 1:00

#### AFTERNOON SESSIONS

1:00	-	1:45	In the Gallery: <i>West Coast Woodcut: Contemporary Relief Prints by Regional Artists</i> with Steve Grafe, Curator of Art, Maryhill Museum of Art
1:45	-	2:30	Model Lesson: The Storytelling Journal Continued
2:30	-	2:45	Break
2:45	-	4:00	Model Lesson: Collagraphs for the Classroom

#### EXTRA-CURRICULAR ACTIVITY

3:30 - 5:00 Enjoy Maryhill Museum of Art until 5 p.m.



## Syllabus

### Teaching Through Art: Storytelling and the Arts

July 22-26, 2019

Tuesday, July 23 | Storytelling, Poetry & the Performing Arts

- 
- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the museum's Cafe or bring your own.
- 

#### Readings for Wednesday

- Chapter 1:
  - Properties of Art, pp 19-27.
- Chapter 3:
  - *Ancient Chinese City Life: 'Along the River During the Qingming Festival'* by Mike Cai, Epoch 2018
  - *Show and Tell: Exploring Storytelling in Chinese Painting* by Shi-yee Liu, Blog, Metropolitan Museum of Art, 2017
  - *Hokusai* by Richard Lane, Britannica Encyclopedia, 2018.
  - "Utagawa Hiroshige Artist Overview and Analysis" by Sarah Ingram with Synopsis and Key Ideas added by Anna Blair. TheArtStory.org, 2019
  - *Henri Rivière*, Biography, San Francisco Museum of Fine Arts, 2019
  - *A Closer Look at Jacob Lawrence's "Migration Series," the Masterpiece He Made at 23* by Julia Wolkoff, Artsy, 2018
- Scavenger Hunt: Words for Wednesday—Space (Negative or Positive; Open or Closed; Shallow or Deep; 2 or 3-Dimensional)

#### Daily Grading: Requirements for Graduate Credit Hours

- Attendance is required between 8:30 & 4:00
- Active participation in classroom activities.
- Scavenger Hunt Words
- Journal page reflective of the day.

#### MORNING SESSIONS

- |       |   |       |   |
|-------|---|-------|---|
| 8:30  | - | 9:15  | Readings, Discussions, Sharing, Q & A<br>Words for the Day: Color (Hue and Intensity) & Value (Shade & Tint)                            |
| 9:15  | - | 10:00 | In the Gallery: <i>Loïe Fuller: Slow Look and Ekphrastic Poetry</i> with Louis Palermo,<br>Curator of Education, Maryhill Museum of Art |
| 10:00 | - | 10:15 | Break   |
| 10:15 | - | 10:45 | Presentation: Color—Loïe Fuller and Pierre Roche  |
| 10:45 | - | 12:15 | Model Lesson: The Amazing Gypsograph  |

Lunch —12:15 to 1:00

#### AFTERNOON SESSIONS

- |      |   |      |   |
|------|---|------|---|
| 1:00 | - | 2:30 | Presentation: Storytelling with Shadows with<br>Deb Chase and Mick Doherty of the Oregon Shadow Theatre |
| 2:30 | - | 2:45 | Break   |
| 2:45 | - | 4:00 | Model Lesson: The Amazing Gypsograph continued  |

#### EXTRA-CURRICULAR ACTIVITY

- |      |   |      |   |
|------|---|------|---|
| 4:30 | - | 5:30 | Studio Visits, The Dalles: Artist, Mike McGovern at Little Bear Hill Studio and the<br>exhibition <i>Gorge Artists Create</i> , The Dalles Art Center |
| 6:00 |   |      | Dinner. Freebridge Brewery  |



## Syllabus

### Teaching Through Art: Storytelling and the Arts

July 22-26, 2019

#### Wednesday, July 24 | Storytelling & Landscape

- 
- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the Museum's Cafe or bring your own.
- 

#### Readings for Thursday

- Chapter 1:
  - *STEM vs. STEAM vs. STREAM: What's the Difference?* by Ali Trachta, [Niche](#), 2018
  - *STEAM not STEM: Why scientists need arts training* by Richard Lachman, [The Conversation](#), 2018.
- Chapter 3:
  - *Auguste Rodin Artist Overview and Analysis* by Julia Brucker, [TheArtStory.org](#), 2019
  - Théodore Louis Auguste Rivière (1857-1912), *Compiled Sources*, 2019
  - *The Origin Story of Printmaking* by Robert Hinojosa, Blog, [@JustPrintmaking](#), 2017
  - *A Requiem for Traditional Printmaking* by Murray Zimiles, [Inspicio](#), 2017
- Scavenger Hunt: Words for Thursday—Form & Shape (Geometric and Organic)

#### Daily Grading: Requirements for Graduate Credit Hours

- Attendance is required between 8:30 & 4:00
- Active participation in classroom activities.
- Scavenger Hunt Words
- Journal page reflective of the day.

#### MORNING SESSIONS

- |       |   |       |   |
|-------|---|-------|---|
| 8:30  | - | 9:15  | Readings, Discussions, Sharing, Q & A<br>Words for the Day: Space (negative or positive, open or closed, shallow or deep, & 2 or 3-dimensional) |
| 9:15  | - | 10:30 | Film and Discussion: The Story of China, Episode 3: Golden Age (Song Dynasty)   |
| 10:30 | - | 10:45 | Break   |
| 10:45 | - | 12:15 | Model Lesson: Along the River During the Qingming Festival (Scroll)   |

#### Lunch—12:15 to 1:00

#### AFTERNOON SESSIONS

- |      |   |      |  |
|------|---|------|--|
| 1:00 | - | 2:00 | Presentation: Cultural Landscape Stories—A Look at Utagawa Hiroshige (Japanese, 1797–1858), Katsushika Hokusai (Japanese, 1760–1849), Henri Rivière (French, 1864-1951) and Jacob Lawrence ( American, 1917-2000), |
| 2:00 |   | 2:15 | Break  |
| 2:15 | - | 4:00 | Model Lesson: Monoprint Landscape  |

#### EXTRA-CURRICULAR ACTIVITY

- |      |   |      |  |
|------|---|------|--|
| 4:30 | - | 5:30 | Studio Visits, Hood River: Gallery 301 and the exhibition <i>Big and Small</i> , Columbia Center for the Arts (Hood River, OR) |
| 6:00 |   |      | Dinner. No Host.   |



## Syllabus

### Teaching Through Art: Storytelling and the Arts

July 22-26, 2019

Thursday July 25 | Storytelling Traditions

- 
- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the Museum's Cafe or bring your own.
- 

#### Readings for Friday

- Chapter 1
  - Looking at Art: Scanning and Scanning Art, pgs. 28-29.
- Chapter 3
  - *Why Do Stories Matter?* Blog by Nate King American Writers Museum. 2016
  - *The lasting power of oral traditions* by Joseph Bruchacm, [The Guardian](#), July 2010.
  - *StoryCorps founder shares how storytelling changes the world* by Chandra Johnson, Deseret News, 2016
  - *The Art of Printmaking* by Brittini Zotos, [The Art Genome Project](#), 2012
  - *The Printed Image in the West: Woodcut* by Wendy Thompson, [Heilbrunn Timeline of Art History, Metropolitan Museum of Art](#), 2003
  - *The Linocut* by Rich Fowler, [Boarding All Rows and Linocut.com](#), 2019

#### Daily Grading: Requirements for Graduate Credit Hours

- Attendance is required between 8:30 & 4:00
- Active participation in classroom activities.
- Scavenger Hunt Words
- Journal page reflective of the day.

#### MORNING SESSIONS

- |       |   |       |  |
|-------|---|-------|--|
| 8:30  | - | 9:15  | Readings, Discussions, Sharing, Q & A<br>Words for the Day: Form & Shape (Geometric and Organic)                     |
| 9:15  | - | 10:15 | Stories and Art, Ellen Taylor, Cayuse-Umatilla-Walla Walla of Confederated Tribes of the Umatilla Indian Reservation |
| 10:15 | - | 10:30 | Break  |
| 10:30 | - | 12:15 | Stories and Art continued  |

Lunch—12:15 to 1:00

#### AFTERNOON SESSIONS

- |      |   |      |  |
|------|---|------|--|
| 1:00 | - | 1:45 | Gallery Presentation: Storytelling in Sculpture (Auguste Rodin & Théodore Rivière) with Louise Palermo, Curator of Education, Maryhill Museum of Art |
| 1:45 | - | 2:00 | Break  |
| 2:00 | - | 2:30 | Presentation: Printmaking Stories & Traditions   |
| 2:30 | - | 4:00 | Model Lesson: Drypoint Without a Press   |

#### EXTRA-CURRICULAR ACTIVITY

- |      |   |      |  |
|------|---|------|--|
| 4:00 | - | 5:30 | Workshop: Exquisite Gorge in Miniature (Exquisite Corpse), Louise Palermo  |
| 5:30 | - | 6:30 | Dinner at Maryhill Museum  |
| 6:30 | - | 8:30 | Film as Story: Letters from Bagdad is the story of a true original, Gertrude Bell, sometimes called the female "Lawrence of Arabia." |



## Syllabus

### Teaching Through Art: Storytelling and the Arts

July 22-26, 2019

Friday, July 26 | Storytelling: That's a Wrap

- 
- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the Museum's Cafe or bring your own.
- 

#### Daily Grading: Requirements for Graduate Credit Hours

- Attendance is required between 8:30 & 4:00
- Active participation in classroom activities.
- Scavenger Hunt Words
- Journal page reflective of the day.

#### Final Assignment & Grading: Requirements for Graduate Credit Hours

Written art lesson plan based on an integrated art approach with storytelling as a theme is required for credit. For "A" work, it must include all the elements modeled throughout the week in the Model Lesson and an annotated bibliography for sources used. Due by Friday, August 9.

#### MORNING SESSIONS

- |       |   |       |  |
|-------|---|-------|--|
| 8:30  | - | 9:15  | Readings, Discussions, Sharing, Q & A            |
|       |   |       | Words for the Day: Line and Texture              |
| 10:00 | - | 10:30 | The Story: Linocut with Printmaker Erik Sandgren |
| 10:30 | - | 10:45 | Break  |
| 10:45 | - | 12:15 | The Story: Linocut with Printmaker Erik Sandgren |

Lunch—12:15 to 1:00

#### AFTERNOON SESSIONS

- |      |   |      |  |
|------|---|------|--|
| 1:00 | - | 3:00 | The Story: Linocut with Printmaker Erik Sandgren   |
| 3:00 | - | 3:30 | Pulling it All Together: Creating the Lesson for the Classroom (Review, Discussions & Questions) |
| 3:30 | - | 4:00 | Wrap-up, Final Questions & Evaluations   |