

# The Delta Artists Association Gallery Guide

This Gallery Guide was developed to help you enjoy your upcoming trip to The Delta Artists Association Membership Exhibition on display through October 29, a free field trip with a hands-on component for third-grade students, sponsored by The Greenville Arts Council.

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For more information, contact Kathryn Lewis, Director of Education at [klewis@greenville-arts-council.com](mailto:klewis@greenville-arts-council.com)

To schedule a tour, call the Greenville Arts Council offices at 662-332-2246

## Introduction

This Gallery Guide was designed to help you and your students not only prepare for your upcoming field trip to see the Delta Artists Association Membership Exhibition, but to extend this arts experience throughout your curriculum. We have taken special care to point out connections to specific competencies with the lessons outlined in this packet.

### ***Before and After Pictures***

Science Connection:

Students will begin to learn how artists and scientists are similar. They will realize that observation is an important skill for these two very different academics.

### ***This Land is Your Land***

Science Connection:

Students will consider our landscape, a major influence to many artists, and how its features came to be and consider why it is such an important part of our area's identity.

### ***I want this one!***

Language Arts Connection:

Students will learn the skills necessary to write persuasively. This lesson will help students focus on the basic skills needed to create strong arguments in their writing.

### ***Art News: Interview an Artist in Your Community***

Social Studies Connection/Language Arts Connection:

Students will practice basic research/interviewing skills. In this lesson, students will write an article for their class newsletter, and they will gain an understanding of the role of artists in our community and what influences them.

Use the following information on the Delta Artists Association to ready your class for the field trip. We hope this guide will help you in integrating this experience into the valuable work you do everyday in the classroom. Thanks for taking the time to look through it.

## Information about the Delta Artists Association

### **What is the Delta Artists Association?**

On Wednesday, April 17, 2002, a group of local visual artists met to establish an association for artists in the Delta. It was then that the Delta Artists Association was created. The Association's purpose is to "support and promote visual artists in the Greenville Area." Visit their website at <http://deltaartists.com>. Some of the founding members – Jamie Tate, Juanita Gray, and Libba Burle – are still involved and you can look to see if their work is represented in this exhibition when you come for your visit. The Greenville Arts Council ([www.greenville-arts-council.com](http://www.greenville-arts-council.com)) is proud to be affiliated with this organization that helps fulfill the Arts Council's mission "to promote the rich cultural heritage of the region and stimulate and encourage cultural activities, arts appreciation, arts education, and the creative works of artists."

# ***Before and After Pictures***

## **Science Connections:**

- 1. Apply concepts involved in a scientific investigation.** (Inquiry)
  - b. Describe familiar objects and events using the senses to collect qualitative (e.g., color, size, shape) information. (DOK 1)
- 3. Describe the characteristics, structures, life cycles, and environments of organisms.** (Life Science)

## **Language Arts Connection:**

- 3. The student will express, communicate, or evaluate ideas effectively.**
  - b. The student will compose descriptive text using specific details and vivid language. (DOK 3)

## **Visual Arts Connection:**

- 12. Begin to understand ways that major concepts and technologies of the visual arts relate to those in the arts and other disciplines.** (Connections)

Artists and Scientists have to be good observers. An artist has to observe and experience their community and environment, which is then reflected in their art. As third grade students study their community, paying attention to how artists see the same environment can deepen their understanding of their surroundings by exposing them to a variety of perspectives. Scientists have to carefully observe their environments and their work is affected by their surroundings. When we watch closely, learn and experience, we become better scientists and artists.

## **Observing Nature**

Before you begin teaching about a topic such as a particular type of plant, have your students draw a “before” picture. Give them 10-20 minutes to draw what they think the plant looks like. Make sure you take up their drawings. Hold onto them until you finish the unit. Once the students are done, begin to explain to them that if we have a better understanding or knowledge of something it can make our drawings better. Artists spend lots of time looking and learning about objects in order to create better depictions of them in their art and to be able to represent the details. Scientists have to be careful observers of nature to understand how various parts of the environment impact one another and to best protect and preserve it. A scientist from your local Wildlife and Fisheries office or a related organization would be an excellent guest speaker on this topic.

Then have your students begin studying the unit including learning about the structure and various parts of the plant. Have them label the parts and look at a variety of pictures and the actual plant or item studied if at all possible. Here are two activities you can do to help increase their understanding:

## **Compare and Contrast**

Have the students examine art depicting plants and other subject matter from nature. Review terms like **still life** (an image of a group of non-moving objects) and **landscape** (an image of

scenery from nature). Have students sort pictures according to those categories. (A selection of postcards or images cut from old calendars or magazines work well for this, but the activity could be done using online images as a class as well). You can even have students label the different parts of the plant on different images.

\*A good artist to look up is Georgia O'Keeffe

### **Vivid Descriptions**

Ask students to write a paragraph describing in detail a specific living thing – flowers, trees, animals, birds, etc. – found in their community. Go to the Cypress Preserve or other area where they can observe nature up close. Remind them about the importance of careful observation. Have the students use new vocabulary they have learned such as the names of different plants and the parts of the plants. Have them be specific and descriptive. You can also connect to the study of adjectives in this lesson.

### **Show What You Know**

Now, that your students have spent some time really looking and learning about plants in our environment they are ready to create their “after” pictures. Before they begin, remind them that the best artists are the ones who take their time and really study what they are drawing. Their art is a visual representation of what they know about their subject. When they finish you can compare and contrast their final drawings with their “before” pictures. Ask them to share at least one detail in their “after” pictures that was missing in their “before” pictures.

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Resources:

Pollination and Parts of the Flower- Includes Worksheets-

<http://www.lessonsips.com/lesson/pollination>

Variety of Information about Plants- <http://www.theteachersguide.com/plantsflowers.htm>

# ***This Land is your Land***

## **Science Connection:**

### **4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.**

b. Compare and contrast changes in the Earth's surface that are due to slow processes (erosion, weathering, mountain building) and rapid processes (landslides, volcanic eruptions, earthquakes, floods, asteroid collisions). (DOK 2)

## **Visual Arts Connection:**

### **8. Understand that artwork reflects the time and culture in which it was created. (History/Culture)**

a. Recognize that life experiences influence the creation of works of art.  
b. Identify personal and cultural factors that influence an artist's work.

## **Down in the Delta**

What does it mean to live in the Delta? What is a delta? What is significant about the landscape we see around us and what forces created it? What forces are near us? Begin by asking students how they would describe the landscape of the Delta to someone from another part of the world. Have your students look at a map (topographical if possible) and discuss the area around Greenville. What forces are nearby that could have had something to do with the creation of the landforms or surface of our area? Ask if they have ever heard of this area experiencing flooding.

### **delta**

A delta is a low, watery land formed at the mouth of a river. It is formed from the silt, sand and small rocks that flow downstream in the river and are deposited in the delta. A delta is often (but not always) shaped like a triangle (hence its name, delta, a Greek letter that is shaped like a triangle).

Source: <http://www.enchantedlearning.com/geography/landforms/glossary.shtml>

## **Landscapes**

Landscapes are quite a common subject of art in our area. The flat fields are inspiring to all types of artists. Consider why artists like to recreate their surroundings in art. Look out the windows of the classroom or go out on the school grounds and take note of the type of landscape that surrounds us that we may not notice on a daily basis. Look at a variety of types of landscapes in magazine pictures or on travel sites on the Internet and compare and contrast other landscapes to ours. When you visit the gallery at E.E. Bass, notice how many artists represented typical Delta scenes in their work. Compare those to other landscapes in the exhibition that are clearly not pictures of the Delta. How can you tell? What is different? Why do you think Delta artists have made pictures of such different landscapes?

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Resources:

See the map of the entire Delta area at [http://www.nps.gov/history/delta/maps/map\\_area.htm](http://www.nps.gov/history/delta/maps/map_area.htm)

Read about the various ecoregions (particularly the Lower Mississippi Riverine Forest Province found just above the section on Forest Resources) including information about the climate and types of plants and animals common in each and about the Lower Mississippi River Floods at <http://www.nps.gov/history/delta/volume2/natural.htm#geology>

See the map and description of the more recent lands created by the river in southern Louisiana to demonstrate that the process continues today at <http://www.nationalatlas.gov/articles/geology/features/delta.html>

And read more about their formation at <http://www.lacoast.gov/landchange/basins/mr/>

# ***I want this one!***

## **Language Arts Connection:**

### **3. The student will express, communicate, or evaluate ideas effectively.**

d. The students will compose informational text and at least three supporting details. (DOK 3)

e. The students will compose a simple persuasive text. (DOK 3)

## **Visual Arts Connections:**

### **12. Begin to understand ways that major concepts and technologies of the visual arts relate to those in the arts and other disciplines. (Connections)**

b. Know that math, language arts, social studies, and science share concepts with the visual arts (e.g., patterns in visual arts and math)

### **5. Describe how different works of art can be interpreted. (Critical Analysis)**

a. Know how to use reading, writing, and speaking skills to communicate interpretation of art.

b. Know how to support an opinion about art with an example.

## **Please, I Beg You**

Introduce persuasive writing. Have your students look at different examples of writing and discuss what makes something persuasive. Create sentence starters to help them understand what it means to persuade someone. Write an example on the board for the class and explain why it is an example of persuasive writing. After you are done explaining your piece of persuasive writing, have the class write one together. Have students explain why it is an example of persuasive writing. Once you feel students are comfortable with this concept have them write their own examples.

## **You Decide**

While visiting the gallery or by creating a “gallery” in your classroom by displaying several different types of artwork, have the students pretend that they are the principal of the school and a local donor has agreed to purchase a piece of art for the entryway. They are in charge of picking it out! The challenge is that they all have to agree on one work of art. Have your students look at the artwork in the space and choose their favorites. Have your students write down the important information about the artwork (Artist, Medium, Date, Title.) Then, ask them to write three persuasive reasons why the work they selected should be chosen. Remind them what you discussed in the classroom about persuasive writing. Allow them to try to talk one another into their choices by creating strong arguments to support their selections. Remind them that being assertive does not require being rude but is a good life skill to develop!

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## **Resources:**

Persuasive Writing Ideas- [http://www.proteacher.org/c/650\\_Persuasive\\_Writing.html](http://www.proteacher.org/c/650_Persuasive_Writing.html);

<http://www.proteacher.net/discussions/showthread.php?t=132564>

Two Worksheet Persuasive writing prompts-

<http://www.skymountaincs.org/handbook/writing/persuasiveprompt3rd.pdf>

# A CLASS NEWLETTER: *Interview an Artist in Your Community*

## Social Studies Connection:

- 4. Identify the interdependence of economics (self/family, school/neighborhood, and local). (C, H, E)**  
d. Describe the division of labor within communities (e.g., awareness of jobs and careers). (DOK 1)

## Language Arts Connections:

**2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

c.2 Write summaries that contain the main ideas of the reading selection and the most significant details.

**3. The student will express, communicate, or evaluate ideas effectively.**

d. The student will compose informational text and at least three supporting details. (DOK 3)

f. The student will generate questions and use multiple sources to locate answers. (DOK 3)

## Visual Arts Connections:

**6. Understand the importance of artists in different cultures, times, and places. (History/Culture)**

a. Identify the roles of artist from various cultures, times and places.

b. Identify the ways that artists contribute to the school environment.

c. Recognize the effect of art in the home and the community

d. Know how artists affect the community in which they live (e.g., architects, commercial artists, muralists, industrial designers, landscape architects).

**11. Recognize that visual arts concepts and skills are integrated in other subject areas for use in everyday life.**

a. Identify ways that art, music, dance, and drama are used together in the community.

b. Know examples of various careers that require art training.

**12. Begin to understand ways that major concepts and technologies of the visual arts relate to those in the arts and other disciplines. (Connections)**

b. Know that math, language arts, social studies, and science share concepts with the visual arts (e.g., patterns in visual arts and music).

## Search and Re-search

Take this opportunity to teach your students about the research process and how it relates to the writing process and the art-making process. This could be a unit that involves many of your standards. Discuss the role of an artist and then discuss what makes someone an artist (there is no right answer so allow students to consider multiple possibilities.) Then explain to your students the different types of sources (Primary sources, etc.). Explain that sometimes we read to learn information, but sometimes we can talk to someone to get information. Then begin discussing different types of questions they can ask their interviewee to learn more about being an artist. Contact the Arts Council to schedule a tour of the exhibition when you can meet a DAA artist or schedule one to visit your classroom. Have the students prepare to interview the artist by reading and discussing a biography and/or artist statement by that artist. (Some are included in this guide, but many more are available on the DAA website at <http://deltaartists.com/bios/index.shtml>.) Try to learn about their careers and how they contribute to the community.

## **In the Gallery**

Have your students continue to research in the gallery. Let them choose an artwork by the artist they are researching or have them choose a couple of their favorites. Have them describe what they see in detail. Remind them that they will have to include their descriptions in their article. Explain to them that a good description will create a picture in a person's mind when they read it. While in the gallery have your students share their writing and critique them to make sure they have given enough detail.

## **Publish**

Have your students take their research and write an article for the class "Art News." Be sure to have them include their descriptions of the artwork they saw in the gallery and quotes from their interviews. Assign roles like photographer, editor, graphic artist, etc. to get the job done.

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## Resources:

Interview Lesson Plans- [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=17](http://www.readwritethink.org/lessons/lesson_view.asp?id=17);  
<http://www.lessonplanspage.com/SSLACommunitiesUnit-CommunityInterviews3.htm>  
Creating a Classroom Newsletter-  
<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Newsletter%20Resources.htm>;  
<http://www.colorincolorado.org/article/13285>

# Artist Biographies

## **Kathy Davis Day**

Kathy has been an “arts and crafter” for many years usually painting or revitalizing birdhouses that her Daddy made or cast off furniture that needed a new start in life. It wasn’t until 2007 when she signed up for an art class at the encouragement of a friend that her passion for painting was ignited. She started her work using acrylic on canvas and painting scenes from the Mississippi Delta or items that had lots of character and personality. Making an attempt to try something a little different with acrylic paint in the fall of 2007, Kathy arrived at a technique that she refers to as “striated painting”. Using acrylic paint, she spreads and blends various colors on strips of wax paper. Texture is added and the colors are swirled and blended producing some very interesting combinations. The sheets are hung up to dry. Once completely dry and with an idea in her mind, Kathy begins cutting the colored sheets into irregular strips. Using a decoupage medium, she fixes them to a canvas board. The strips dry for several hours and then are evaluated for the next stage. Using this striated canvas as the background, Kathy begins to paint in objects to embellish or enhance the painting. Trees, barns, fences, even sunflowers may be added to enhance a “landscape”. Koi fish may be added to the mottled blue backgrounds to give the feeling of movement and the flow of water. This technique has been unique to the artist and one that appeals to her original arts and crafter background. Each painting is truly an individual work of art. Kathy’s background is far from artistic in nature. She graduated from Delta State University with a degree in Chemistry and Biology. She graduated from Baptist Medical Center in Memphis, TN, with her certification in Laboratory Medical Technology. She currently works for Siemens Medical Solutions Diagnostics as a technical applications specialist. She and her husband, Kenny, enjoy living on Lake Chicot with their menagerie of rescued dogs and cats.

## **Jamie Tate**

Jamie Tate is an abstract artist residing in Mississippi. Jamie’s seeds of creative inspiration are almost always planted by her observations of the fields, the forests, the people, and the cultures that make up the “Crazy Quilt” of the Mississippi Delta. Landscapes are at the heart of Jamie’s work—her personal interpretation of the Mississippi Delta—evolving over the years from representational work to the contemporary and abstract style of today. Jamie has earned numerous awards for her art and continually presents her works at solo exhibits and group exhibits. She is a founding member of the Delta Artist Association, and has held Board of Director seats on the Greenville Arts Council and the Mississippi Art Colony. She has previously held Board of Director seats for art associations in Texas and Arkansas. Here are some of her thoughts about her art, “I like to think of my works as ‘sophisticated abstract.’ My paintings are explorations of color, lines, and textures—experimentation with the materials and mediums at hand—layering of paints, mediums and glazes, while using tools to achieve texture, richness and depth. The process is as enjoyable as achieving the final result. I like the use of the meandering line to dissect the canvas and divide the space, giving the piece both an aerial viewpoint and a linear one, at the same time. Techniques vary from painting to painting. Some are heavily textured, while others have a smoother surface. All paintings are done in acrylics,

starting with dripping washes and division of space. Layers of color and texture are built with help from tools, pencil markings, and other objects.” (visit [www.jamietate.com/about.htm](http://www.jamietate.com/about.htm) to see some of Jamie’s art)

### **Janice Neill Dean**

Janice Neill Dean is a Delta native who now resides in Brandon, Mississippi. She is a retired educator (former principal of Stern elementary) who now spends her time painting and entertaining her grandchildren. She works primarily as a botanical artist, producing scientifically accurate paintings of flowers and foliage, and often insects.

### **Kay Shropshire Heller**

Kay Shropshire Heller is a delta native who now resides in Madison County. She began her first art classes at Delta State University, and later on transferred to the Memphis Art Academy. There she studied watercolor, oil painting, life drawing, design, pottery and sculpture. Art took a backseat for a while, as she focused on raising her family. In 2004 Kay picked up her palette again and began the re-learning process. Oils remain her medium and she enjoys painting delta landscapes. She strives to paint everyday, and although that goal is not always achieved. There is always a canvas in her home studio and painting is always in progress.

### **Lynda Trammell**

Lynda Trammell was born in New York City and moved to the Delta over 30 years ago. She began painting watercolors seven years ago when she was invited to join an art group in Glen Allan. Since then she has enjoyed attending classes and workshops and learning to express herself through her paintings. She is an elementary school teacher.

### **Richard Dattel**

Richard Dattel was raised in Ruleville, Mississippi. His education early on took him to places far from home, although he came back to the delta to live. In 2001, Richard was taught pottery by Ann Laird Jones, the associate minister at First Presbyterian Church at that time. The church set up an outreach program with its pottery studio, and eventually Richard became the potter in residence at the church. Since then he has taught students from the Sunflower County Freedom Project, the C.A.D.E.T program for kids involved in the juvenile justice system, and many other organizations. Richard focuses on two main objectives when working with his pottery, the first to improve his skills, making his work as pleasant to the eye and functional as a useful item for the owner. The second objective is to provide instruction to students and adults who do not have the opportunity to work with clay as art. Richard’s goal is to try to find something that everybody can do and enjoy, and build self-esteem while doing it.

### **Noel Harris**

Noel Harris, a local attorney, is essentially self-taught and has been painting as a hobby since January 2007. He paints primarily with oil paints in the a realistic style. His favorite subjects are wildlife and landscapes. However, he does enjoy painting all subjects including still-life, waterfowl, birds, flowers and seascapes.