



*All the Art, Fall 2015* Educators' Guide

Dear Educator,

Please consider using *All the Art* in your classroom. Content found in *All the Art* corresponds with educational benchmarks listed by the National Standards for Arts Education:

**\* Content & Achievement Standard: Grade 9-12 Visual Arts Standard 4  
Understanding the visual arts in relation to history and cultures**

In our *All the Art, Fall 2015* issue, Stacey Walker reviews an exhibition of paintings and drawings by St. Louis artist Solomon Thurman. Thurman's art "celebrates ancestors who came through slavery and Jim Crowe." His art practice can be used to discuss the power of cultural production to create persuasive narratives and tell important stories. Eileen G'Sell's story on the "Washington University Diversity Initiative: the Minority Artist in St. Louis" reports on the vital need for society to look to the full range of our cultural production for self-representation.

The installation of the monument to Dred and Harriet Scott in front of the Old Courthouse in Downtown St. Louis described by Sarah Hermes Griesbach and Amy Hunter's calls to remove the monument celebrating the Confederacy provide opportunity to debate the job of the art in our midst to reflect positively upon our values. Walter Gunn and Michael Allen's plea for support in building a decorative façade on South Grand as an homage to that community's physical history is another point of entre for conversation about the impact of the built environment on our lives. Students are likely to disagree with the arguments made by some of these authors and have ideas of their own regarding what should and should not represent us to ourselves and to future generations.

**\* Content & Achievement Standard: Grade 9-12 Visual Arts Standard 5  
Reflecting upon and assessing the characteristics and merits of their work and the work of others**

Molly Moog's guide to a selection of the sculptural work of globally recognized artists and Sarah Weinman's review of ceramicist Yael Shomroni address the subjectivity of taste. The reception of art is dependent upon many factors: the perceived beauty or attractiveness of the object, the uniqueness of the object, the artist's reputation, the monetary value of the work among other markers of worth. Students should be encouraged to consider other characteristics of art including the merits of art which is not understood or highly regarded.

**\* Content & Achievement Standard: Grade 9-12 Visual Arts Standard 6  
Making connections between visual arts and other disciplines**

St. Louis is bubbling over with art production. At our local art events - from the large museum exhibitions to smaller gallery openings, outdoor public art and pop-up events – artists and curators display tools for understanding our time and place. Wrestling with political, social and emotional themes is a natural function of art. For this reason, art conversations are nuanced and complex. Students will use critical thinking skills as they make connections between art, poetry and city streets (as described by Amelia Jones) or art, education and incarceration (as seen at the Fort Gondo's Beverly Gallery).

**Your students are welcome to submit their own writing to *All the Art*.** We are looking for varied perspectives and voices and will happily work with developing art writers. Our editorial team will assist a student contributor each season as they work to write strong reviews, essays, interviews or provide commentary documenting the rich production of art in our region. Students whose first language is not English are welcome to contribute in their first language as they develop their individual approaches to communicating about local art, artists and art events with eloquence and precision.