How does a balance of formal, thematic, and contextual qualities SHAPE our professional roots and “shoots”?

**Problem:** Marking/Mapping Discoveries from the History of Art Education, Past To Present

**FORMAL**
- Actual Composition: Horizontal/landscape that “considers all available space”
- Art Elements: dots, lines, shapes, textures, controlled/free marks, personal color/value use
- Design Principles: pattern, contrast, unity, variety, repetition, balance, rhythm, proportion, unity
- 2D&3D Qualities: flat drawing transformed into 3D map via accordion fold
- Size/Scale: 12 x 18 inches – stands up as a screen and tucks into notebook
- Media/ Materials: watercolor 140 lb. cold press paper, bone folder, black Sharpie pen, water-soluble Inktense colored pencils, Sketch & Wash pencil, water brush, collage materials, tracing paper for refining
- Processes/Methods: “Gradual” 15 weeks of marking, mapping, drawing, painting, composing, writing, bookmaking, reflecting, visualizing, connecting...
- Skills: Marking, drawing, writing, coloring, blending, composing
- Style: exploratory, personal, “emergent”
- Other: Transform “mistakes” into surprises! Evolving exploration, documentation and reflection over 15 weeks with periodic large and small group formative critiques.

**THEMATIC**
- Broad Subject/BIG IDEA: Professional Roots--Then and Now
  - Exploration and discovery of “pivotal moments” in the history of art, education and art education via skills/knowledge/ pedagogical approaches of creative thinking and critical response to art through art education in schools and museums.
  - Subject Matter: Art Education seen as portrait, still life and landscape (mindscape)
- Point of View:
  - Panoramic orientation and subjective perspective of cause and effect—combined with information from Art Education literature of history and contemporary issues
- Visual Sources: images, symbols, signs, words, quotes, handouts, products, analog drawings, marks,
- Art Historical References: Roots of Art Education Practice (M.A. Stankiewicz), maps, books, diagrams, narrative, sketchbooks, diaries, professional ancestry, curricula, “perennial debates”
- Literary Sources:
  - Memoirs, history, autobiography, expressive phrases, words, feelings, states of mind
- Other Arts Connections:
  - Music
  - Theater
  - Dance
  - Film/New Media
- Other Subject Areas:
  - Math
  - Language Arts
  - Science
  - Social Studies
  - Physical Education
  - Vocational Education

**CONTEXTUAL**
- WHEN: Fall 2011
- WHERE: AVT 605, George Mason University
- BY/FOR WHOM: X__________________________ (name)
- WHY: (Finding) My Place in the Big Picture of Art Education
- Intention/Purpose(s):
- Significance/Relevance:
  - Personal
  - Social
  - Cultural
  - Historical
  - Artistic
  - Educational
  - Political
  - Spiritual
  - Other
- We shall not cease from exploration
  - And the end of all our exploring
  - Will be to arrive where we started
  - And know the place for the first time. 
  - TS Eliot

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**FTC Insights, Assessments and Questions**