

## Art Teacher Tips

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- 1) Use ordinary masking tape to **tape a frame** around the edge of the paper. Encourage artists to apply color all the way to, or even over, the tape. When the piece is completed and dry, gently remove the tape. The artwork will then have its own frame in place.
- 2) **Trim all white art paper** 9X12 inches to 8X11 and 12X18 down to 11X16. When the art piece is completed, it is then a perfect size to mount on a contrasting piece of construction paper. (Save the strips for use in weaving projects or for small notes)
- 3) **Wash brushes thoroughly** by massaging the bristles between your fingers. Lay them flat on a towel to dry. Drying brushes, with the bristles pointed down, causes them to dry in unnatural shapes. Drying brushes, with the bristles pointing up, causes water, and sometimes remaining pigment, to flow backward into the metal collar (ferrule) of the brush. Over time, this loosens the glue and renders the brush unstable.
- 4) Teach students to not only rinse brushes between colors, but also to dry them before switching colors. This will **keep pigments rich and true** when applied to the paper. You can also offer a different brush for each color. Larger brushes, for young children, are often available with color coded handles.
- 5) **Cut the pink erasers off** the pencils used for art. Pink erasers can leave a residue and excessive use destroys the integrity of the paper's surface. Also, with an eraser at the end of the pencil, students are driven to get each pencil stroke 'exact.' Provide white erasers in a central location should a student require one. You will find much more time is spent creating rather than erasing!
- 6) **Deemphasize any expectation of precision**. While striving for excellence is motivating, efforts towards perfection are not. Assure students that, if you were seeking representational perfection, you would use a camera.
- 7) Do **photograph students** in process and with their completed piece. Display the photos either alone or with the art on the bulletin board.
- 8) **Send home brief notes** explaining the Jewish learning that is supported by your art activity.
- 9) **Always do your activity prior to your lesson**, using the same exact materials as your students will use. Doing so will allow you to experience the art journey for yourself, give you practice in correcting mistakes and open your thoughts to other ways your students can expand their learning.
- 10) **Have damp and dry towels convenient** for student use so that precious time will not be used up with trips to the sink.
- 11) Consider the fun of working on "**alternative canvasses.**" An alternative canvas is any blank surface, other than paper or canvas, that can be used as a base for your art project. Some wonderful alternative canvasses are blank aprons or tote



bags, white light switch cover plates, acoustic ceiling tiles, and a smooth piece of wood.

- 12) **Remind students that their hands belong only on their own work.**
- 13) **Use pizza boxes to store** catalogs, cards and calendars for students to access. Label the box by the nature/subject of the contents.

### **Bal Taschit in the Art Classroom**

It is critical to the essence of the art lesson that students learn to conserve and respect materials. Consider the following suggestions:

1. Save on paper towel use. Collect towels; cut them into smaller sizes if necessary.
2. Ask personnel at your local framing store to give you their scrap pieces of 'mat board.' Mat board is a sturdy base for collage projects.
3. Repurpose materials, for art project use, only if they cannot be recycled by conventional means. Remember that adding art materials to an item that would otherwise be recycled might result in having to trash it.
4. Save and collect dried markers. Use a needle-nose pliers to remove the end cap and extract the color wick. Soak several wicks of like color in water with a bit of rubbing alcohol. Soon you will have liquid watercolor paint with vibrant colors!
5. Food is only an art supply if you are going to eat the final product. If food products are incorporated, like the spices for Havdalah, you can also donate an equal amount to a local agency.



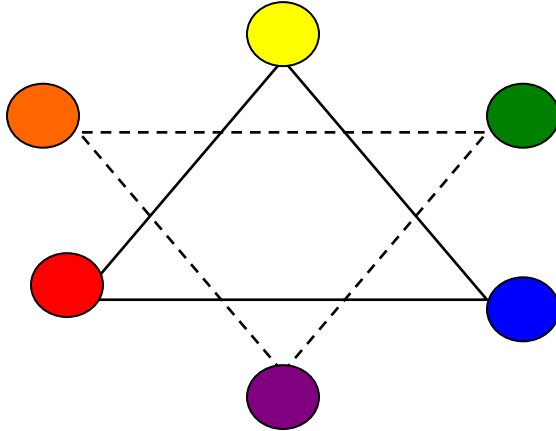
6. Limit the way your students access materials. Teach them not to pour large amounts of paint or glue. Return unused portions back into the original container.
7. Take the time to teach students to roll down their glue sticks before replacing the caps and to 'click' their markers tightly shut.
8. Saved supplies should be clearly labeled and neatly stored so they will not result in waste or unnecessary ordering.
9. Wipe around the lids of glue and paint jars so that they can be easily opened the next time.
10. Plan your art time carefully and monitor it closely to utilize all the materials that have been accessed.
11. Encourage students to show you any work they wish to discard before doing so. Most of their perceived 'failings' are simply unexpected twists that can be well incorporated into the final piece, saving both creative effort and paper.

### **What You Need to Know About Color**

The teacher in the Jewish classroom does not need to be an expert colorist to implement these lessons. A certain amount of color knowledge, though, is helpful to design and adapt the lesson to suit your purposes. A basic color wheel can be visualized as a Star of David.

The base triangle is comprised of the primary colors. Red, yellow and blue are considered primary colors because they cannot be mixed using a combination of any other colors. ('Mixing' primaries are actually magenta (red), yellow, and cyan (blue). It is from these 3 colors that all other colors can be created – an excellent allegory for Bereisheet)

The next triangle is composed of orange, green and violet (purple), otherwise known as secondary colors. Secondary colors result when 2 primary colors are mixed together and are situated between those 2 colors on the color wheel.



- With all this in mind, it can come as no surprise that when you mix a *primary color* with a *secondary color*, the result is a *tertiary (or intermediate) color*. (i.e. blue + violet = blue-violet)



- *Color families* are those colors who rest directly next to one another on the color wheel. (i.e. yellow, yellowed orange, and orange are a *color family*.)
- *Complementary colors* are those colors who sit opposite one another on the wheel. (i.e. orange/blue; yellow/violet; red/green). Complementary colors are considered as ‘best friends’ because, when placed next to one another, each appear brighter. There is a metaphorical (and colorful!) community lesson here as well!
- When *complementary colors* are mixed together, the result is a *neutral color*.
- *Warm colors* are yellow, orange and red and mixtures thereof. Important (though not exclusively so) to consider when selecting colors for lessons involving light and warm feelings.
- *Cool colors* are blue, green and violet and mixtures thereof.
- When you add black, the result is a *shade*.
- When you add white, the result is a *tint*.
- **Note** – when mixing colors, always begin with the lighter color and add small amounts of the darker color. (You will waste a lot of paint if you mix the other way ‘round)