

Editor's Letter

Time is what prevents everything from happening at once.

—John Archibald Wheeler

Is there anyone whose day is more regimented by time than a teacher? Especially an art teacher? My day is certainly run with a constant eye on the clock, beginning from the moment I reach school, open my room, make sure I have everything out and handy for my morning classes (even though I try to leave it all ready for the next day when I leave school), check my mailbox in the workroom, and quickly look at my e-mail for urgent messages. (I don't always manage to do that.) If I have an extra minute or two, I'll put out the ongoing artwork for the first class based on their seating chart.

Once classes start, I frequently check the clock, judging if I need to adjust or expand a lesson to keep students busy during class, and deciding when we have to stop working, have closure, clean up (depending on media used), and line up.

I find that student-teachers often have the most trouble with adjusting for time, especially in embellishing or extending a lesson when students finish more quickly than anticipated. Getting students cleaned up and ready to go on time is also challenging for student-teachers. If they can master these skills, they are more likely to be successful.

As far as the concept of time goes for my elementary students, their understanding seems to rely on the concepts of old, older, and oldest, though they can make timelines of their own lives. For example, my fifth graders have created stories and drawings of their favorite memories and recorded them for a VoiceThread presentation (<http://bit.ly/fA1jz>). On a smaller scale, my students have also used sets of art postcards to work together in teams to sequence them by time.

One of the National Standards for the Visual Arts, Content Standard #4, is "Understanding the visual arts in relation to history and cultures." The achievement standards for this concept are:



Bringing artists to life through living paintings or other presentations helps students relate to their times and accomplishments. Frida Kahlo, third grader Stephany Guerrero, was one of the stars of our Day of the Dead presentation this year.

1. Students know that the visual arts have both a history and specific relationships to various cultures.
2. Students identify specific works of art as belonging to particular cultures, times, and places.
3. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Posting and adding to an ongoing timeline in the artroom is an effective approach to helping students understand concepts of time and how art and artists have influenced each other over time. One of the best timelines I've seen is from the Metropolitan Museum of Art (www.metmuseum.org/toah). Theresa McGee expands on this and other online timelines in Tech4ArtEd (page 20) this month.

No matter your approach to time, *SchoolArts* hopes this issue can help you use time to your advantage in the artroom.