



**A**

**Concept  
2007**

# Walk a Mile in My Shoes

Shoes can tell a story of the person who wears them as if they were telling the story themselves. They can also indicate the economic, social status, values and style of the wearer. Oftentimes, shoes reveal what we want others to know or think about us. Laws also tell us a lot about the evolution of shoes. For example, 15th century England commoners could not wear shoes that extended more than 2 inches past their toes. Women in China bound their feet because tiny feet were thought to be more feminine. With industrialization in the mid 1800's came the development of shoe patterns for

a left and right foot shoe. This year we focused on learning personal stories through a student's shoe revealing something personal about them.

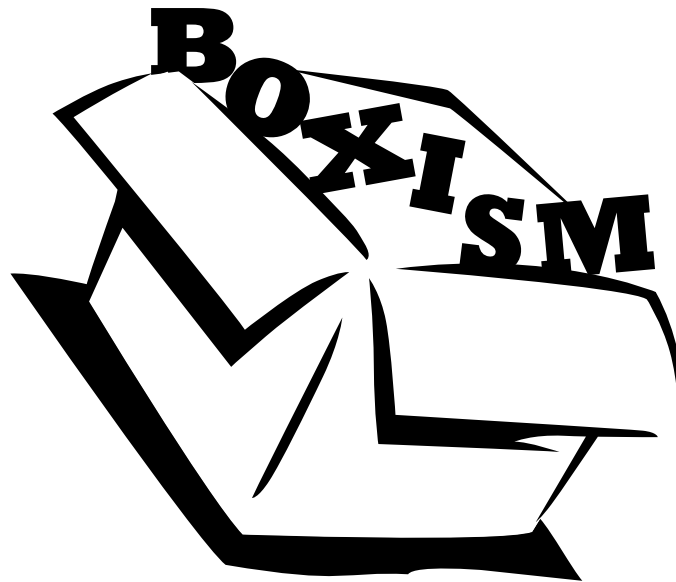
The hallways were lined up and down with shoes. Some were normal-sized and there were a few over-sized paper maché shoes. Each shoe had it's own personality and artful touch. One class dipped the sole's of their shoes in ink, and the students brought in the literary component by writing a poem about what their shoes' lives were all about. One class dedicated their exhibit to Judy Garland

making ruby red slippers. Another class was learning about space and so they exhibited Neil Armstrong's boots that were left in space because they were thought to be contaminated!



# Walk a Mile in My Shoes



**B****Concept  
2008**

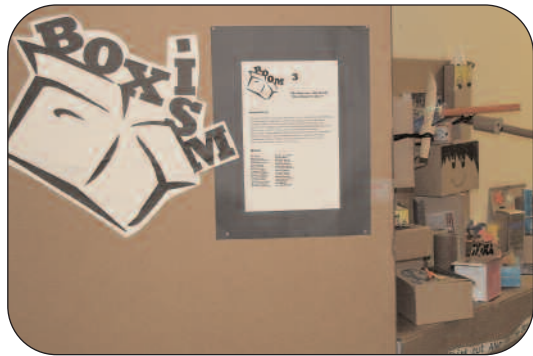
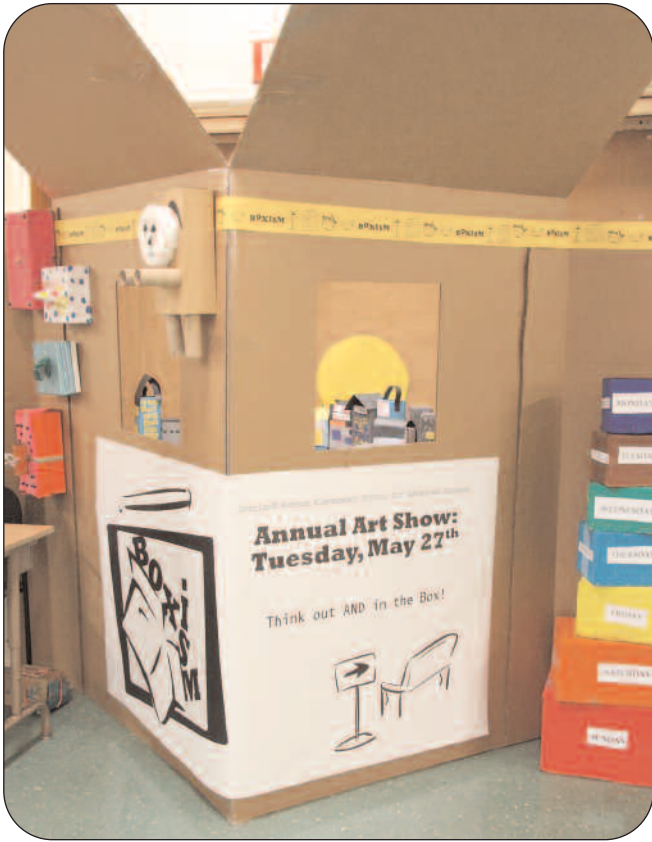
# BOXISM

This years art show featured the shape of a square, teaching students to think ourtide of the box! Each classroom was inspired by the shape of geometry and provided a slant towards a more graphic and linear feel.





# BOXISM





**C**

Concept  
2009

# Go Figure!

This year art parents were given the word "FIGURE" to translate and its definition. Interpretations ranged from mathematics, to science of the body, to symbolism in art. Here is what was passed on to the art docents for inspiration.

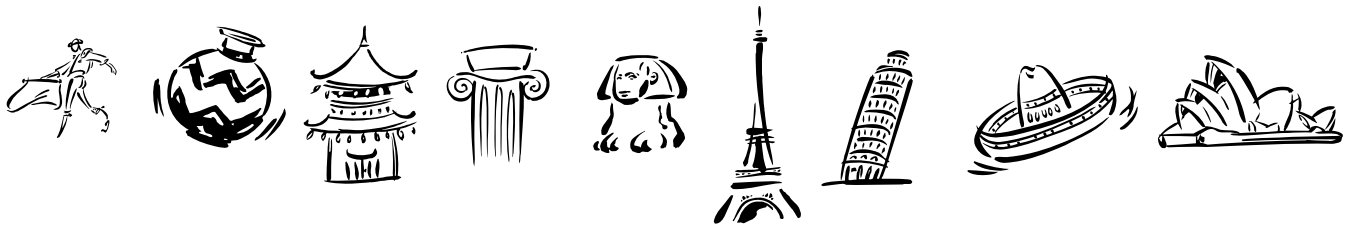
1. A numerical symbol, an amount or value expressed in numbers to compute.
2. Music. to embellish with passing notes or other decorations.
3. Figures, the use of numbers in calculating; arithmetic: to express in figures.
4. A written symbol other than a letter.
5. Form or shape, determined by outlines or exterior surfaces.
6. The bodily form or frame.
7. A design or pattern on a wood surface produced by the knots, rings, etc.
8. A character of distinction. A well-known figure in society.
9. A person's public image.
10. To be or appear. a phantasm or illusion.
11. A representation, pictorial or sculpture of the human form.
12. An emblem, type, or symbol: The dove is a figure of peace.
13. Rhetoric. a figure of speech.
14. A textural pattern, as in cloth or wood: draperies with an embossed silk figure.
15. A distinct movement or division of a dance.
16. A movement, pattern, or series of movements in skating.
17. Music. a short succession of musical notes.
18. Geometry. a combination of geometric elements in a shape.
19. To portray by speech or action or express by a figure of speech.
20. Optics. the precise curve on the surface of an optical element, the mirror.





# Go Figure!





**D**

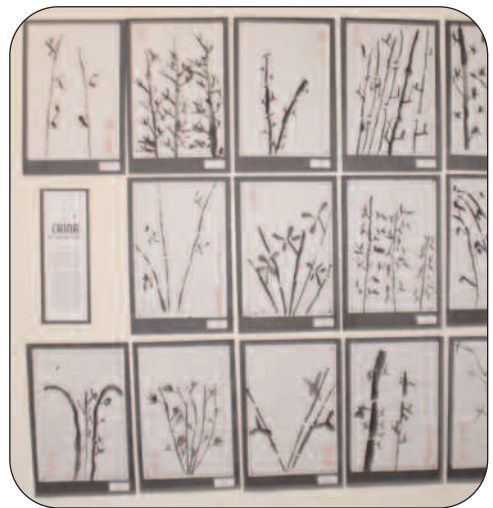
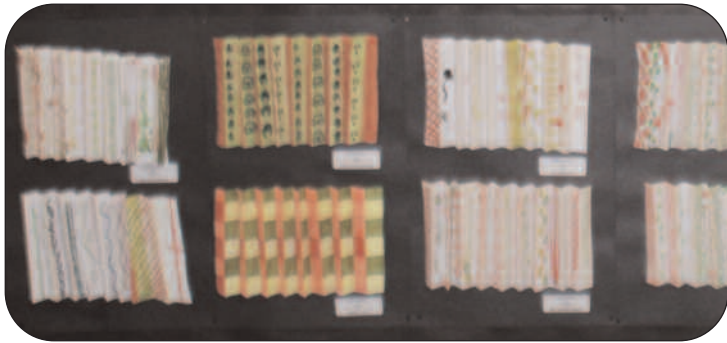
**Concept  
2010**



Every year Overland produces an international festival. Overland Elementary School celebrates countries and cultures from all over the world. Each class submerses themselves into the region they have chosen. To further enrich the study of that culture, art parents lead their series of instruction, choosing an artist from that country, making a cultural connection to their curriculum.

Australia: Artist John Mawurndjul –  
Art of Hollow Log Coffins  
China: Chen Pan Chiao – Bamboo Art  
Israel: Yaakov Agam – Kinetic Art  
South Africa – Zwelethu Mthethwa  
Paintings  
Czech Republic – Peace Wall



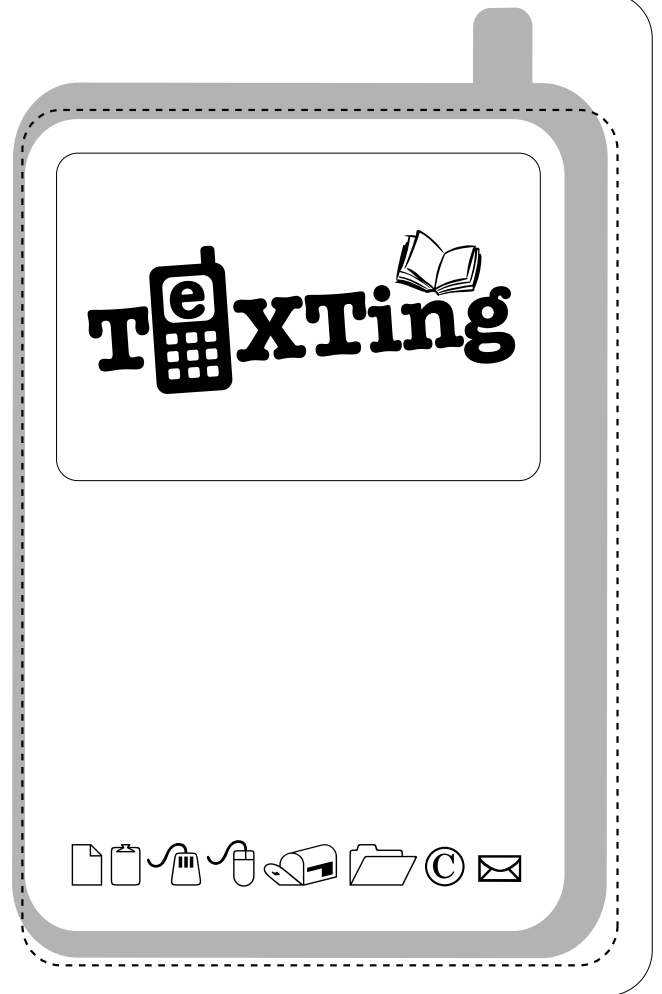






Concept  
2011

TeXTing



- Who among us doesn't love precious books and all things printed?
- Who of us didn't grow up with well-shelved bookcases?
- How does it feel to hold a printed invitation in your hand?
- Do electronics trump all things printed?
- What does it mean for our children when their world becomes less tactile and more abstract?

This year, students at Overland examined the duality of a tactile and digital world by exploring the word "TEXT". Students learned about the power of communication,

the history of the written word, inventions that took place over time and finally, how digital media is effecting their generation.

As part of the curriculum this year, each class had foundational lessons demonstrating PATTERNS and COLLAGE which has strengthened their skills to explore the concept.

Some exhibits were: Typography as art, emoticon art, heritage and postage art, mail art, the alphabets/symbols of other countries, Bembo's Zoo.



# TeXTing





**F**

**Concept  
2012**

# p nership

*What can many create  
that one cannot?*

The pacing plan was the inspiration for this year's theme. Each class had a unit of collaboration in their curriculum during the same time the art show rolled out, thereby allowing students to learn in and throughout the arts.

K- Families and Friends

- 1- Let's Team Up
- 2- Better Together
- 3- Our teams
- 4- Working Together
- 5- Team up to Survive

Each class kicked off their lessons with an age appropriate discussion about the meaning of collaboration. They were shown various collaborative art installations. Students understood that to express oneself, you do not need to have the skills to draw.

Instruction

- 1] Explanation and definition of the concept
- 2] Exploration with discussion:
  - What can you get done in groups that you cannot get done by yourself?
  - Examples of Collaboration in Society
  - Can people work 100% separately to achieve a common goal?
  - What are the physical influences of collaboration?
  - Technology: How have computers helped people to collaborate?
  - When collaboration goes wrong?
- 3] Art As Collaboration Discussion
  - Ask students to think of things that are collaborative in art.
  - Have you ever done a collaborative art project? Which is better, individual art or collaborative art?
- 4] Collaborative Art Formal

Examples:

- John Copeland's 1,000 Journals Project [www.1000journals.com](http://www.1000journals.com)
  - Empty Bowls Project [www.emptybowls.net](http://www.emptybowls.net)
  - Pinwheels for Peace [www.pinwheelsforpeace.com](http://www.pinwheelsforpeace.com)
  - An Exquisite Corpse: [anexquisitecorpse.net](http://anexquisitecorpse.net)
  - Michael Jackson's We Are The World
  - Braque/Picasso
- 5] Art Produced
- Quilling pieces of 4 feet x 2 feet
  - Louise Nevelson Heritage
  - Planetary System with Paper Mache
  - The Exquisite Corpse Game
- Warm up by almost all students and teachers





# partnership

*What can many create  
that one cannot?*





# partnership

*What can many create  
that one cannot?*

