

annual newsletter volume 11 2000-01 school year

the guggenheim museum children's program

learning through art





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about the program

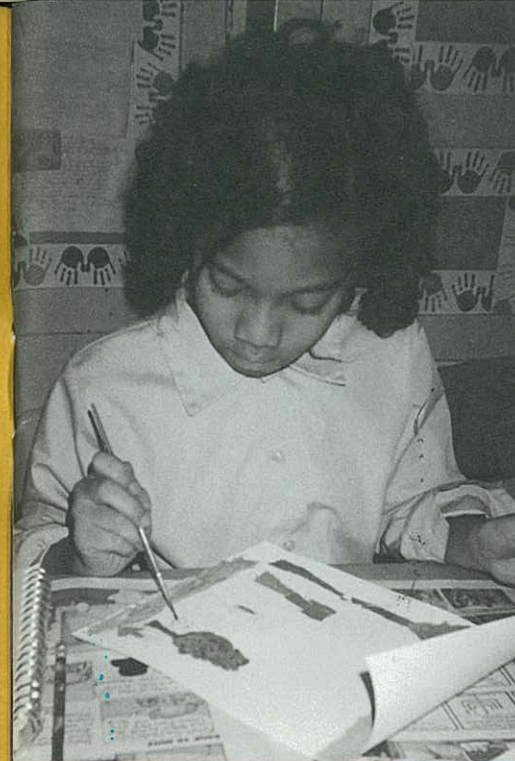
Learning Through Art/The Guggenheim Museum Children's Program (LTA) facilitates yearlong (20-week) and semester-long (10-week) curriculum-based artists' residencies conducted in public schools. Artists collaborate with classroom teachers and museum educators to develop and implement programs that consider the interests, needs, and abilities of students.

LTA provides an opportunity for students to deepen their understanding of targeted curriculum areas through art-based exploration. To this end, students engage in sustained, process-oriented experiences that cultivate creativity and risk taking while reinforcing critical thinking and communication skills. Each in-school program introduces art concepts, materials, and techniques and incorporates class trips designed to expand workshop subject matter and increase students' exposure to the arts.

LTA was founded in 1970 by Natalie K. Lieberman, a former trustee of the Guggenheim Museum, in response to the elimination of art and music programs in New York City public schools. For the past 31 years, LTA has served more than 132,000 children and their families, primarily in New York City. In 1995–96, LTA established international program partners to extend its methodology to other regions. During the 2000–01 school year, partnerships included: Trenton, New Jersey; Quito, Ecuador; Mexico City, Mexico; and the Basque region of Spain (in association with the Guggenheim Museum Bilbao).

new york city artists' residencies

During the 2000–01 school year, LTA worked with 1,750 students at 13 schools in New York City. Artists at schools in all five boroughs taught students from a variety of economic and cultural backgrounds. Many artists challenged their students to investigate new areas and aspects of their communities: students built model neighborhoods, visited local cultural institutions, and researched and made artwork that responds to both historical and contemporary New York City. Other artists used the LTA program as a vehicle to discover world cultures: students learned about Japanese traditions, Native American folklore, and artist Marc Chagall's childhood in Russia. In all of these workshops, art functioned as a tool for exploring new ideas while providing students with the opportunity to experiment with a variety of materials.



“As an artist, teaching artist, and lifelong learner, my philosophy is based on two beliefs: Individuals possess multiple intelligences and learning is a process.”

—Adriana Santiago, teaching artist

Public School 183, Brooklyn

Teaching Artist: Adriana Santiago
Classroom Teachers: Lorraine Hardy, Theresa Richardson, Martha Sanchez, and Jakotora Tjoutuku
Artist's Assistant: Jessica Kleiman

As part of their social studies curriculum, third-grade students examined life in colonial North America. They learned about European, Native American, and African American customs and examined the lifestyles of these different communities. Students discussed how these cultures influenced the craft of quilt making, learned about quilting bees, and studied the story quilts of contemporary artist Faith Ringgold. After exploring colonial professions, Native American work, and children's games, students from two of the classes created a large quilt. They interspersed felt squares, feathers, and beads with watercolor paintings depicting the activities

they had studied. Students from a third class used Styrofoam balls, clay, felt, and paper to create rod puppets of characters from the colonial period.

As part of this workshop, students visited the National Museum of the American Indian in lower Manhattan, where they further explored the history, customs, and traditions of Native Americans. Exploring artifacts of spiritual and personal importance, they learned about the Kiowa, Comanche, and Plains Indians. They discussed the role of warriors and considered how these native communities healed the wounds of war. Throughout this workshop, each student kept a journal of sketches, vocabulary words, and notes from their research in order to document the learning process.



“It is a wonderful program. Teachers love it!”
 —Dr. Ellen Margolin, principal, P.S. 88

Public School 88, Queens

Teaching Artists: Charo Garaigorta and Susan Mayr

Classroom Teachers: Dawn Battaglia, Diana Denning, Angela DePaola, Christine Rodriguez, Jodi Rose, and Maureen Wolf

Artist's Assistants: Annette Grob, Eileen Hoffman, Gabrielle Moisan, and Richard Tsao

Teaching artist Susan Mayr, in her second consecutive residency at P.S. 88, helped third-grade students journey through time by studying ancient art and artifacts, beginning with the cave paintings in Lascaux, France. Comparisons between cave paintings and Egyptian hieroglyphics enriched the students' understanding of communication in these early periods. As a final project, each class created a large group sculpture

that reflects contemporary concerns while recalling an important part of Egyptian culture. One class created a contemporary superhero reminiscent of ancient Egyptian gods and goddesses. Another class created a helicopter that they imagined might transport their bodies and personal belongings to the Egyptian afterlife. The third class created a houselike pyramidion, a small Egyptian tomb with a pyramid-shaped roof, with windows and a yellow interior to symbolize the sun.

Teaching artist Charo Garaigorta, in her third consecutive residency at P.S. 88, familiarized fourth-grade students with their community while challenging them to explore various art materials and make artistic choices. Students took a walking tour of their neighborhood to examine the historic architecture of Ridgewood, Queens. Then, they visited the Guggenheim Museum

to see the work of architect Frank Gehry. This 10-week project culminated in students creating models of real or imagined community spaces. During the spring, students focused on themselves. Using papier-mâché, paint, and other materials, they constructed “identity masks,” which were based on their studies of Native American mask making and self-portraits by 20th-century artists.



“I enjoyed this program along with my students! Thank you for a wonderful learning experience.”

—Constance Zenka,
 fourth-grade teacher, P.S. 139

Public School 139, Brooklyn

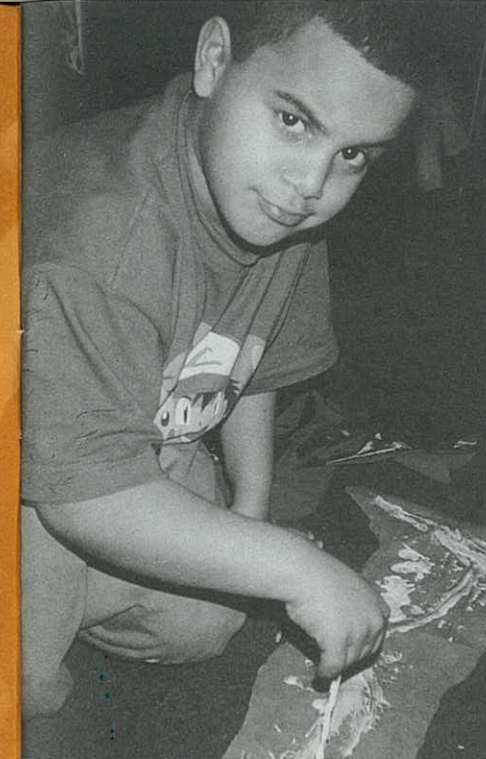
Teaching Artists: Nancy Salomon Miranda and Aimee Mower

Classroom Teachers: Amy Christie, Rachel Cohen, Margaret Glancy, Barbara Laurenson, Christine Marquino, Rochelle Negrin, and Constance Zenka

Artist's Assistants: Jessica Kleiman and Hae-Kyung Ryu

Teaching artist Nancy Salomon Miranda introduced her fourth-grade students to the visual and performing arts through puppetry. They learned about medieval times by reading books set in the Middle Ages. Many of these books featured dragons, which provided a fantastic set of characters as inspiration for scripts and puppets. Students wrote plays based on the stories they read in class and used papier-mâché and construction paper to make rod puppets based on the characters in these plays.

Also working with fourth-grade students, teaching artist Aimee Mower stressed basic art concepts such as line, shape, and color during her 10-week residency. She began the program with workshops that challenged students to create expressive-line drawings and mix colors for color wheels. These sessions introduced artistic techniques that students later used to create individual mosaics, an art form with roots in the Byzantine and Islamic eras, subjects which these fourth-graders had studied.



“I can use some of the things that I learned [from this program] in all my teaching practices.”

—Judith Jackman, first-grade teacher, P.S. 241

Public School 232, Queens

Teaching Artist: Jen Harmon

Teachers: Gloria Goldstein, Lynn Griffin, Lisa Koller, and Janice Lohman

Artist's Assistant: Petra Martin

Fifth-grade students at P.S. 232 participated in a dance workshop and discovered new ways of using movement to express ideas. As they became more comfortable with physical self-expression, they began to explore themes of peace and harmony. Students choreographed dances and wrote poetry inspired by poet Langston Hughes and civil rights leader Rosa Parks. They also wrote about their ideas for maintaining harmony at school and within their families. As a culminating event, students performed for their peers in the school auditorium. They performed a second time in the Peter B. Lewis Theater of the

Sackler Center for Arts Education at the Guggenheim Museum. This experience was a unique opportunity for students and teachers to see workshop participants perform in an exciting, professional performance space.

“I like the Guggenheim because I like to work and dance. Dancing is my favorite thing to do—when I’m sad I just dance.”

—A fifth-grade student, P.S. 232

Public School 241—

The Family Academy, Manhattan

Teaching Artists: Lori Reinauer and Nancy Schwartz

Classroom Teachers: Scott Brzezinski, Judith Jackman, Shana Karch, and Jerri Rahim

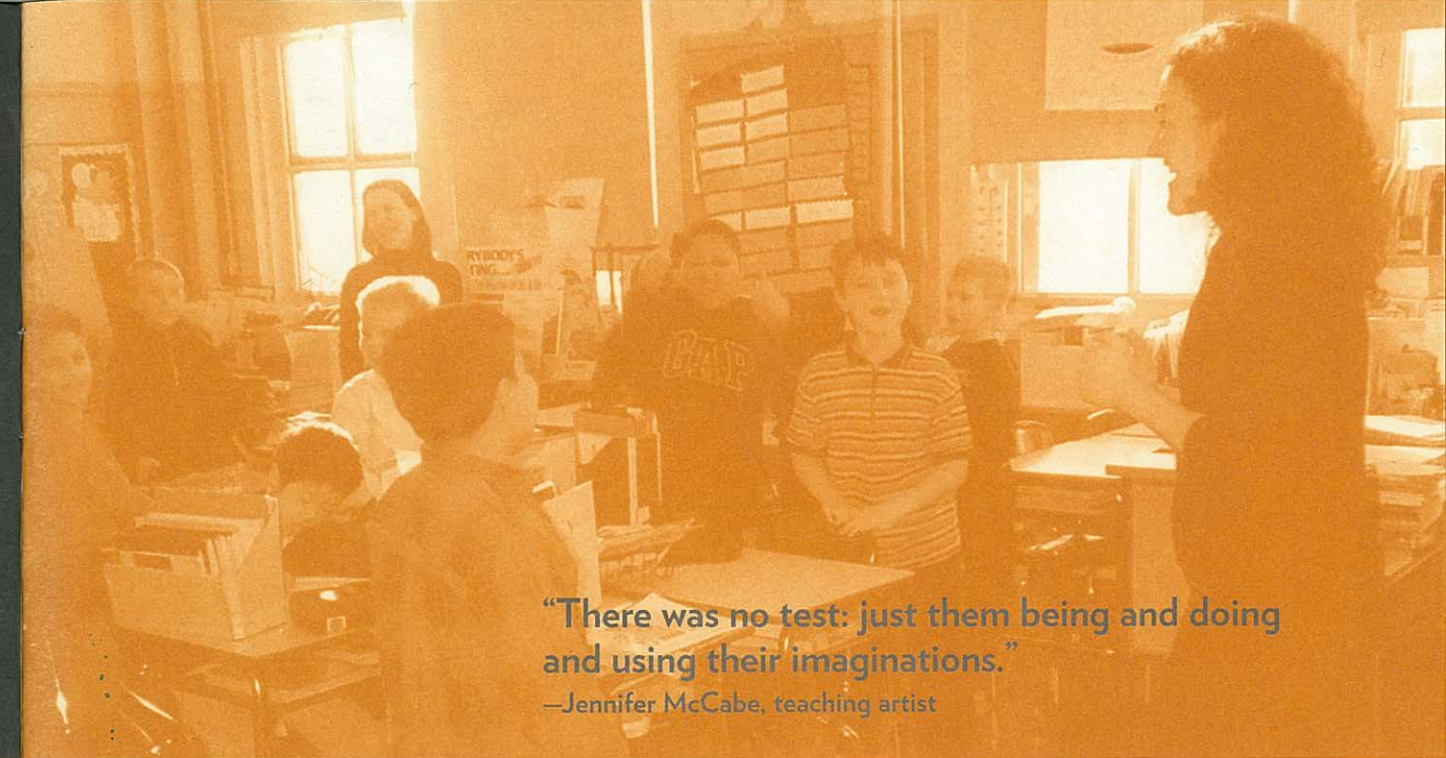
Artist's Assistants: Priscilla Gang, Marisa Mele, Kathleen Procaro, and Janice Sloane

At P.S. 241, two teaching artists worked with first-grade students during the school's extended-day program. One class learned about costume design, while the other explored real and imaginary animal worlds.

After reading and discussing the Armenian folktale *A Weave of Words*, by Robert D. San Souci with illustrations by Raúl Colón, students working with teaching artist Lori Reinauer created original costumes for a class performance. Before making their costumes, they learned about design, sketches, and patterns and visited the *Giorgio Armani* exhibition at the Guggenheim Museum. Through this project, children also explored the theme of courage and were introduced to the concepts of character, setting, and plot.

Students working with teaching artist Nancy Schwartz learned about the life cycle of butterflies through books, music, and movement. Using colored tissue paper, students created papier-mâché cocoons containing sponge butterflies. Later, they used sponge prints and markers to illustrate a butterfly's life cycle.

As part of another project, children created math-monster books and soft-sculpture “monsters.” The detachable body parts or features of these imaginary creatures were used to illustrate addition and subtraction problems. Before inventing their own monsters, students looked at the work of Surrealist artists and read stories such as *There's a Nightmare in My Closet* by Mercer Mayer and *Life Doesn't Frighten Me* by Maya Angelou with paintings by Jean-Michel Basquiat.



“There was no test: just them being and doing and using their imaginations.”

—Jennifer McCabe, teaching artist

“I hope that I have given the students a glimpse of a world where their dreams and possibilities are endless, and whatever they create will be of great worth and wonder.”

—Nancy Modlin Katz, teaching artist

Intermediate School 281, Brooklyn

Teaching Artist: Nancy Modlin Katz
Classroom Teachers: Ronni Goldberg, Jennifer Richman, and Madeline Stellato
Artist's Assistant: Eileen Hoffman

As part of their nutrition studies, sixth-grade students shared ideas about diet, including what, where, and with whom they eat. Students discussed essential nutrients and food varieties, considered how these factors contribute to health, and contrasted healthy and unhealthy meals. For example, a healthy breakfast included pears, bananas, oranges, or bagels, while an unhealthy breakfast consisted of cakes, muffins, or doughnuts. For lunch, they agreed that a nutritious meal might be fish with broccoli, but for an unbalanced dinner, they chose hot dogs or hamburgers. Using papier-mâché and acrylic paint, they made representations of food, which were placed on tablecloths decorated with their ideas, feelings,

and stories about nourishment. One student wrote, “Once my mom and I were baking a cake on my birthday. When the cake was done, and when the rest of the people and I tasted it, I realized that this was my most favorite cake that I ever had tasted.” Another student wrote, “Ring! Ring! Ring! It's time for lunch! Let's start to munch and crunch our food! Lunch is in the middle of my day. I like to eat a full meal, it makes my stomach feel real. Lunch is terrific. What's for dessert?” Students also focused on the cultural significance of food and created a cookbook, which includes recipes and stories that reflect the varied heritages of the students and their families.

Public School 197, Brooklyn

Teaching Artists: Gaetano LaRoche and Jennifer McCabe

Classroom Teachers: Robin Adelson, Sal Basilico, Dana Berger, Helen Christopher, Elizabeth Corso, Christine Guarino, Amy Montanino, Janis Reich, Jennifer Reich, Lisa Scalamandre, Frank Thomas, Marianne Thompson, Leah Tishcoff, Mary Varca, and Lori Wolf
Artist's Assistants: Nicole Alifante, Aimar Arriola, Kirsty Ball, and Juana Page

During the fifth year of a New York State Council on the Arts-sponsored Empire State Partnership, third-grade students worked with performing artist Jennifer McCabe to examine different cultures through folktales. They read versions of Cinderella from Native American, Russian, Japanese, and African

cultures. Students participated in theater games, which allowed them to become more comfortable talking and performing in front of their classmates. They also engaged in visual-art activities by creating books, props, and masks. For example, after learning about the Native American custom of incorporating personal meaning into shields through symbols and objects, students worked together to create class shields with personal objects or drawings.

Fourth-grade students worked with visual artist Gaetano LaRoche to learn about immigration. Using craypas and collage, students created mixed-media drawings depicting different modes of immigrant travel. Later, students used collage to illustrate their families' journeys to the United States. Students continued their creative explorations by learning about the neighborhoods in which their families settled. As a component of their professional

development, fourth-grade teachers created their own “immigration suitcases” before facilitating this art project in their classrooms. Teachers and their students considered what they would bring with them if they moved to another country. They used paint, collage, rubbings, and fabric to construct and individualize simulated suitcases to carry their most precious possessions.

This workshop is made possible with public funds from the New York State Council on the Arts, a state agency.



Public School 155, Manhattan

Teaching Artist: Soraya Marcano
Classroom Teachers: Josie Ortiz, Arelis Parache, and Pascual Villaronga
Artist's Assistant: Mary Mattingly

Fifth-grade students learned about different types of energy, with an emphasis on action, movement, and change. They studied light, air, dynamism, fragmentation, and interactivity. Students also explored energy through the expressive power of line. They observed and discussed works of art that explore or express forms of energy, by artists such as Vasily Kandinsky, Jean Arp, and Alexander Calder.

The students completed two major projects and numerous smaller pieces, each of which allowed them to consider energy in a different way. For example, using acetate, markers, and tempera paint, the children made mobiles that respond to air currents.

Later in the year, students created model cities. They viewed paintings and photographs of New York City and discussed and wrote about energy in city life. Their group models, which were built with recycled materials, include a bridge, a cultural center, a church, a museum, and an ice-skating rink.

“I learned a lot about teamwork, and creating something from recycled materials was very fun.”

—A fifth-grade student, P.S. 155

Public School 148, Queens

Teaching Artists: Lori Reinauer and Reynolds Tenazas-Norman
Classroom Teachers: Violetta Cabrega, Abby Herman, Gabrielle Minassian, Vanessa Minetree, Pamela O'Boyle, and Agnes Smith
Artist's Assistants: Lisa Fedich and Saralinda Bernstein Lichtblau

At P.S. 148 Lori Reinauer worked with third- and fourth-grade students. Third-graders learned about Japanese theater, haiku poetry, and the kanji alphabet. They also studied the cultural significance of kites and Bunraku puppets in Japan. Incorporating images from Japanese culture, one group designed and created their own kites, while the other group constructed Bunraku puppets. Fourth-grade students examined the history of New York City by studying the

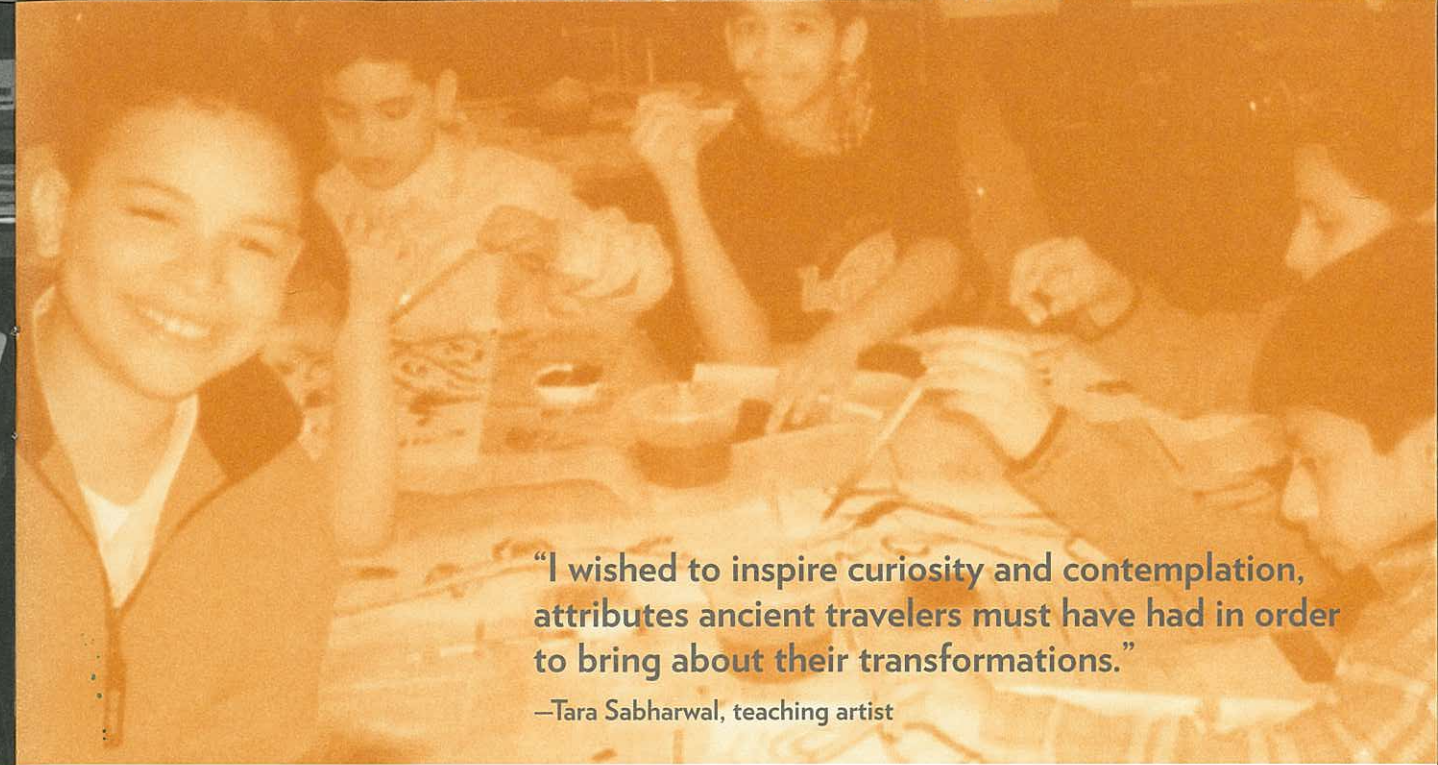
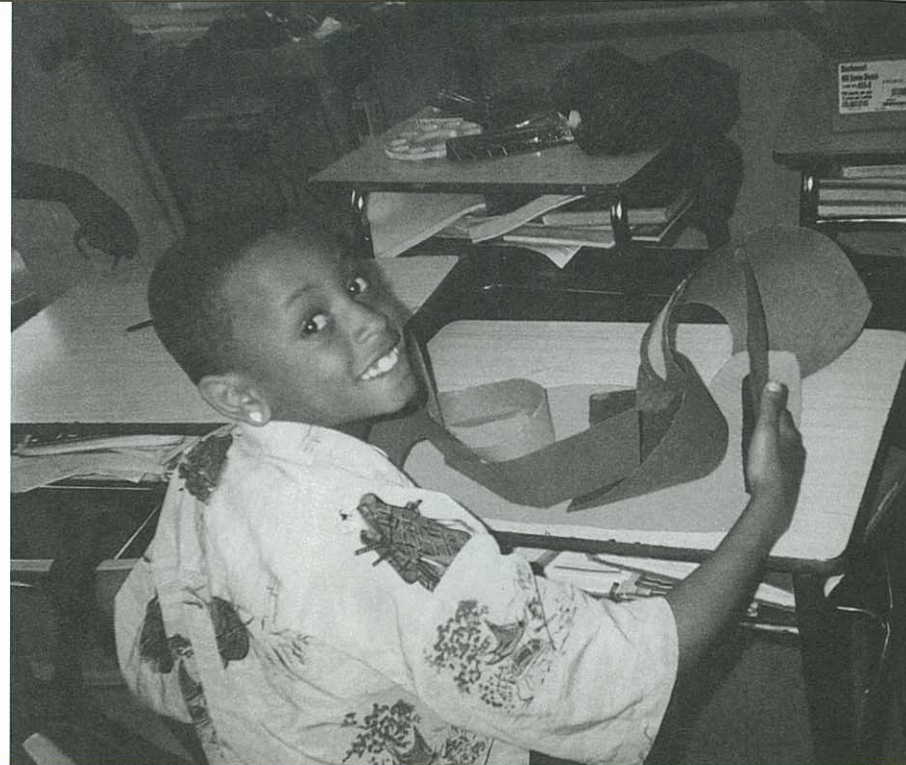
Algonquian Indians, the Dutch colonists, and contemporary life in the city. They responded to what they had learned by painting and writing their own interpretations of New York's history.

Reynolds Tenazas-Norman worked with fourth- and fifth-grade students. Fourth-graders explored patterns and textures in carnivorous flowers and flowering fruit trees. Using real branches, students created a flowering fruit tree with watercolor fruits, flowers, and leaves as well as imaginary creatures inside. After learning about astronomical phenomena, one fifth-grade class made a mixed-media book of stories about the planets and stars. Another fifth-grade class learned about nature conservation by focusing on endangered areas of the Philippines. After they discussed ways in which to protect these areas, students made two-sided accordion books illustrating their ideas.

At the end of the year, these teachers worked with LTA teaching artists to organize an in-school exhibition. Children, parents, teachers, and artists viewed the students' artwork while enjoying a multicultural celebration, with food, music, and dance.

“To me art was just like painting anything but when [Reynolds] taught me things, I knew that art was much more than that.”

—A fifth-grade student, P.S. 148



“[The program provides] an excellent integration of curriculum and art.”

—Laurie Lyons,
fourth-grade teacher, P.S. 57

Public School 57, Staten Island
Teaching Artist: Nancy Modlin Katz
Classroom Teachers: Stacy Lesser,
Laurie Lyons, and Nicole Vesce

Nancy Katz worked with fourth-grade students to examine geometry through visual art. Children constructed their own three-dimensional shapes and covered them with textiles of different colors and patterns. They built settings in which they placed their fabric-covered shapes, and using patterned fabrics as inspiration, they wrote and illustrated fictional stories.

One fourth-grade class participated in a cultural exchange with students from Ecuador. The teaching artists from each country chose a local sculpture for their students to observe. The students drew geometric shapes inspired by their respective sculptures. They painted, cut, and then sent representations

of these shapes to their partner class. When the package of shapes arrived from the other country, students used the shapes to create new sculptures. During this process, students also exchanged letters, drawings, and photographs. In June, Pilar Flores, the Ecuadorian teaching artist, visited the students in Staten Island. The children asked many interesting questions about different aspects of Ecuadorian life. It was an exciting morning as students, teaching artists, and the classroom teacher shared the final step of this cultural and artistic exchange.

“I wished to inspire curiosity and contemplation, attributes ancient travelers must have had in order to bring about their transformations.”

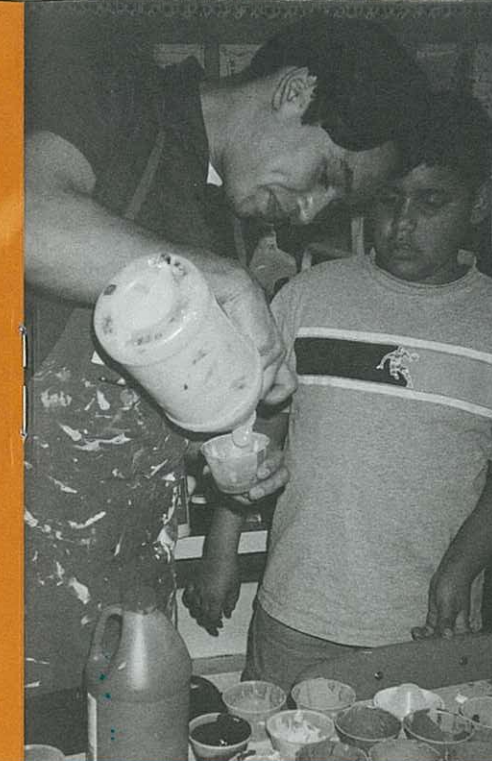
—Tara Sabharwal, teaching artist

Public School 166, Manhattan
Teaching Artist: Tara Sabharwal
Teachers: Jody Baer, Suzanne Fellini,
Julio Fontanez, and Deborah Rosenberg
Artist's Assistants: Marisa Mele and
Janice Sloane

Third- and fourth-grade students at P.S. 166 used their imaginations to take a fantastic journey from China to Constantinople by way of the Silk Road. After reading about the many cultures and religions along this road, students created large wall-hangings of fabric and paper collages that reflect three of the cultures they encountered on this imaginary trip.

Calligraphy, Chinese landscapes, and paintings of the life of Buddha, transported the students to ancient China. Continuing their journey on the Silk Road, students visited the Middle East to explore Islam and its architecture. There they discovered mihrabs, arched niches in mosques

that indicate the direction of Mecca. Students used calligraphy and geometric designs to construct their own Islamic-style arches. On their final stop on the Silk Road, students learned about Byzantine culture by creating an icon panel framed with architectural motifs. In a culminating project, students collaborated to choose the artworks to be included in the final wall-hangings.



“My students were very proud to have their work exhibited in the museum.”

—Purisima Mayo, fifth-grade teacher, P.S. 86

“[This program encouraged] my students to engage in group discussions, express emotions through art, and increase their vocabulary.”

—Deirdre Kelly, fourth-grade teacher, P.S. 124

Public School 124, Manhattan

Teaching Artist: Nancy Salomon Miranda

Classroom Teachers: Rachael Burton, Deirdre Kelly, Kathy Lee-Sohn, and Jerry Weiner

Artist's Assistant: Qing Pan

In this workshop, fourth-grade students examined artist Marc Chagall's work and life as an immigrant. Quotes from his autobiography helped the artist's history come alive for students, who later remembered, “Chagall didn't paint what he saw but what he imagined.” Using Chagall's painting *The Green Violinist* (1923–24) as an inspiration, students worked together to write an original play, which they performed in the school's auditorium in May.

Students from two classes used papier-mâché, colored tissue paper, and fabric to create puppets

representing characters from the story: acrobats, giants, flying villagers, a king, a wizard, a violinist, and even Chagall himself. Using acrylic paint on canvas, students from a third class created a quiltlike backdrop for the performance. The scenes depicted include elements from Chagall's life as well as the students' own stories.

As part of this workshop, students visited the exhibition *Marc Chagall: Early Works from Russian Collections*, which was on view at the Jewish Museum in New York City. During this visit, children explored paintings and drawings created by the artist between 1908 and 1922 and discussed elements that influenced the artist's work.

Public School 86, Bronx

Teaching Artist: Andrea Guttman

Classroom Teachers: Susan Livingston, Purisima Mayo, and Yesenia Peña

Artist's Assistant: Francisco López

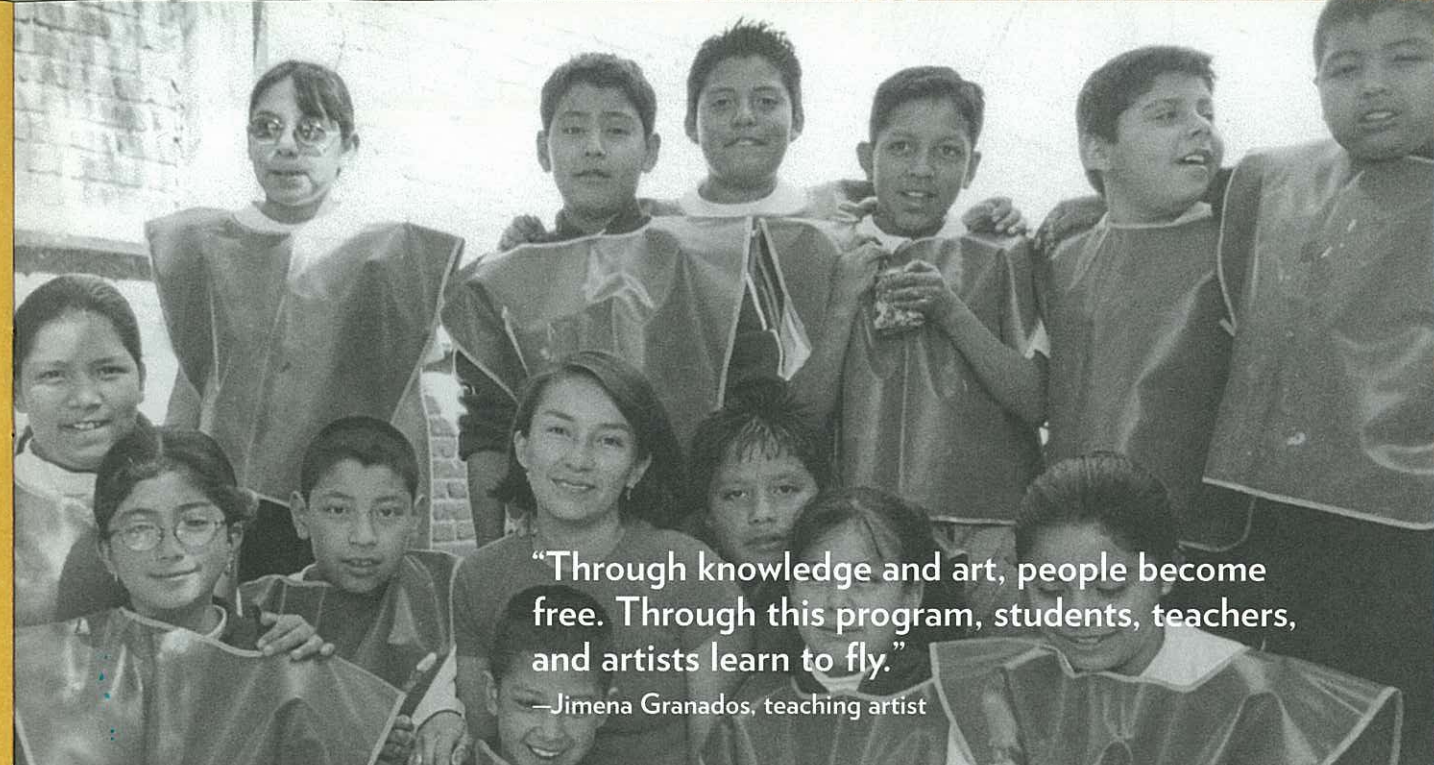
Fifth-grade students at P.S. 86 explored the South American rain forest and studied the flora and fauna of the region. They discussed climate and other environmental characteristics of this ecosystem and learned about food chains and habitats. Children worked in small groups to study animals such as the howler monkey, praying mantis, and tropical frog. They wrote poems and short stories describing life in this tropical paradise. Students later incorporated these writings—in both English and Spanish—into large panels on which they used tempera paint and oil pastel to depict scenes and animals from the region. The completed panels were hinged to create oversized accordion books. As part of this workshop, children

visited the New York Botanical Garden where they “navigated” through the rain forests of Central America, explored an example of a lowland rain forest canopy, investigated carnivorous plants, and searched for plants that are used to create medicines.

Students from another class discussed the Brazilian folktale “How the Beetle Got Its Colors” and studied the characteristics, habitat, and life cycles of beetles and other insects living in the tropical rain forest. Using cardboard, india ink, oil pastels, and tempera paint, they created unique “beetle books” that incorporate original interpretations of the Brazilian folktale. As part of this project, students also wrote stories in which they imagined a day in their life as a beetle.

program partners

Since 1995, LTA has reached out to students in locations beyond New York City through the help of dedicated program partners. During the 2000–01 school year, program partners included: ARTWORKS/The Visual Arts School of Princeton and Trenton, New Jersey; Aprendiendo a través del arte in Quito, Ecuador; Aprendiendo a través del arte in Mexico City, Mexico; and the Guggenheim Museum Bilbao/Aprendiendo a través del arte in Bilbao, Spain. While the New York staff provides program support and oversight, superb administrators and teachers abroad manage the satellite programs and adapt LTA to the needs of their own school systems, curricula, and resources. The primary goal of partner sites is to offer students outside of New York the opportunity to “learn through art.” However, this program component also allows for a cross-cultural exchange between students in different locations.



“Through knowledge and art, people become free. Through this program, students, teachers, and artists learn to fly.”

—Jimena Granados, teaching artist

Mexico City, Mexico
Escuela Acahualtepec, Escuela Carlos Zapata Vela, Escuela J. Concepción Rivera, and Escuela República de Dahomey

Teaching Artists: Emilio Allier, Carlos Cañedo, Jorge Galavíz, Susana García Gaminde, Jimena Granados, Mariana Granados, Cecilia Mancera, David Martínez, Vicente Rojo, Mariana Trejo, Paola Uribe, and Luis Manuel Verdejo

Classroom Teachers: Olivia Berrocal, Enrique Catalán, María Antonieta Flores, Agustín García, Maura Gutiérrez, Paula Herrera, María Luisa Isidoro, Teresa Martínez, Lucía Ortega, Ramon Ortiz, Graciela Pedroza, Marta Ramírez, Lorena Ramos, María del Carmen Ruiz, Diego Salado, María del Carmen Souza, and Virginia Torres

In its sixth year, Aprendiendo a través del arte (AAA) partnered with LTA to conduct artists’ residencies serving more than five hundred elementary school students in Mexico City. Guggenheim educators

conducted a three-day training and orientation for teaching artists and participating classroom teachers in Mexico City in September, with a follow-up training in March.

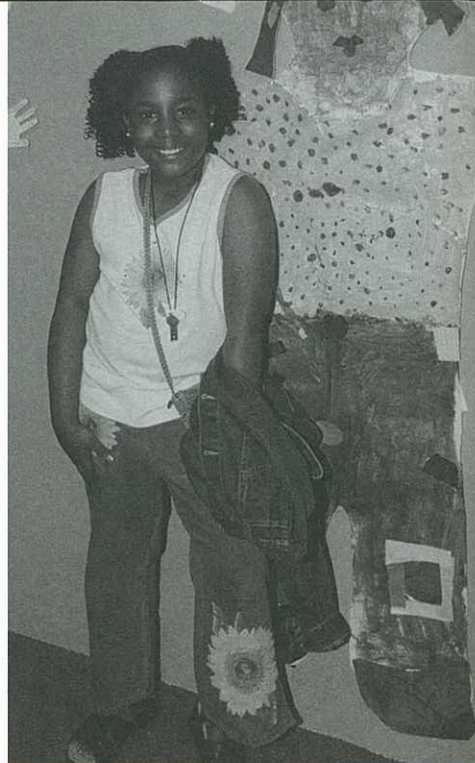
This year, students focused on a wide range of curriculum subjects, including history, geography, science, and language arts. Children in the fifth grade studied Greek history, culture, and traditions. Focusing on the Hellenic period, students wrote and performed an original play. After they were assigned specific theatrical roles such as producer, set and costume designer, and camera- and soundperson, students videotaped the performance and discussed the importance of these positions in film and theater productions. As part of another project, students in the sixth grade wrote short stories describing local traditions and customs. They used sound and music to illustrate different aspects of their daily lives and Mexico City.

Artwork created by Mexican students was shown in the annual LTA exhibition at the Guggenheim Museum. Work displayed included two sundials created by students in the fifth grade, in conjunction with their social studies curriculum. As part of this project, children studied different cultures’ methods of measuring time and discussed timekeeping discoveries and inventions. Also on view was the work of third-grade students who used fabric and acrylic paint to construct an imaginary plant. They learned about the structure of plants; studied elements such as the stem, leaf, and petal; and discussed the function and importance of each of these parts before creating their piece.

These workshops were executed by Aprendiendo a través del arte, Mexico City, Mexico, an educational program partner of Learning Through Art/The Guggenheim Museum Children’s Program.

“Using art as a tool to reinforce core curricula is a pleasure when one can see students intellectually as well as emotionally over the course of a school year.”

—Kristin Groenveld Goddard, teaching artist



“Art helps us to recreate ourselves as we become more sensitive, creative, and critical human beings.”

—María Salazar, teaching artist

Trenton, New Jersey
Cadwalader Elementary School
and P.J. Hill Elementary School
Teaching Artists: Carolina Alvarado, Sarah Bernotas, Kristin Groenveld Goddard, Deborah Hockstein, Caroline Lathan-Stiefel, and Colette Sexton
Classroom Teachers: Mary Andrews, Sylvia Brown, Clara Carter, Rita Cook, Joanne Davis, Kimberly Garcia, Alice Geier, Nicole Gresko, Rene Lintz, Cynthia Mason, Cynthia Modjajan, Patricia Robinson, Cheryl Ross, Steven Stallone, Vera Talbert, Eric Thomas, and Jeff Wiley

In their fourth year as an LTA program partner, ARTWORKS/The Visual Arts School of Princeton and Trenton, New Jersey worked with third-, fourth-, and fifth-grade students at two local schools. The 6 teaching artists and 17 teachers working with the program collaborated to integrate visual arts into various discipline areas. Guggenheim Museum educators

and ARTWORKS administrators provided professional-development and feedback sessions for artists and teachers. Participants worked together to create a sense of programmatic unity, support, and camaraderie.

Fifth-grade students from Cadwalader Elementary School worked with teaching artist Caroline Lathan-Stiefel to create telescopes decorated with space vehicles and celestial bodies. An identifiable constellation is visible through the eyepiece of each telescope. Teaching artist Sarah Bernotas and fifth-grade students at P.J. Hill Elementary School drew, laminated, and hinged life-sized skeletons that identify specific bones and internal organs and their respective functions within a healthy body. Fourth-grade students at P.J. Hill, working with artist Kristin Goddard, created Japanese-style scrolls that incorporate themes from nature using leaf prints and poems.

LTA Trenton culminated in an exhibition held in the ARTWORKS exhibition space. Selected works were also featured in the annual LTA exhibition at the Guggenheim Museum, which Trenton students and teachers visited during May and June.

This workshop was executed by ARTWORKS/The Visual Arts School of Princeton and Trenton, New Jersey, an educational program partner of Learning Through Art/The Guggenheim Museum Children's Program.

Quito, Ecuador
Escuela Carlos Mantilla Jácome
and Unidad Educativa Técnica
Experimental Mitad del Mundo
Teaching Artists: Paula Barragán, Pilar Flores, María Elena Machuca, and María Salazar

Classroom Teachers: Anibal Caicedo, María Antonia Campoverde, Manuel Flores, Adriana Herrera, Elizabet Jarrín, Margarita Lombeida, Esperanza Manosalvas, Ana Morillo, Ximena Nina, María Eugenia Ortiz, Mariana Rea, and Angeles Zambrano
Artist's Assistants: Andrea Calisto, Gabriela Equez, Jorge Espinosa, Daniel Houser, Manuel Kingman, Daniel Ludeña, María Perez, and Carolina Vallejo

Enriching the experiences of students, teachers, and artists, LTA Ecuador enjoyed a successful first year as a program partner. Educators from the Guggenheim Museum traveled to Quito to provide program guidance through professional-development sessions

in September and January. These sessions included theoretical discussions and workshop activities. Through slides and videos, educators shared ideas about the design and implementation of curriculum-based art projects.

With the museum's support and the enthusiasm and talent of the Ecuadorian administration, teaching artists and classroom teachers developed a number of successful projects, many of which were exhibited in the annual LTA exhibition at the Guggenheim Museum. Third-grade students learned about indigenous animals, created their own colorful animal masks, and engaged in dramatic improvisations in which they recreated the postures and movements of the animals. Fourth-grade students learned about prehistoric people and their relationship with nature, such as hunting and fishing for food and using fire. They also drew and

painted “prehistoric” self-portraits envisioning how they might have lived 10,000 years ago. Another fourth-grade group learned how various Ecuadorian cultures have represented the sun, and, in turn, they designed their own sun motifs. With a focus on the significance and rituals associated with face paintings, another class studied the Omaguas people of the Amazon. These students followed up by using Amazonian designs to create their own face paintings. One fourth-grade class also participated in a sculpture exchange project with LTA students from New York City. This project resulted in building sculptures as well as building friendships with students in another country.

These workshops were executed by Aprendiendo a través del arte, Quito, Ecuador, an educational program partner of Learning Through Art/The Guggenheim Museum Children's Program.



Bilbao, Spain
C. P. Calderón Lope de Vega, Basauri, Bizkaia; C. P. Zubilade, Zeberio, Bizkaia; C. P. Virgen del Carmen, Pasaia San Pedro, Gipuzkoa; Zestoa Herri Eskola, Gipuzkoa; C. P. San Martín, Aramaio, Alava; and C. P. Lamuza, Llodio, Alava

Teaching Artists: Julio Hernández, Roberto Landeta, Iratxe Larrea, Manu Muniategiandikoetxea, Mercedes Pérez, and Nerea Zapirain

Classroom Teachers: Lorea Etxeandia, Arantza Etxarri, Maite Garmendia, Josefina Iturrate, Blanca Mendialdúa, Juncal Olaizola, Yolanda Ortiz, and Maria Isabel Vilarmarzo

Since 1998, the Guggenheim Museum Bilbao has addressed the needs of public schools in the Basque region of Spain through LTA artists' residencies. At the beginning of the 2000–01 school year, Guggenheim Museum Bilbao

educators met with teaching artists and teachers from the six participating schools. A number of targeted subject areas were identified in order to meet the specific needs of each class.

This year, fifth-grade students from San Martín Public School in Aramaio created an installation in which they used water to represent rain about to fall on mountain peaks. In creating this piece, children learned about methods of measuring liquids. They also designed road signs and used maps to illustrate the distance between their town and various other locations around the world. As part of another project, third-grade students from Zestoa Herri Eskola studied the five senses by collecting sample objects with interesting odors, tastes, and textures. The student-artists who participated in the program exhibited their art at the Guggenheim Museum Bilbao,

June 12–July 15, 2001. Works on display included cardboard hats, huge multicolor clocks, collage portraits, and a wood-and-paper tree made to human scale.

Aprendiendo a través del arte, Bilbao, has been generously sponsored by Fundación Bilbao Bizkaia Kutxa.

“Each child is a unique individual and has a personal story to tell. The children become artists and their voices are elevated, heard, and respected.”

—Lori Reinauer, teaching artist

New York City/Bilbao
Photography Exchange
Public School 88, Queens and C.P. Zubialde, Zeberio, Bizkaia
Teaching Artists: Lori Reinauer and Begoña Zubero
Classroom Teachers: Dawn Battaglia and Lorea Etxeandiam
Artist's Assistant: Lisa Fedich

For this one-week exchange, artists in Bilbao and New York City visited each other's regions in order to teach students about cultural similarities and differences and engage young citizens in a global dialogue. New York City teaching artist Lori Reinauer and teaching artist Begoña Zubero from Bilbao were selected to participate in the project. Each visiting artist introduced students to photographic techniques and demonstrated how photography can be used as an expressive medium. Students took

home disposable cameras on three separate evenings to capture images of their friends, families, and neighborhoods. They discussed their work and selected their most accomplished and expressive images. Finally, students wrote descriptions of the photographs and about their experience while taking the pictures. The photographs and writings from this international exchange were displayed in the annual LTA exhibitions at the Guggenheim Museums in New York City and Bilbao. Photographs from both locations can be viewed online as part of the Guggenheim Museum Bilbao Web site, through December 2001 (www.guggenheim-bilbao.es).

The Spanish portion of this exchange was generously sponsored by Fundación Bilbao Bizkaia Kutxa and was completed in collaboration with the Guggenheim Museum Bilbao, Spain.

teaching artists

LTA teaching artists demonstrate experience, talent, and dedication. The program strives to cultivate long-term relationships between artists and the Guggenheim Museum as well as between artists and specific schools. This year, LTA teaching artists included actors, dancers, painters, photographers, puppeteers, and sculptors, some of whom have worked with LTA for more than a decade.

Each of the 15 New York City artists and 22 artists at program partner sites brings an individual experience and philosophy to the program. In statements written for LTA's annual exhibition, each expressed a unique understanding of art's role in the classroom. Some view art as a language; others understand it as a chance to explore and solve problems; and still others consider art a road to imagination, self-respect, collaboration, and fun.

Each year, the Guggenheim Museum presents the Hilla Rebay Teaching Award to an artist whose work exemplifies the program's goals. This year's recipient, Lori Reinauer, demonstrated stellar teaching skills while creating lessons that incorporated works of art on display at the Guggenheim Museum. Three additional teaching artists from program partner sites were recognized with this award: Caroline Lathan-Stiefel (New Jersey); Jorge Galaviz (Mexico); and Pilar Flores (Ecuador).



“Teaching is guiding. In creating an environment where students are asked to explore conflicts and resolutions, they begin to understand their own choices and those of others.”

—Nancy Salomon Miranda, teaching artist

the exhibition

Work by students who participated in LTA during the 2000–01 school year was on view at the Solomon R. Guggenheim Museum for the exhibition *A Year with Children 2001*, May 24–June 24. More than five hundred works showcased students' creativity as well as the remarkable artistic and scholastic knowledge they acquired throughout the year. The exhibition included three-dimensional works in clay, paper, and papier-mâché as well as murals, paintings, costumes, mobiles, puppets, photographs, and books. In addition, videos showcased performances and performance-related work by students in five classes in New York City and Mexico City.



During May and June, more than two thousand students in the LTA programs in New York City and Trenton, New Jersey visited the Guggenheim Museum to see their artwork. The exhibition was designed to simulate a park-like setting, with blue skies and paths leading through green grass. As visitors sat under a “rain cloud,” they were able to examine the books that had inspired students during the course of the LTA program. While at the museum, students also had the opportunity to see work from the permanent collection and the special exhibition *Frank Gehry, Architect*.

opening reception

Gail Engelberg, Chair of the Guggenheim Museum's Educational Advisory Committee and member of the museum's Board of Directors, generously hosted this year's opening reception on Wednesday, May 30. More than 250 artists, teachers, school administrators,

volunteers, and program supporters attended the reception. The highlights of the evening were the welcoming speeches by Gail Engelberg and Education Director Kim Kanatani, which were followed by the presentation of the Hilla Rebay Teaching Artist Award to four LTA teaching artists.

family day

On Saturday, June 16, LTA invited program participants and their families to a free event featuring live music, hands-on art workshops, and tours of the current exhibitions. Nearly 150 students and their parents attended the festivities. Throughout the afternoon, students danced and played percussion instruments with musicians Richard Bennet and Paula Potocki, created accordion books and watercolor paintings with teaching artists Andrea Guttman and Reynolds Tenazas-Norman, and visited the galleries on tours led by museum staff members.

“I came to this museum expecting to be moved by the paintings that I was to see by famous painters. I was more moved by all of your [art]. Thank you.”

—A visitor to the exhibition



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photo captions

Captions are listed by page, and all photos are by LTA staff, unless otherwise noted.

Cover Detail from Egyptian pyramidion sculpture created by students at P.S. 88. Photo by Ellen Labenski.

Inside cover Photograph taken by a fourth-grade student at P.S. 88 as part of an exchange program with LTA Bilbao.

3 A student at P.S. 183 works on a watercolor painting for the class quilt.

4 Teaching artist Susan Mayr examines Egyptian artifacts with students at P.S. 88.

5 An expressive-line and color-study painting by a student at P.S. 139. Photo by Ellen Labenski.

6 Students at P.S. 232 practice their dance.

7 A student at P.S. 241 works on his costume.

8 Healthy and unhealthy papier-mâché food created by sixth-graders at I.S. 281. Photo by Ellen Labenski.

9 Third-graders at P.S. 197 participate in theater games led by teaching artist Jennifer McCabe.

10 A fifth-grader at P.S. 155 works on her model of a building.

11 A third-grade student at P.S. 148 shows off the kimono he created for his Bunraku puppet.

12 A fourth-grader at P.S. 57 enjoys his finished sculpture.

13 Students at P.S. 166 experiment with Chinese calligraphy.

14 Students at P.S. 124 pose with their puppets.

15 Teaching Artist's Assistant Francisco López mixes paint with a fifth-grader at P.S. 86.

17 AAA teaching artist Jimena Granados with students from Escuela Acahualtepec in Mexico City.

18 A third-grade student from P.J. Hill Elementary School in Trenton, New Jersey poses with her "Alter Ego." Photo by Ellen Labenski.

19 Teaching artist Pilar Flores works with students at Unidad Educativa Mitad del Mundo in Ecuador on Amazon-inspired face paintings.

20 Artwork by students in Bilbao, Spain on view at the Guggenheim Museum Bilbao. Photo by Erika Barahona.

21 Photograph taken by a fourth-grade student at P.S. 88 as part of an exchange program with LTA Bilbao.

23 Teaching artist Nancy Salomon Miranda creates papier-mâché puppets with students at P.S. 124.

25 *A Year with Children 2001* at the Solomon R. Guggenheim Museum. Photo by Ellen Labenski.

26 LTA Program Manager Rebecca Shulman Herz presents the Hilla Rebay Teaching Award to Ecuadorian artist Pilar Flores at the opening reception for *A Year with Children 2001*.

28 Students in Ecuador work on a group painting.