

Things I Have Learned from My Students

1. An “Art Room” is where you follow exact directions to make what the teacher tells you to make. An “Art *Studio*” is for working artists.
2. Masks are a ‘blank canvas,’ and not just for Purim.
3. Sometimes the real art is in the fleeting by-product – the design



- of the paint in the water, the print from the plate palette, an arrangement of objects. These artworks can be photographed for permanence and validated by an artist statement.
4. Writing an artist statement is a privilege and comes easily when materials are readily at hand when you need to write or dictate it.
5. Titling a piece is harder than writing a statement if it is to be a truly meaningful activity.
6. Selecting work to display is a significant action.
7. It is important to leave a piece of yourself to say that you mattered.
8. Children’s art does not need to be lovable to an adult even though adults say words that teach children otherwise.
9. When children make art according to adult directions, the outcome may be visually pleasing to the adult. When children make art like children, and conclude the experience with a statement or a title, the activity is meaningful and enduring.
10. When given the language, the heart and the soul of Judaism, children will express it in their art-making, well beyond the drawing of a six-pointed star.
11. The words “I can’t draw,” or “I am a bad artist,” really indicate that a child can’t make art in the way s/he thinks the adult wants it to be.
- 12. CHILDREN WILL LOVE WHAT THEY LEARN, IF YOU LEARN WHAT THEY LOVE.**
- 13. ORDINARY MATERIALS CAN INSPIRE EXTRAORDINARY ARTISTS.**



“We wanted to show what Rosh Hashanah would look like during Picasso’s blue period.”
~Hanna & Anna
(best friends 9/06)



Avi and Coby constructing their Beit HaMikdash during lunch recess.

Rami’s new units of measurement.



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