



2000 ADAM 147



Image 1

Dan Adams
Shorty
Oil
2014

The Artful Thinking Program

COLORS, SHAPES, LINES

→ *What are they like?*

→ *What do they do?*

A routine for exploring the formal qualities of art.

1. Take a minute to look at the artwork. Let your eyes wander over it freely. What do you see?
Take a few observations from students and then move on to the next step.
2. Observe and describe the colors, shapes and lines in detail. Make 3 columns.

COLORS What colors do you see? Describe them.	SHAPES What kinds of shapes do you see? Describe them.	LINES What kinds of lines do you see? Describe them.

3. Choose a kind of color, shape or line that you listed. How does it contribute to the artwork overall? How does it help the artwork “work?”

Consider:

- How does it contribute to how the artwork feels?
- How does it contribute to the mood of the artwork?
- How does it contribute to how the artwork looks?
- How does it contribute to the story the artwork tells?
- How does it contribute to the ideas in the artwork?
- Do this with at least two elements. They can be chosen from any column.

4. What new ideas do you have about the artwork? What do you see now that you didn’t see before?

Artist Statement—Dan Adams

I'm a self-taught painter in oils and acrylics. I use dogs and whatever interests me as subject matter. The handling of the paint is most important to me. Most of my work is small, 8" x 10" to 24" x 24" on canvas. I use dogs as subject matter in my paintings because I seem to have an affinity for them. These are not 'portraits' in the sense that I try to paint a likeness of a particular dog, unless it's my own dog, Camilla. I take photos of dogs running around at the dog park, in Balboa Park, San Diego. I use the photo's to capture shadows, expressions, and movement, which I then use to create my paintings. Most are anonymous dogs, if I know the dog's name, then I'll use it. The handling of the paint is what's most important to me, regardless of subject matter.



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Image 2

Dan Adams

Frosty

Oil

2014

The Artful Thinking Program

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

- *What do you see?*
- *What do you think about that?*
- *What does it make you wonder?*

WHY

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

WHEN

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is.

HOW

Ask students to make an observation about the artwork or topic and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork or topic.





Image 3

Maria DeCastro
Canada Goose
stoneware clay
2012

The Artful Thinking Program

LOOKING: TEN TIMES TWO

A routine for observing and describing.

Steps

- 1. Look at the image quietly for at least 30-seconds. Let your eyes wander.
- 2. List 10 words or phrases about any aspect of the picture.
- 3. Repeat Steps 1 and 2: Look at the image again and try to list 10 more words or phrases to your list.

Artist Statement—Maria DeCastro

The fascination I have with the mystery of relics and ancient artifacts is inherent in many of the pieces I create. The treasures found in archaeological digs have incredible stories to tell. I try to capture the feeling one gets when seeing an artifact; the reverence and spirituality invoked by such pieces. I am intrigued with the crossover of cultures, religions, ethnicities, beliefs and melding them into a harmonious piece, reflecting my desire for a harmonious world.

I am captivated by humanity's reverence for the divine female.

The ruins and museums I visited in places such as Heraklion, the Parthenon, Turkey, Mexico, Asia, Egypt, Africa and many more have evoked some of my strongest influences.





Image 4

Maria DeCastro
Roadrunner
stoneware clay
2013

The Artful Thinking Program

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

Brainstorm a list of at least 12 questions about the artwork or topic.
Use these question-starts to help you think of interesting questions.

- *Why . . . ?*
- *What are the reasons . . . ?*
- *What if . . . ?*
- *What is the purpose of . . . ?*
- *How would it be different if . . . ?*
- *Suppose that . . . ?*
- *What if we knew . . . ?*
- *What would change if . . . ?*

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)

Reflect:

What new ideas do you have about the artwork or topic that you didn't have before?