



ART INSIGHTS

This is taken from Edu- COVID series.
This is a series sent monthly via
O.R.B.I.T.S. newsletter to provide a
framework for post COVID schools.

This document is updated monthly as
per Edu- COVID monthly editions.

ART



- Many schools chose not to teach Art Studies or diminished number of periods per school, giving more time to core subjects. However, this is not recommended, especially in these tough circumstances, when social physical presence and support are not always accessible (online learning/social distancing in schools).
- **Selecting topics and themes** is so critical because they need to be redirected to meet the needs of this era. Children need to communicate and feel self-confident. Teachers can use these themes to promote that and relate to what children are interested in.
- A very effective way to teach arts online is through videos, that the teacher can record of himself or herself. Then give learners time to watch it : result if piece of work was not shown before, pausing, and sometimes speeding the video if needed.
- **Displaying artwork** on social media of the institution in various modes encourages learners to do their best.

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Asking learners to work according to **themes** is very exciting. Teachers can collect paintings or drawings and form murals (in school playgrounds as most teachers still work from schools) that tell stories of learners during COVID. This will be very interesting after all schools reopen and COVID is under control, making the murals living memories. **Murals** are big so they symbolize the global scale.

Another exciting exercise that learners can do is finding the missing item or person within a picture that another learner draws – surely these will be about specific themes that they have discussed before. Finding and adding these items through cut-outs is a fun activity and encourages collaboration and social thinking.

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According to research, art not only provides opportunities to create colorful drawings and engage learners, but also creates opportunities for children to express more than what teachers know about them. *Self-expression is so important during these times.*

When teachers assign or give learners the freedom to work on a certain topic, there will be a great chance to know what those learners are thinking about, what interest them, and more urgently, what scares them or what makes them anxious and uncomfortable. Teachers, who can detect those hidden areas in the drawings or artwork, can take urgent matters further to the class teacher or the **social worker**.

ART



A **monthly theme** can be selected for a whole school to work on. This is a great strategy for inclusion and integration.

The products of this project can take any form, either online or on school ground as display. It could also be arranged as a competition with awards to invigorate school spirit.

The entire products can be later shown in the yearbook under names that learners select. These names can also match or relate to the pandemic. Thus, the **yearbook** will be recording a year's artistic array of creations out of the heart of "The Pandemic Cohorts".

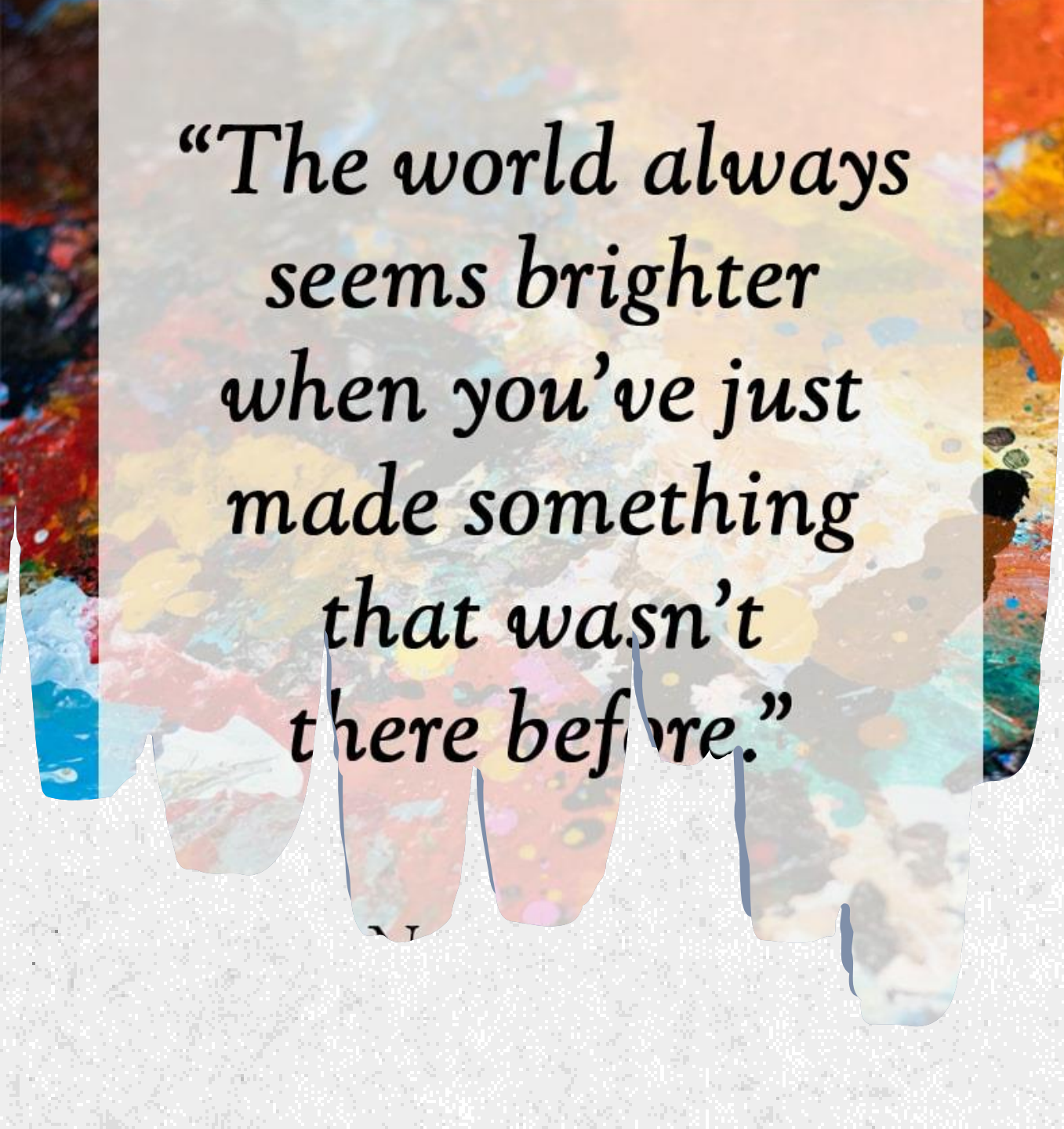
ART



Considering the issue of social distancing, the concept of space between objects is one of the basic skills in drawing.

Using the element of **pictorial depth** can be a powerful way of depicting and expressing social distancing, that most, if not, all adults and children are still coping with.

Learners can work on projects when they draw “who” and “what” they yearn to see close to them, such as their friends in school, their teachers, the smartboard, even their school cafeteria counter. When they draw that, they can apply drawing skills, such as using more detail for the objects that are at forefront, stronger strikes, thicker coloring, and so on.



*“The world always
seems brighter
when you’ve just
made something
that wasn’t
there before.”*

Manal Zeineddine

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