

ORANGE COUCH

ACHIEVEMENT GUIDE



Granville Studio of Visual Arts (GSVA)
537 Jones Rd.
Granville, OH 43023

ORANGE
COUCH

The courage to create. The program to succeed.

Orange Couch is a video-based arts curriculum with proven results in engaging and motivating children and young adults. Each lesson is presented by nationally-acclaimed artist Paul Hamilton, making it easy to implement, easy to follow and easy to succeed. **It's as simple as 1,2,3...**



1. Set up video instruction

Each engaging lesson is presented with confidence and humor by nationally-acclaimed fine artist Paul Hamilton.



2. Share Orange Couch art kits

A personal treasure for our students, each is given a kit that contains all of the materials they need to take ownership of the process and create amazing artwork.



3. Let the creativity flow!

The students follow Paul's stories and instruction, gaining the creative courage to express and communicate about their work. Positive educator feedback and outcomes speak for themselves.

Get started! Contact Michael Bontempo: mbontempo@gsvaonline.org or 740-587-2371

Or visit us on the web: www.orangecouch.org

"I believe this helps students in many ways...to have that courage to stand up and share...it can only help with their confidence and their "creative courage"! All in all, Orange Couch is a great program and one that brings a smile to all involved!" – Special Programs Coordinator / Orange Couch Facilitator



Orange Couch Lesson Themes:

Experimentation: Developing a sense of the self through imagination, interest, and inquiry

Relationships: The student learns about their relationship to their community and how to develop their voice of contribution

Essence: Students capture the “soul” of their identity and personality

Confidence: What can we learn about ourselves and take that initiative to be active global learners and contributors?

Design: Planning and implementing ideas into visual art forms

Tracking/Journaling: Maintaining a sketchbook journal to work out and invent ideas

Creative Courage: Our way to bring out the confidence to be strong from within and cultivate existing talents and foster that creative energy through life.

Curating: Choosing what you believe is your favorite and least favorite, but also explaining why and how this comes to be decided.

Tools and Strategies: How can we use tools and strategies to manifest our ideas into visual art forms that tell a story and inspire the audience.

Storytelling/Presentation: Students share their artmaking process in the Art Show and Artist Statement. Storytelling is a thought organization method fostering problem solving skills, the sharing of ideas, and social interactions.



ORANGE COUCH: Multi-Disciplinary Applications

	Science	Math	ELA	Social Studies	Elective/Other
Core Learning Objectives	<ul style="list-style-type: none"> -Use and understand the experimental process in order to solve problems -Explore the various properties of art mediums and tools -Use reference materials to draw from the material and physical world -Understand the chemical nature of artmaking tools and devices 	<ul style="list-style-type: none"> -Use measurement and quantity to determine proper amount of art materials -Use theoretical math models to accurately demonstrate proportion and perspective -Observe and express patterns -Understand and explore spatial relationships in 4 dimensions 	<ul style="list-style-type: none"> -Accurately describe intention, audience, and purpose in a written artist statement -Articulate opinion and reason in writing, speaking, and reading -Draw from personal experience to create a verbal narrative about an artwork -Describe artmaking references and inspirations to fellow peers 	<ul style="list-style-type: none"> -Investigate different cultures and worldviews -Historically analyze the impact of the arts on different cultures throughout time -Create a vision of the present world and understand one's place in it -Explain innovation in culture and civilization -Construct a vision for the future 	<ul style="list-style-type: none"> -Develop a sense of self and identity -Explore personal interests and talents -Strengthen team building skills -Use of problem solving and critical thinking techniques -Learn to conceptualize features of the self and one's relationship to the world -Cultivate creative courage

Cross-Curricular Applications: Students will draw upon personal experiences to develop a sense of the self and how one fits in to the present world. Students will discuss various ways to approach a task while using tools, models, and projections. Peer group discussions enlighten students to different worldviews and enable opinion-based and logical hypotheses to grow. Through artistic discussions, students will be challenged to create narratives from all different aspects of living, working, and playing.



National Common Core Standards Alignment

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

- Students will demonstrate Independence
- Students will build Strong Content Knowledge
- Students will respond to the varying demands of audience, task, purpose, and discipline
- Students will Comprehend as well as Critique
- Students will value Evidence
- Students will use Technology and Digital Media Strategically and Capably
- Students will come to Understand other Perspectives and Cultures

Mathematics:

- Students will make sense of Problems and Persevere in Solving Them
- Students will Reason Abstractly and Quantitatively
- Students will Construct Viable Arguments and Critique the Reasoning of Others
- Students will Model with Mathematics
- Students will use Appropriate Tools Strategically
- Students will Attend to Precision
- Students will look for and make use of Structure
- Students will look for and express Regularity in Repeated Reasoning



Orange Couch for the Modern Teacher:

In compliance with the English and Language Arts Common Core Academic Standards and College and Career Readiness (CCR)

1) *Students will demonstrate Independence:*

- Students will be challenged and encouraged to construct effective arguments through writing and speaking using a complex range of action and descriptive language.
For example, a student will opine and categorize their personal approach to artmaking; students will explain and defend said decisions using concise and correct language that is rich, descriptive, and related to multifaceted information gained from within the Orange Couch coursework and resources existing beyond the classroom in print and digital format.
- Students will be expected to discern key points addressed by other speakers, request clarification, and ask relevant questions. In addition, students will be expected to articulate their own ideas as built from the thoughts and opinions of their teachers, peers, and available reference material.
For example, a student will confirm their own understanding of a specific artwork by constructing an argument that draws upon previous knowledge, peer discussion, gained knowledge, and critical inquiry.

2) *Students will build strong Content Knowledge:*

- An integral part of the artmaking process requires students to build a strong foundation of knowledge gained from a variety of resources; a successful knowledge base stems from a wide range of subject matter of commendable quality and substance.
For example, In order to understand the relationship between color and mood, a student must examine artist examples, written artist statements, and explore cultural movements in both print and digital formats. This construction of knowledge will shape the direction of each student's artmaking process and critical dialogue.
- Orange Couch will require students to venture into new territories of knowledge in order to push their artmaking in a direction that is passionate and provoking. New areas of knowledge will be learned through a process of critical inquiry, research, and study.
For example, students will learn to construct canvases for painting; this process requires constructed knowledge in carpentry and respective tools. Research for this section of the Orange Couch curriculum will make available new avenues of knowledge to be utilized in future projects involving real-world skills and applications.
- Students will constantly be refining their content knowledge through writing and speaking.
For example, peer discussions will require students to debate and defend their knowledge and construction of opinion; this will morph a student's

knowledge base into one that is creative yet firmly grounded in quality and substance. Students will also be required to construct a cogent artist's statement composed of information gained and applied throughout the Orange Couch coursework; this statement will draw from other writing examples such as journal entries and project research.

3) *Students will adjust and adapt their communication to audience, task, purpose, and discipline:*

- Students will be presented a multiple tasks requiring a variety of approaches including, but not limited to, reading, writing, speaking, and listening. Successful student performance relies on the ability to react, adjust, and adapt to each task. For example, a peer discussion about the color choices in Van Gogh's "Self-Portrait" beckons students to verbally convey their own opinion drawn from a body of content knowledge and listen to the constructed arguments of their peers. Students given the task to reflect on their own artwork will be required to do this in written format; the purpose being that each student will be required to demonstrate the ability to construct an idea, opinion, or argument in a variety of communication mediums.
- Students will be required to make conscious decisions for the best way to present an idea. Situations that require speaking will drive students to carefully construct proper tone, inflection, and mood. Situations that require writing will drive students to choose proper grammar, vocabulary, and sentence construction. For example, writing an autobiographical phrase in an artist statement will require the student to use correct "I" and "Me" statements in the correct context. Speaking autobiographically requires the student to use proper tone and inflection to properly captivate the attention of their respective audience.

4) *Students will value evidence as they comprehend and critique authored information:*

- Students will be encouraged to be open-minded, and they will use that open-mindedness to learn from their peers. However, students will also be diligent as to how the opinions of their peers are constructed and conveyed in writing and speaking. For example, in a discussion-based peer group a statement of opinion in spoken form must be heard, but students must be prepared to retort or question the ground on which that opinion is constructed. In addition, students must back their own opinions and arguments with supporting evidence not only to solidify their perspectives, but also to enlighten their peers on how said information can be gained and utilized for future discussions and arguments.
- Students will be encouraged to read and comprehend the written journal entries and artist statements of their peers; concurrently, students will be asked to reflect and respond to these written works. Comprehension and reflection both require students to draw from proper evidence and information in order to fairly evaluate what the written works mean to them personally, communally, and globally. For example, an autobiographical statement coming from a student within a single-parent family group requires a student from within a dual-parent

family group to develop an understanding of what it means to have one parent versus two. This understanding requires the student to ask questions, read literature, and gain knowledge in order to fully comprehend and reflect on the prior student's lived experience.

5) *Students will refine communication goals through strategic and capable use of technology:*

- Research for artmaking ideas and opinions will be derived from sources on the internet to explore and polish provocative thoughts and artmaking initiatives. In addition, students will use technological applications to make art and combine different mediums and research platforms in order to broaden their ideas and opinions visually, verbally, and phonetically.

For example, students will use digital cameras to capture images and visually communicate mood, humanity, and beauty. Students will also use the internet to research images in order to facilitate accurate renditions for drawing, painting, and sculpting exercises. Making art and researching artmaking objectives through the use of technology teaches students the value of choosing the correct technological medium to communicate ideas, feelings, moods, philosophies, opinions, etc.

6) *Students will explore and better understand other cultures and worldviews:*

- Students will be exposed to a variety of artworks derived from different times, places, ideologies, and histories. This exposure to various lineages strengthens twenty first century rhetoric that human representations derive from a vast array of cultures and social systems.

For example, Pablo Picasso's "Guernica" reflects the trials and horrors of war-torn Spain; compared to the United States, this common strife in human experience expressed in mediums that differ from our own visual history of war and sorrow expands student understanding that war is universal, but interpreted differently across the globe.

- From a variety of communicated images, peer-led discussions, historical literature, and collected phenomenological data, students are able to creatively and constructively evaluate differing points of view. In addition, students vicariously explore these ideas, traditions and worldviews through expressive artmaking.

For example, a student who reads about the Native American tradition of viewing the natural world as a sacred realm might choose to include images of the natural world in different contexts in order to communicate the impact of pollution on the health of the global population.



Orange Couch for the Modern Teacher:

In compliance with the Mathematics Common Core Academic Standards and College and Career Readiness (CCR)

1) *Students will make sense of problems and successfully solve them:*

- Students will constantly be asking themselves, “Does this make sense?”

Individual and peer-group inquiries will approach problems in proper context through transformative practices and by drafting trends.

For example, a student using proportion and line to represent facial expressions in a self-portrait will have to develop and implement a system of measurement that records what they see in a mirror, and transfer this data to artistic media on paper and canvas.

The student will also find it necessary to decide which kind of measurement to use; i.e. the distance between their eyes equals the width of a single eye socket, or roughly two inches. The student will be expected to draft these varying results in their sketchbook; this serves as a record for which the student will refer to in order to assess the best solution to measure facial expressions in a two-dimensional rendition.

- Students will be expected to have an accurate sense of supply and demand for their artmaking practices. Students will have to gather art supplies and develop algebraic processes to ensure that not too much material is used to create artistic products.

For example, a student wishing to create a shade of green using paint must do so by mixing yellow (y), blue (b), white (w), and black (k). To create a proper hue, the student must determine the quantity of each color using the algebraic expression $y+b+w+k=x$. Using transformative algebraic equations, students will determine paint quantities using the expression $y+b+(-w)+k=x$ to create a darker shade of the desired green hue. The student will record these findings in their sketchbook to reference and evaluate which equation best conserves supply while executing proper distribution of paint needed to complete the objective.

2) *Students will decontextualize quantitative relationships using symbolic manipulation and use different properties, operations, and objects to logically attend to the meaning of quantities :*

- Students will be presented with operative measurement strategies to ensure that their artmaking is visually appealing, quantitatively conservative, and represented in the form of logical and evaluative proofs and equations.

For example, the equation to make a shade of green ($y+b+(-w)+k=x$) can also be abstracted and symbolized as the student determines the correct context for solving the problem; using the apparent size of paint globules to create different shades and hues. Actions can also be represented this way: “If I add this quantity of paint, and reduce the quantity of another paint, I create this shade,” or, “Since this quantity of paint yielded this

color, I therefore need to reduce this paint quantity in my equation to ensure continued accuracy.” Using both logical and quantitative equations consisting of algebraic symbols or constructed sentences, the student comprehends different evaluative measures and contexts used to solve a given problem; results are thusly recorded and later referenced in the student’s sketchbook.

3) *Students will construct arguments and critique the arguments of their peers using contextual reasoning, concrete referents, and by exploring the validity of their conjectures and assumptions:*

- Students will compose arguments through a progression of logical statements, break these into cases, and justify conclusions using counterexamples and inductive reasoning within the available data.

For example, a student will choose his/her subject matter for each assignment citing purpose, opinion, reference, and motivational factors. Peer-discussion groups allow the student to view their argument through multiple lenses; these act as antitheses to their own proposed idea, thus affecting the validity of their own opinion or decision. As the student gathers qualitative data from peers and quantitative data from artmaking practices, he/she will constantly be challenged to construct convincing arguments and procedures to determine the validity of their logical assumptions.

4) *Students will create and use mathematical models to solve problems arising in everyday life and society through the simplification of complex situations.*

- In instances of design, students will have to use geometrical models to solve problems. In the instance of quantities, students will use mathematical equations to record and understand relationships. In instances of societal issues, students will create and design models by which they will develop their artmaking ideas. Not only will students model their ideas, but they will put them through various trials and situations in order to decide which the best possible method to solve problems is. As their artmaking grows, so will their models.

For example, Students will draw up sketches using various geometrical designs to envision how the shapes will look on a larger scale; students will also use geometry to build their paint stretchers and canvases. Students will use small paint mixing techniques to decide what colors they will use in their final work; by doing this, the students experiment with different quantities and record their findings; these findings serve as their mathematical model for solving future problems. As students develop ideas deeper, they will create smaller models of these ideas to transfix them into a larger whole. For instance, a student approaching the topic of poverty will have to sketch out multiple models in order to view all possible outcomes; thus, this will be transferred from a sketched model to a finished artwork or project.

5) *Students will learn to strategically utilize proper tools and tactics.*

- Students will use paper and pencil, graphs, calculators, and other measuring devices to properly design and execute their artmaking. In fact, the use of tools and measurements is essential to creating successful artworks.

For example, measuring accurately with rulers and calculators is necessary to properly construct a canvas for painting, or a wire sculpture. Students must be able to use the proper amount of material using as least waste as possible; measurement and graphing keeps the supply /product ratio consistent and reliable. In the case of wire, students must be able to look at their sculpture and decide the right amount of wire to use to finish the piece. As students calculate their supply needs, they will constantly be encouraged to use mathematical models and tools.

- Students will use technological tools to assess and build their artmaking portfolio. Through the process of gathering information and curating, students will be collecting and revising data collected from the internet and in print. Students will use technology to strengthen their artmaking, but also to strategize new methods using online statistical research, charts, and models.

For example, students will perform a survey to determine what kind of animal with which they most closely identify. This statistical research and input serves to inspire and motivate students to take on more creative challenges. Also, students will use the internet to research and collect data that will later be used as reference toward artmaking strategies, methods, and tactics. For instance, students may use a spreadsheet or chart to graph their ideas in an organized fashion. This allows students to categorize thought data throughout the artmaking process in a mathematically attuned method.

6) *Students will attend to mathematical methods and tactics with precision and intention that will further require them to explain and defend their findings among their peers.*

- Students will need to be precise in their findings and applications due to the nature of presenting their art. Students will have to succinctly describe, interpret and explain their artmaking process, findings, and inspirations to their peers. Mathematically, they must construct a well composed portfolio consisting of artist statements, arguable data, and pressing opinions; all of this must be backed-up, stored, and maintained with precision to ensure the validity of their argument.

For example, a student who must present their artwork in a gallery setting must be able to accurately describe their process and be able to call upon previously collected data in order to solidify their argument and voice their opinion. This is mathematical precision because it is intentional; the students' presentations are planned and perfected over the coursework, and this can be translated into an equation the same way one can derive a formula for making someone laugh. In general, it is the collection and retention of data that enables the students to obtain a clear level of precision in their artmaking and argumentative strategies for explaining, defending, and promoting their art.

7) *Students will look for and use structure in their development and implementation of pattern and design.*

- As students grow and develop their artmaking, they will also be required to develop a keen sense of pattern and design not only in their personal endeavors, but also when asked to view and describe art from their peers and a selected community.

For example, Students will be tasked with organizing shapes, lines, forms, angles, etc. in ways that are both aesthetically appealing and conceptually intriguing; a recognition of pattern is a tactic used in design, and as such proves to be a valuable developmental characteristic of mathematically proficient students. Students will be able to recognize, categorize, and utilize patterns and structures in the artmaking process using linguistic and mathematical strategies; this ensures that students will be able to cultivate their creativity along with establishing reliable formulas that can be referenced, documented, and used to further the depth and success of their artmaking as individuals and representatives of the respective community.

8) *Students will notice repeated reasoning in their artmaking, and as such will be able to reference and take shortcuts as needed.*

- Students will practice and fine tune their artmaking strategies using a series of precision-based methods that involve collecting, storing, and referencing data. As they continue the coursework, students will learn how to shorten the process of developing formulas and ideas for artmaking.

For example, a student who makes a formula for a certain shade of green then uses that formula to make a shade of blue; after all the shades are collected, the student now has a palate that is consistent and of the same hue; in music this would be called the *timbre*. As students develop similar systems for achieving a consistent yet creative approach to their artmaking, they will realize how the development of formulas and successful trials will reveal shortcuts to their artmaking; this is a professional tactic for becoming a professional artist. Overall, the students' continued practice with artmaking will yield consistent yet creative results; this retains the students' growth as individual artists while retaining their own noticeable style or "voice."