



# Art Matters

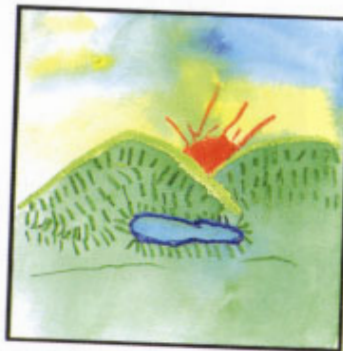
Art is not often the primary focus in school, yet art can open up avenues for students to foster problem solving skills, creativity, imagination, and literacy skills.

LKSD invited Beth Olshansky from University of New Hampshire to do a workshop on "Integrating Art Within the Writing Process" at the Summer 2001 Bilingual Institute. In the beginning of the workshop, many of the bilingual educators were nervous about writing and doing art, but after a week of training, they were all feeling confident as artists and writers. Each of the participants illustrated and wrote two books. Beth was invited back again in September to train specialists from the Department of Academic Programs and teachers from different villages in this process. Integrating art with writing has opened up a brand new path for teachers in helping students with the writing process. The process not only includes art as a catalyst for writing, but also incorporates relevant children's literature as well.

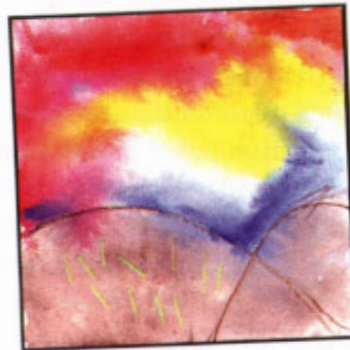
Workshop art!



I am yellow and blue.  
I am reflecting.  
I am watching.  
I like to play hide-and-go-seek.  
I am afternoon.  
By Jae Hwan Lee



I am yellow and orange.  
I am going down.  
I am peeking.  
I like to sleep.  
I am sunset  
By David Ivon



I am yellow and blue.  
I am out. I am rising.  
I am waking up.  
I like to hide in the clouds.  
I am dawn.  
By Jesse Klejka



It's dark blue, green, and yellow.  
It's shining into the water.  
It's reflecting.  
It likes to roll.  
It's night.  
By Elliott Hoffman

ME School pages from book!

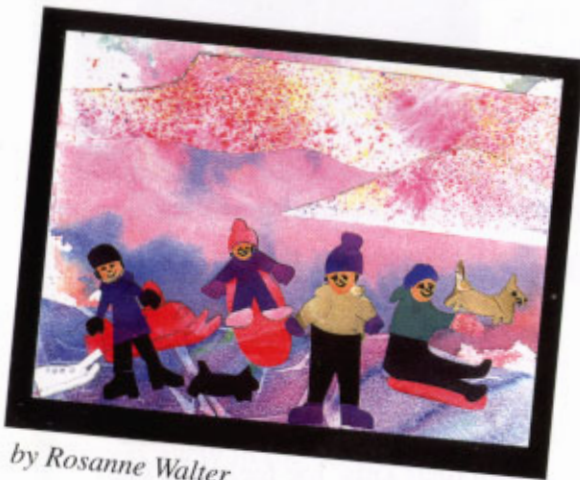


Beth Olshansky



by Eliza Wassilie

Fostering literacy through art has been gradually implemented throughout the district. Julie McWilliams has been working with Jill Hoffman's students at M.E. School. After three weeks of exploring with the colorful paints, the students completed their first classroom book. They are now working on individual stories with their surplus paintings. The students eagerly joined Julie for the daily shared reading which introduced rich language, and then immersed themselves in the daily painting activities. When it came time to write, the students reflected on the art before them and the words flowed. Even the most reluctant writers could find words to describe their own art.



by Rosanne Walter



by Elizabeth Agnus



Pam Yancey has worked with upper elementary students at Kilbuck and Chefnak. She also has seen the incredible enthusiasm in students' attitudes for painting and how writing seems to come relatively easy, even for the limited English speakers. We are definitely moving in the right direction by using art as a vehicle for writing!

