

Is there ART in your CRAFTS ?

Workshop Outline & Description

CAJE 33 University of Vermont August 2008

Discover easy art techniques and mediums to take your classroom projects beyond construction paper and crayons. Crafts should be more than time fillers. Discover the key elements to the perfect art project to enhance your curriculum. This class is a combination of lecture and hands-on art, providing you with both examples and theory with which to develop your own projects.

Some topics covered:

- Hiddur Mitzvah and the hidden messages we teach
- Learning styles and why art works
- Using Art at the medium to teach the liturgy
- Enhancing the quality of your classroom projects
- Group art projects to serve as “Advanced Organizers” for your lessons
- Stress-free art ideas
- Sparking student inspiration
- Art as a curriculum enhancing tool not a time filler
- Using synagogue art as a catalyst for your lessons

Debi Swedelson Mishael:

Debi earned a Master’s Degree in Education from the University of Judaism and has been teaching for more than 30 years. Among Debi’s many talents is her ability to create interactive, engaging lessons that create dynamic leaning environments for all ages. Whether it has been as a classroom teacher, Director of Education, Camp Director, Programming & Curriculum Development Specialist or Preschool Director, Debi always inspires with her creativity and innovations. She currently teaches at Congregation Brith Shalom and lectures locally for the BJE in Houston and throughout the country.

עֲבָדוּ אֶת ה' בְּשִׂמְחָה

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לְכָל, זְמַן; וְעַתָּה לְכָל-חֵפֶץ, תַּחַת הַשָּׁמַיִם.

Arts -vs- Crafts

**To every thing there is a season,
and a time to every purpose under the heaven:**

1. What is your purpose or goal for the project? What are you trying to TEACH? Are you filling time?
2. What is the outcome you desire?
3. What time frame do you have to work within?
4. What are the physical limitations of your students? Will the project be appropriate for their developmental age?
5. What materials are accessible or what budgetary constraints are you under?

**Things
To
Think
About
Ahead
Of
Time**



Choosing an Art Project

1. How much **TIME** is required for this project?

Think about the time you need to complete the project. Can you simplify the steps if it is too long? Can you easily break the steps into sections so that one parts can be done over several sessions? (Don't forget to factor in set-up and clean-up time.) It may not be worth doing if it takes too much time. Consider your curriculum goals, is this project worth the time it will take to complete?



2. How much will this project **COST**?

Are you planning this project for one class or are you planning for a whole school? Don't let cost be the only factor that prohibits you from a great project. Can you get the materials donated from parents or vendors? Be creative in trimming your costs if you think the project is worth while. Consult your principal and ask for guidance. It is your job to be a creative teacher, it is your principal's job to help you do it. How many projects per year will you need? Try to plan your year in advance.



3. Is the project **AGE-APPROPRIATE**?



Crayons are great for preschoolers but rarely inspire a middle school student. Make sure your project is difficult enough to challenge older students and not too difficult for younger students. Do your students have the fine motor skills necessary for the project? You want your students to be excited about the activity. They will be if you have chosen the right project. Many times it is the materials not the project itself that can be changed to fit the students.

4. Does it enhance **CURRICULUM**?

Are you planning a really good time filler or are you enhancing your curriculum? Neither answer is bad. Sometimes you are just looking for an appropriate time filler. However, A well designed art project can enhance your curriculum. It can actually "teach" new skills or content. It is important for you to understand your goals for the project.



5. Does it follow the principles of **HIDDUR MITZVAH**?



My Father always said, "If it's worth doing, it's worth doing well!" Please, please, make your projects pretty and **SUBSTANTIVE!** I hope I never see another paper seder plate in my life. There are so many ways to make it functional and to make it last. We send the wrong message to our students when we ask them to put time into a project that is low quality and of a temporary nature. It is a mitzvah to make a beautiful object for use in fulfilling mitzvot!

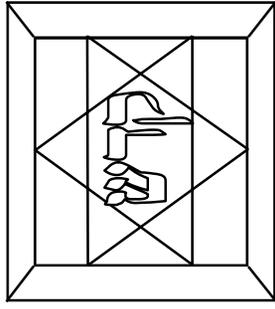
אֵלֵי אֱלֹהֵי וְאֶמְצְוֶהָ
הַדָּוָר מִצְוָה
This is my G-d and I will glorify G-d.

Exodus 15:2

- The roots of “*hiddur mitzvah*” are found in Exodus 15:2. Our understanding of this passage has come to justify all artists in their desire to create beauty where otherwise there would be mundane objects.
- This is the *mitzvah* that encourages us to create elegant *Kiddush* cups, *challah* covers, *mezuzzot*, and more. It helps us to create holy from the regular. The concept of *hiddur mitzvah* suggests that whenever a joyous commandment requires a physical object for its performance, that object be as esthetically pleasing as possible.
- Any classroom art project should begin with a discussion of “Hiddur Mitzvah.”
- *Hiddur Mitzvah* is not mandatory however, one is considered to have elevated oneself and the action through *hiddur mitzvah*.
- The rabbis of the Talmud said one should be willing to pay as much as 1/3 above the normal cost of an item in order to fulfill *hiddur mitzvah*. [Bava Kama 9b]

Beautification of the Commandments

"Stain Glass" Fabric



Step One:

Design or trace a design. (Make a copy.)

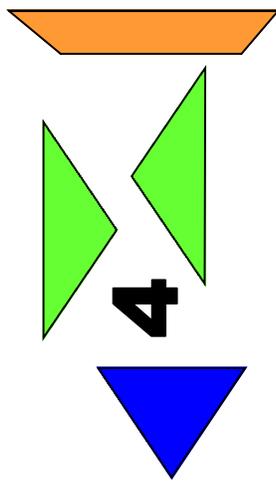


Step Two:

Choose colors of satin fabric for your design.

Step Three:

Iron fusible web to the back of your colored satin.

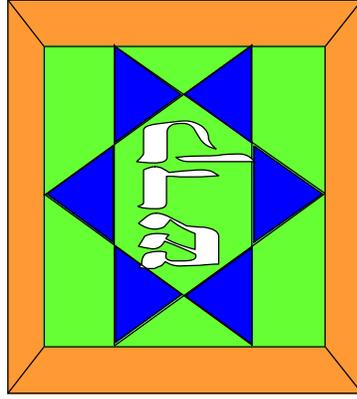


Step Four:

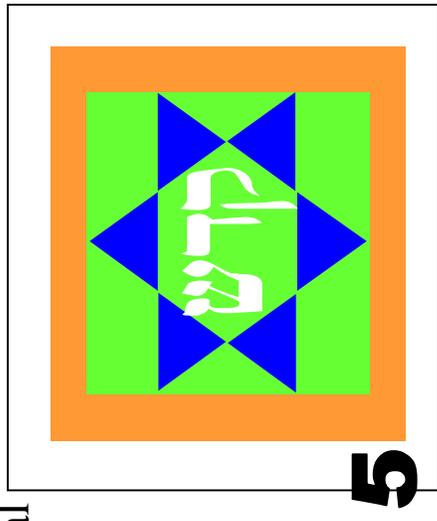
Cut apart the copy of your design and cut out pieces from colored satin fabric.

Step Five:

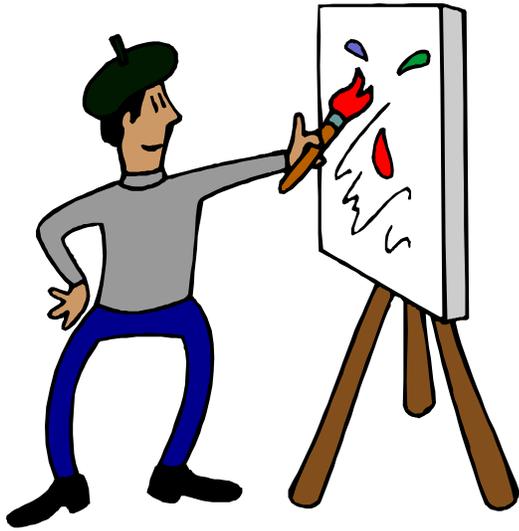
Iron colored pieces to a sheet of muslin. (Use original to help you reassemble your design.)



Step Six: Use black, squeezable fabric paint to cover all the lines and "seams" of the design. Allow to dry completely.



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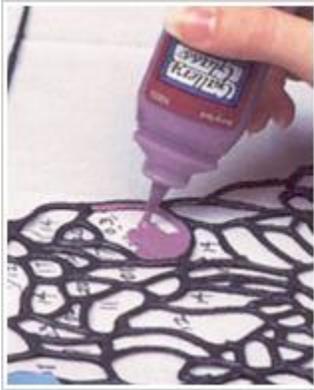
Fun & unusual
Art Activities
to use in the classroom

Stamp & Heat Embossing
Gallery Glass (simulates stained glass work)
Iron-on Fusible Fabric
Fabric Paint
Painting Wood Items
Scrapbooking
Metal Etching
Candlemaking
Origami

SOME SKILL INVOLVED TO TEACH:

Calligraphy
Needlepoint
Knitting
Crochet

Gallery Glass Instructions



1. Thoroughly clean the surface with glass cleaner. Wipe dry.
2. Design your pattern. You can also create your own pattern by using a coloring book outline as a guide or simply by drawing one freehand. You will then decide which colors and effects you'd like to choose.
3. Secure your pattern to the back of the surface of your project.
4. Remove the cap and seal from the Liquid Leading bottle. Using the metalpick, make a hole in the tip. Be sure the hole is large enough; small holes will not allow the leading to flow freely. Replace the cap. Hold the bottle upside down and tap firmly on a hard surface to force the leading into the tip. Remove cap.
5. Hold the inverted bottle like a broom handle. Don't rest your elbow on your work surface - it will inhibit your movement.
6. As the leading begins to flow, touch it to the surface where you want to begin the line. As you continue to squeeze, raise the tip 1" above your work surface to allow the leading to drape evenly along the pattern line.
7. When you approach the end of your pattern line, stop squeezing, and gently touch the tip of the bottle to the surface to end the line without creating a blob.
8. Allow the leading to dry for at least 8 hours before applying Window Color™ paints
9. Squeeze the color directly from the bottle, applying the color first around the perimeter of the leaded area, then filling in the center. Apply the color generously, but no higher than the top of the leading. (*The numbers on the patterns are the last two digits of the Window Color product number.*)
10. Combing is recommended for all of the colors to create a smooth texture. Crystal Clear does not need to be combed as a bumpy texture is desirable. Comb vigorously back and forth through the applied Window Color with the metal combing tool to smooth the texture and pop the bubbles. Arrows on some patterns indicate the direction in which the paint should be combed for the best effect.

Let your project dry on a flat surface with good air circulation, such as the top of the refrigerator. Typical drying time is eight hours; curing normally takes at least 72 hours. It may take longer for your project to dry in conditions of high humidity or if your application is particularly thick. The paint should be transparent when dry.

NOTE: Do not shake the paint bottles; Window Color™ paints need no mixing, and shaking them will thin them. If bubbles are visible in the bottle, rap the bottle firmly on a table a few times to remove them.



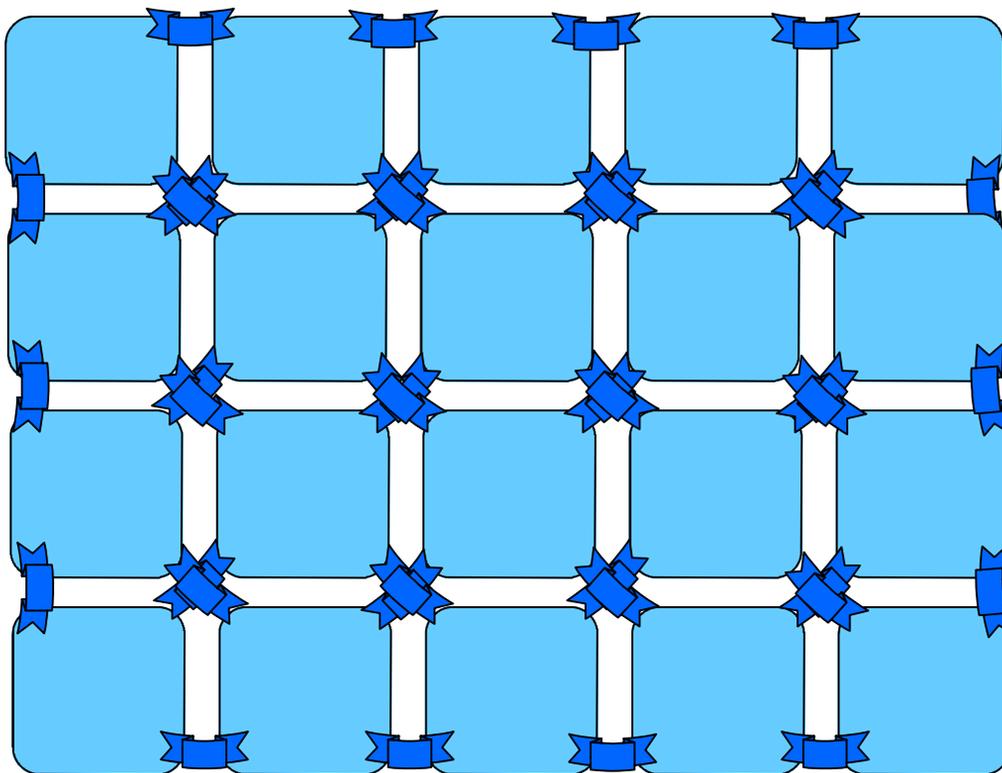
Class Amidah Quilt

This project may take several weeks. In fact, the longer it takes the better the lesson. It will reinforce the structure of the weekday *Amidah* in a way that will really stick with your students.

Each square should represent one of the 19 blessings in the *Amidah*. The students should find these blessings by looking for the *hatimot* of each in the *sid-dur*. Use a discovery lesson to have them find the *brachot*. They will learn so much more when they find all 19 themselves. Eventually, one of the students will ask why the *Amidah* is also called

"*the Shemoneh Esrai*" when there are actually 19 and not 18 blessings. This will be another perfect teaching opportunity that came from their discovery/curiosity and not from your "frontal assault" teaching.

4	3	2	1	 "18"
9	8	7	6	5
14	13	12	11	10
19	18	17	16	15



Lakeshore Learning Supply sells a wonderful classroom quilt kit for teachers who are not adept at traditional quilting techniques. The squares are ready-made and simply tie together for finished assembly. The quilt can remain a unified display for years or you can separate and provide each student with their square to take home at the end of the year.

Amidah Information

From Wikipedia, the free encyclopedia
<http://en.wikipedia.org/wiki/Amidah>

The **Amidah** ("Standing"), also called the **Shemoneh Esreh** ("The Eighteen"), is the central [prayer](#) in the [Jewish liturgy](#) that observant Jews recite each morning, afternoon, and evening. It is also part of the additional ([Musaf](#)) service, which is held after the morning [Torah](#) reading every [Shabbat](#) and on Biblical holidays.

As the prayer *par excellence*, it is sometimes designated as simply "Tefillah" (prayer) and consists of a series of blessings, originally 18 in number for daily worship, hence "Shemoneh Esreh." The name "Amidah," comes from the fact that the worshipper is commanded to recite it standing.

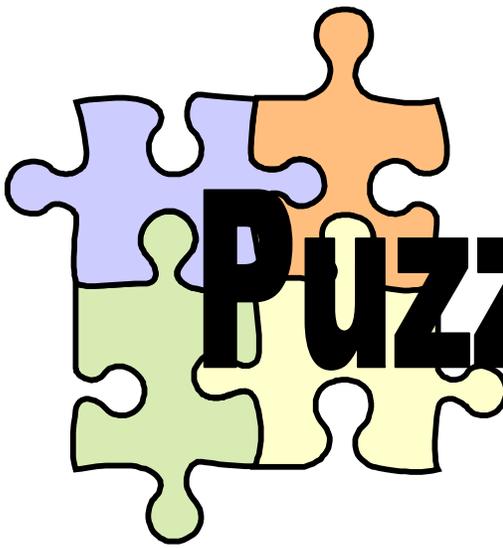
The first three blessings and the last three constitute, so to speak, the permanent stock, used at every service; while the middle group varies on Shabbat, New Moons, and holy days from the formula for week-days. In the Shabbat morning Amidah, the middle supplications are replaced by one, so that the Sabbath Amidah is composed of seven benedictions.

The prayers of the weekday Amidah are:

1. Known as *Avot* ("Ancestors") this prayer offers praise of God as the God of the Biblical patriarchs, "God of [Abraham](#), God of [Isaac](#) and God of [Jacob](#)."
2. Known as *Gevurot* ("powers"), this offers praise of God for His power and might. This prayer includes a mention of God's healing of the sick and [resurrection](#) of the dead. It is called also *Tehiyyat ha-Metim* = "the resurrection of the dead." Rain is considered as great a manifestation of power as the resurrection of the dead; hence in winter a line asking for rain is inserted in this benediction.
3. Known as *Kedushat ha-Shem* ("the sanctification of the Name") this offers praise of God's holiness.
4. Known as *Binah* ("understanding") this is a petition to God to grant wisdom and understanding.
5. Known as *Teshuvah* ("return", "repentance") this prayer asks God to help Jews to return to a life based on the [Torah](#), and praises God as a God of repentance.
6. Known as *Selichah*, this asks for forgiveness for all sins, and praises God as being a God of forgiveness.
7. Known as *Geulah* (redemption) this praises God as a redeemer of the people Israel.
8. Known as *Refuah* (healing) this is a prayer to heal the sick.
9. Known as *Birkat HaShanim*, this prayer asks God to bless the produce of the earth.
10. Known as *Galuyot*, this prayer asks God to allow the ingathering of the Jewish exiles back to the [land of Israel](#).
11. Known as *Birkat HaDin* ("Justice") this asks God to restore righteous judges as in the days of old.
12. Known as *Birkat HaMinim* ("the sectarians, heretics") this asks God to destroy those in heretical sects who slander Jews, and who act as informers against Jews.
13. Known as *Tzadikim* ("righteous") this asks God to have mercy on all who trust in Him, and asks for support for the righteous.
14. Known as *Bo'ne Yerushalayim*("Builder of Jerusalem") asks God to rebuild Jerusalem and to [restore the Kingdom of David](#).
15. Known as *Birkat David* ("Blessing of David") Asks God to bring the descendant of [King David](#), who will be the messiah.
16. Known as *tefillah* ("prayer") this asks God to accept our [prayers](#), to have mercy and be compassionate.
17. Known as *Avodah* ("service") this asks God to restore the [Temple services](#) and sacrificial services.
18. Known as *Hodaah* ("thanksgiving") this is a prayer of thanksgiving, thanking God for our lives, for our souls, and for God's [miracles](#) that are with us every day.
19. Known as *Shalom* ("peace"); the last prayer is the one for [peace](#), goodness, blessings, kindness and compassion.

Why 19 instead of 18?

According to the [Talmud](#), the 12th prayer in the modern sequence, the prayer against informers and heretics, was the 19th addition to the original 18, and was said to have been added by the council in Yavneh by Samuel ha-Katan, at the request of Rabban Gamaliel II. Scholars have since uncovered early versions of the Amidah; they hold that it is the 15th benediction that was the later addition. A separate benediction for the resumption of the Davidic Kingdom did not exist in the early Palestinian Jewish liturgy.

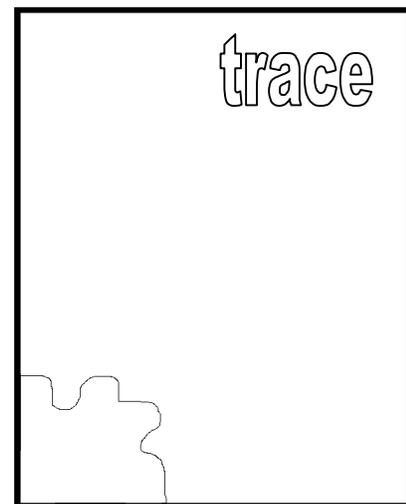
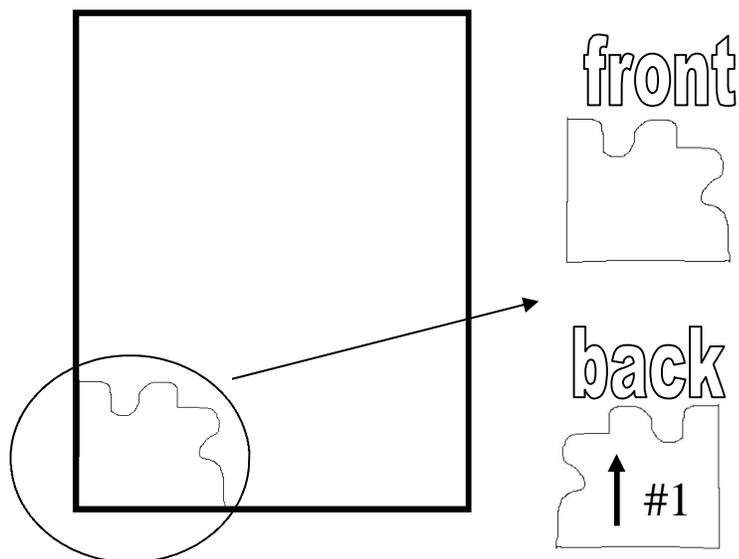
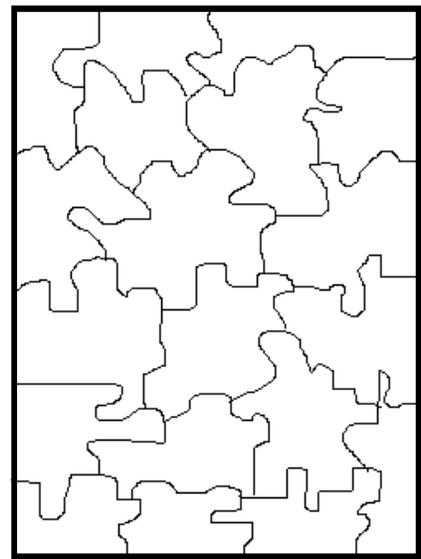


Puzzle Posters

You will need 2 pieces of poster board that are the same size.

1. Take one piece of poster board and cut out a puzzle piece shape. You may want to plan out your shapes so that you get an equal size piece for each student.
2. Cut out the pieces, one at a time. Turn each piece over and number the back and put an arrow showing which direction is “UP.”
3. Trace the shape you just cut onto the 2nd piece of posterboard so that you will have a “map” of how to reassemble the pieces when they are done.

draw



Classroom Shema Quilt



SUPPLIES NEEDED:

- Quilt fabric 3 colors (see measurements below)
- Muslin fabric (2 yards)
- Fabric paints or markers (or other technique)
- Fusible webbing (iron on)

INSTRUCTIONS:

1. Cut the muslin to the finished size of your classroom quilt. 1 yard of muslin will make a 45" x 36" quilt. Cut a center piece 24" x 30" out of contrasting fabric. Cut out strips of outline fabric to create a 3" boarder all around.
2. Apply fusible webbing to all cut pieces and iron them in place on the muslin base fabric.
3. Cut (22) 6" x 6" squares of muslin. These will be given to your students to decorate. This can be done with fabric paints, markers, tissue paper and mod podge, crayons (iron on) or other...
4. Iron fusible webbing to the back side of the fabric you want to use for the letters. Cut out Hebrew letters from this fabric.

OTHER IDEAS: ...V'ahavta Quilt...

TO MAKE A DIGITAL PICTURE QUILT:

1. Take pictures of your students. Close up shots are best. Watch the background. You don't want the background too busy.
2. Transfer the picture to your computer so that it can be printed on an iron-on transfer paper. (Remember to set the preferences for printing. You will want to tell the computer to print your picture so that it is transposed otherwise you will have a backwards picture on your quilt.)
3. Iron the picture onto the quilt following the directions on the package of the transfer paper.
4. At this point, your quilt is ready for embellishments. You can use permanent markers, fabric markers, or fabric paints. (Remember to do a test on your fabric prior to giving it to the kids. Some pens will "bleed" on the fabric and will be difficult to use.

