

Humanities Department News

February 13, 2017

New Art Courses:

Two new art courses are being offered at Wamogo next year.

Ceramics is a semester course offered by Ms. Christopher. No previous experience is required. Students will learn to throw on the pottery wheel, and will learn a variety of handbuilding skills. Work will be done as both functional and non-functional pieces. For more information, see Ms. Christopher in room 306 or email her at rchristopher@rsd6.org.

Advanced Photography is for students who have successfully completed Photography. Students will experience underwater photography, night photography including photographing star trails, light trails from cars and other nighttime lights, and moon photography. Students will also photograph with infrared cameras and pinhole lenses. To mix photography with other fine art media, students will also hand-color photographs, create photo collages, and do photo silkscreens. We will also take a step back into the history of photography and develop black and white film, and emulate the shooting style of master photographers. Fashion photography and animal photography are also in the curriculum. Use of Adobe Photoshop will continue to support the photographic work. Mrs. Costa is offering this course in 2017-18. For more information, please see her in room 225 or email her at wcosta@rsd6.org.

Fine Arts Field Trip April 19:

There are still a few openings for the Fine Arts field trip to New York City on April 19. We will be going to the new Whitney Museum of American Art, the Broadway musical "Dear Evan Hansen," and we will have dinner in Times Square at Ellen's Stardust Diner. Cost for the trip is \$150 and includes coach bus transportation, admission to the museum, the Broadway show, and dinner. Students will have to bring extra money to purchase lunch, or bring a lunch that day. For a permission slip, please see Ms. Christopher or email her at rchristopher@rsd6.org.

Scholastic Art Awards:

Two students from Wamogo Regional High School have won honors in the The Connecticut Scholastic Art Awards program. Jacquelyn Weik, a sophomore from Morris won an Honorable Mention for her photograph, "Concert Closeup." Jackie shot this photo at a recent rock concert after she acquired press access to get a more intimate look at the performance. Marina Vlasto of Goshen won a Gold Key for her photograph, "Love Lasts Through Everything." She took this portrait of her parents last spring when she was a freshman taking photography at Wamogo.

Works selected for Honorable Mention are deemed as works demonstrating artistic potential. Works selected for Gold Key awards have attained the highest level of achievement on the regional level. Students who enter the competition are already a select group, as they must be chosen by an art teacher at their school. Each art teacher may select up to five students to enter the competition. At this year's competition, nearly 3,000 entries were submitted statewide with only 575 works chosen for exhibit. From that accepted number, there were 184 Gold key awards, 173 Silver keys, and 218 Honorable Mention awards granted.

Following the close of the Connecticut Regional exhibit, the Gold Key award winners from each region will have their art works reviewed by a blue ribbon panel of judges at the National level in March. The National Jury will select "Gold Medal" National winners and call in their artwork to be exhibited in New York City during June. The National student awards ceremony will be held at Carnegie Hall in mid- June. Selected students will receive an invitation to this National event.

All works were on view at the Silpe Gallery at Hartford Art School through February 3. The students were recognized for their work at a ceremony in the Lincoln Theater at the University of Hartford on Sunday, January 29.

The 26th annual Connecticut Regional Scholastic Art Awards is the largest juried student art exhibition in the state. It is a high level exhibition. As an affiliate of the National Scholastic Art Awards and The Alliance For Young Artists and Writers, the Connecticut region is proud to continue an annual tradition established in 1927. This national program was originated to honor the creative efforts of grade 7 to 12 students in public, private, and parochial schools. It is now the largest and most senior program of its type in the country.

-By Wendy Costa

Social Studies:

AP World History II students have recently completed their World War I projects that focused on specific components of the conflict. Students were to select a topic, such as major battles, trench warfare, PTSD and shellshock, women in WWI, and conduct research to convey the significance of that topic in the scope of the war. Related written responses to provided extension questions were generated as part of the project's completion, as well. In addition to the choice in topic, students were able to choose which format they wanted their final product to be in. Project types such as podcasts, scrapbooks, essays, and manuals assisted in sharing the gathered and analyzed information between student presenters and their classmates in the audience.

-By Patrick Holyst

English:

Students in junior CP English classes are finishing up research on a modern day witch hunt and will be starting presentations. Students researched events from modern society of interest to them and made connections between their event and the themes of *The Crucible*. Students first needed to choose an event that meant the criteria for a witch hunt:

Concern – There must be awareness that the behavior of the group or category in question is likely to have a negative impact on society.

Hostility – Hostility towards the group in question increases, and they become "folk devils." A clear division forms between "them" and "us."

Consensus – Though concern does not have to be nationwide, there must be widespread acceptance that the group in question poses a very real threat to society.

Disproportionality – The action taken is disproportionate to the actual threat posed by the accused group.

Volatility – Moral panics are highly volatile and tend to disappear as quickly as they appear due to a wane in public interest or news reports changing to another topic.

They then began their research in which they were asked to locate five articles about their event and create a presentation to share with the class. Students chose topics such as the Syrian refugee crisis, the Pulse Nightclub shooting, Black Lives Matter Movement, and immigration reform.

The Advanced Placement Language and Composition classes have started their exploration of African American Literature through a short reading of slave narratives. Students were introduced to examples of slave quilts and learned about how these quilts were made. They were each assigned a different slave narrative to read and were asked to draw a square of a slave quilt based on the narrative. Students will put the quilt together in class. In addition to quilt square, students wrote creative responses describing the scraps of material that would have been used to make the square and the significance of the image. This assignment lays the groundwork for the study of *Beloved*, by Toni Morrison.

-By Stephanie Pixley