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Contributors:

Author
Melanie Adsit

Editors
Ava Lehrer
Jennifer Dayton
Allison Valchuis

Special Thanks
Shantell Martin

Designer
Kelsey Ford
Dear Educators:

Welcome to the 2018/19 Discover Visual Art & Design season. We’re looking forward to connecting with each of your classrooms this year.

Part of 92Y’s Center for Arts Learning & Leadership, Discover Visual Art & Design invites students and educators to explore the work of world-class artists in class and at specially curated events at the 92nd Street Y.

This season, we are excited to present The Art of the Line with Shantell Martin. Students and educators across the globe will connect with Shantell as she leads an interactive art-making experience in 92Y’s Kaufmann Concert Hall.

Thursday, November 29
at 11am

Enclosed are pre- and post-educational activities designed to support your exploration of Shantell Martin’s work. We hope the activities are engaging and helpful tools to enhance your experience with us on November 29.

Best wishes,

Jennifer Dayton
Associate Director
92Y Center for Arts Learning & Leadership
## Pre-performance Lesson

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>STEPS</th>
<th>SUPPORT</th>
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</table>
| **Just Draw! Shape Transformation Part 1** | • Ask students to look around the room and notice shapes in their environment.  
• Discuss:  
  ◦ *What shapes do you see that make up the objects in this room?*  
• Have students look at one of the works of Shantell Martin (pp. 8-11).  
• Discuss:  
  ◦ *What shapes can you find in her work?*  
  ◦ *What has she transformed these shapes into?*  
  ◦ *What details did she add to transform each one?* |
### ACTIVITY

**Just Draw!**  
**Shape Transformation Part 2**

<table>
<thead>
<tr>
<th>STEPS</th>
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| • Turn to *Just Draw!* Activity Sheet.  
• Ask students to look at box no. 1 of the Activity Sheet.  
• Discuss:  
  ◦ *What does the first shape remind you of?*  
  ◦ *What different things has this shape been transformed into?*  
  ◦ *What details were added to transform the shape?*  
• Ask students to write down one detail that was added to create the new drawing.  
• Ask students to look at box no. 2.  
• Discuss:  
  ◦ *What do you notice about these shapes? What details could you add to transform the shapes?*  
• Ask students to transform shapes in box no. 2 by adding details of their choice.  
• Have students add one word beneath each transformed shape.  
• Ask students to share their transformed shapes with a neighbor.  
• Discuss:  
  ◦ *What do your transformed shapes have in common?*  
  ◦ *How are they different?*  
| ![Just Draw Activity Sheet](image) |
# Post-performance Lesson

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<tr>
<th>ACTIVITY</th>
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<th>SUPPORT</th>
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| **Performance Reflection** | • Discuss Shantell Martin’s presentation at 92Y:  
  ◦ How does Shantell make her art?  
  ◦ What do you remember her talking about while she made it?                                                                                                                                 |         |
| **Just Draw! Line Time Part 1** | • View artwork by Shantell Martin (pages 8-11).  
  • Discuss:  
    ◦ What kinds of lines did Shantell use?  
    ◦ How would you describe these lines and the shapes between them?  
    ◦ What did she transform these lines and shapes into?  
    ◦ What details did she add?  
  • Distribute blank paper and a pencil to each student.  
  • Let students know that you are going to say the names of different types of lines.  
  • Ask students to draw a line that matches the one you describe.  
  • Pass out another sheet of blank paper to each student.  
  • Ask students to choose one type of line, and to draw that line from one edge of the paper to another.  
  Examples of line types include straight, wavy, swirly, wild, sleepy, a line that is “recognizably mine”. |         |
<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>Just Draw!</strong>&lt;br&gt;Line Time</td>
<td>• Ask students to add five additional lines that stretch across their paper in different directions.</td>
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<tr>
<td><strong>Part 1 continued</strong></td>
<td>• Discuss:</td>
</tr>
<tr>
<td></td>
<td>◦ What other types of lines could you add?</td>
</tr>
<tr>
<td></td>
<td>• Ask students to add 5 more lines.</td>
</tr>
<tr>
<td><strong>Just Draw!</strong>&lt;br&gt;Line Time</td>
<td>• Ask students to think back to their shape transformation activity.</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td>• Discuss:</td>
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<tr>
<td></td>
<td>◦ <em>What did you do to the different shapes to transform them in the activity?</em></td>
</tr>
<tr>
<td></td>
<td>◦ <em>What did Shantell do to transform shapes in her presentation at 92Y?</em></td>
</tr>
<tr>
<td></td>
<td>• Ask students to find a shape that is created by the space between the lines they have drawn.</td>
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<td></td>
<td>• Discuss:</td>
</tr>
<tr>
<td></td>
<td>◦ <em>Look closely at your drawing. Look at the spaces between the lines. What types of shapes do you see? How would you describe the shape?</em></td>
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<tr>
<td></td>
<td>• Ask students to transform this shape by adding details.</td>
</tr>
<tr>
<td></td>
<td>• Discuss:</td>
</tr>
<tr>
<td></td>
<td>◦ <em>Choose one shape made by the space between the lines. What does it remind you of? What details could you add to transform it?</em></td>
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<tr>
<td></td>
<td>• Ask students to repeat this process, adding more details of their own choice to transform the shapes and lines in their drawing.</td>
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Support Materials
92Y’S CENTER FOR ARTS LEARNING AND LEADERSHIP (CALL) bridges school-based learning with curated performances, readings and exhibitions at 92Y. CALL creates opportunities for K-12 students to cultivate a global perspective through the arts, nurturing an understanding and appreciation of world cultures and traditions. We are committed to ensuring that the diverse and vibrant talents of CALL students contribute to shaping 92Y’s mainstage and community-based programming.

92ND STREET Y 1395 Lexington Avenue, New York, NY 10128 92Y.ORG