

Ready to “Dig in?”

How does your garden grow?



Recalling moments and memories through art exploration!

WHO?

- This curriculum may be used by partners in homes, in group residences, or in locations where people gather and form social communities.
- It may be useful to those in early stages of memory loss.
- Topics may be useful to home health care givers, family members, and friends who are searching for activities that can be done together and feel isolation.
- The materials may be adapted to various grade levels through adults.

WHAT?

- Thematic activities rely on the visual arts to focus discussion.
- Themes are introduced through art images or prompts; they promote dialogue. Activity may follow which is structured in steps.
- The “process” of the art activity is more important than the “product.”
- The art making should be playful, non-judgmental.
- The goal is to reinforce memory, see associations, and communicate.

WHERE?

- The participants may work at home, in learning classrooms, or in social groups like churches, resident facilities, etc.
- The art activity outlined on-line may be simple, with common materials. In another forum with many tables, water, etc. an art activity may be substituted which is more complex.

WHY?

- This process has been successful in the Central Minnesota region, the four counties of Benton, Sherburne, Stearns, and Wright Counties.
- This on-line model is being tested.
- The goal is to expand to people who are new to the concept, isolated in their homes, or may not have access to local groups like ART BRIGHT, in Elk River, MN.
- When support groups are not available, we hope to develop on-line partners.

These educational resource materials were created in 2020 by Paula Decker Benfer, artist and art educator, My Cellar Studio LLC.

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Contact the above artist if you wish to use the curriculum resources in this Power Point.

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Put the CD in a
computer to play.

At home: 2 or 3 people could
see the computer screen at
the same time!

In a group residence: many
people could view on a
projection screen.

Care givers will want to become
familiar with this CD before using it
with their loved ones, or clients.

There are *many sections* in this
program on gardens.

You would NOT want to do them
all at once.

Pick and choose areas which might
interest your clients.

Who would want to try this approach?

Who are the folks who work with someone with declining memory?



Groups from resident care

Home care giver and clients



Single friends



Groups with shared concerns



Moms and daughters



People recovering
from strokes



Committed
partners or couples



Teachers and children

Goals & Objectives

- We will look at several examples of art based on a theme.
- We will look for details in the art. (Objective review)
- We will describe the way the art image makes us feel. (Interpretation)
- We will discover a theme in the work.
- We will encourage recall through memory activities. (Related to personal history)
- We will share our thoughts and observations with others.
- We will talk and have conversations to the best of our capabilities.
- We will think about related rhymes, games, and music based on the theme.
- We will be practicing story telling through sensory stimulus.
- We will be inclusive of other cultures and ethnic groups, as themes will relate to all human beings.
- We will share some social time with each other.
- We will be introduced to a hands-on art activity.
- We will be encouraged to create (to the best of our ability) with materials which should be easily obtainable.

Descriptive Review: a method for critique.....how do you look at art and stimulate discussion?

PHASE 1: (Describe)

Study the image before you.

Talk about what you see. What do you notice? What is going on in the work? What details do you see?

In a sense, you are “making a list” or “taking inventory” of what is in the work.

PHASE 2: (Speculate/ Interpret) Support your comments with “evidence” found in the art piece.

If you were to title this work, what might you suggest?

When do you think the artist might have created it? Time period?

What do you notice about the way the artist presents the subject matter?

What “style” of art might have influenced this artist?

Why do you think the artist selected this subject matter?

What questions does it bring up for you as an on-looker?

Speculate about “what do you think the artist is trying to say?”

What can you guess about the artistic training of the artist, based on their style?

ASK STUDENTS TO ADD TO THESE QUESTIONS...WHAT WOULD THEY ASK THE ARTIST IF THEY WERE PRESENT?

PHASE 3: (Response/ Critique/ or Evaluation) Research on the artist or their time period may enhance this phase:

What is your emotional response to this work of art? What do you want to do with that emotion?

What other kinds of subject matter do you think this artist would present?

Why do you think this representation is important to different racial or ethnic artists?

What do you think the artist is trying to “get” or illicit from the viewer?

How did the medium the artist chose for the idea, contribute to the mood and quality of the “message?”

What ideas do you have which would respond to the ideas presented by this artist? Use what medium?

***The following, slides are shown to you as 2 printed images
of 7 different ART MASTERWORKS:***

1. You will look at the first image carefully. Look for all kinds of details, things you NOTICE.
2. Then go to the second image of the same masterwork, but you will have some **questions** to help you NOTICE MORE.
3. You may like some subjects of paintings more than others.
You pick and choose which ones to spend the most time.
Maybe the questions will help you like the art work more than at first glance. So it is up to you....

Maybe you could do one a day for a week!

This method of looking is called *DESCRIPTIVE REVIEW*...it is explained in the next slide if you want to learn more.

It helps people SLOW DOWN and really LOOK.



Mary Cassatt



OBSERVING:

- *Who are the characters here?*
- *What is happening?*
- *What kinds of colors did the artist use?*
- *Describe the location of the scene.*
- *What objects are in the image?*

INTERPRETATING:

- *What is the relationship of the people in the image?*
- *What are the people doing to occupy their time?*
- *How do you think the people are enjoying this place?*
- *What sounds do you think might be heard in the background?*
- *What smells might be present in this location?*
- *Why do you think this spot was chosen for resting?*
- *What time of day do you think it is?*

What questions do you have?

What do you think is the title of this story or image?

Can you tell me about a place you like to sit outside?

Who do you like to have sit with you when you are able to go outdoors?

What time of day is your favorite time of day to sit outside?

What kinds of things did you do as a child when you were playing outdoors?



Grant Wood

OBSERVING:

- *What kinds of buildings are present? Count them.*
- *What is happening to the landscape?*
- *Describe the location of the scene. What different levels do you see?*
- *How many people are there? What are they like?*
- *What activities are taking place?*

INTERPRETATING:

- *What season is being depicted? What time is it?*
- *Who are the people acting out different kinds of tasks?*
- *What is the purpose of their work?*
- *Describe the location of the image. What were the clues?*
- *What can you tell about the climate or the weather?*
- *Why do you think this work being done is important?*

Did you ever use a shovel? What were you doing?

Did you ever pin something to a clothesline? What?

Who do you think might come out of the house?

What would they say to the people who are working?

What would you put in this kind of soil?

Do you think these people are neighbors?

What would the neighbors talk about at the end of the day?

What do you think might happen in the building in the background?



Grant Wood

Claude Monet



OBSERVING

- *What do you see in this garden?*
- *How has the owner created a path for movement?*
- *Can you identify any plants or trees?*
- *What can you say about the artist's style?*
- *What can you say about the artist's color choices?*
- *What objects are in the garden?*
- *Describe the water in the picture.*

INTERPRETATING:

- *What season is being depicted? What time is it?*
- *Why do you think the artist built a bridge? Does it have a style?*
- *What can you tell about the climate or the weather?*
- *What would you expect to smell or hear in this garden?*

Where do you think this path goes?
Who would you expect to meet on the path?
Who do you think takes care of this garden?
Where would a visitor want to stand to observe birds?
What kinds of birds might live in this garden?
This artist painted the SAME view of this garden, over and over. Why do you think he did that?



Claude Monet



James Tissot



James Tissot

OBSERVING

- *Who is in the garden? How are they dressed?*
- *Describe the setting the people are using?*
- *What are the people looking at?*
- *What do you notice about the colors?*
- *What objects are in the picture?*
- *Describe the water in the picture.*

INTERPRETATING:

- *What season is being depicted? What time is it?*
- *Why do you think the people are grouped as they are?*
- *What can you tell about the climate or the weather?*
- *What conversations do you think the people are having?*

Who might be waiting for someone?

What might that person be thinking while they wait?

How do you think these people know this garden?

How did they find the garden?

What did the people have to do to be ready to enjoy the garden today ?

What day of the week might it be?

What kinds of animals might enjoy this water?

How would the people share with animals who lived in this garden?



Carl Larsson



Carl Larsson

OBSERVING

- *Describe the room.*
- *How is the room being used?*
- *Describe the person in the room?*
- *What do you notice about the colors?*
- *What objects has the artist placed in the room?*
- *What time of day do you think it is?*
- *Describe what is growing.*

INTERPRETATING:

- *What job is the person doing?*
- *Why do you think there is only one person?*
- *What kind of day does it look like outside?*
- *Can you guess who might be in the next room?*

What do you think the child is thinking?

If someone is in the next room, what might they be saying to the child?

Who do you think will walk into the room next?

How did the plants get into this room?

Why would someone want a plant inside?



Grant Wood

OBSERVING

- *Describe the setting of the people in this picture?*
- *What tools do you see?*
- *What do you notice about the colors?*
- *What actions are going on in the image?*
- *Can you describe the location or scenery?*

INTERPRETATING:

- *Why do you think this person is working so hard?*
- *What can you tell about the climate or the weather?*
- *What do you think this person might be thinking?*
- *Why do you think the artist made things look so neat?*

Where do you think this home is?

How can you tell other people might live here too?

What kinds of things are being grown in this garden?

What looks like it is ready to be picked?

What will be done with the vegetables?



Grant Wood



Andrea
Kowch

OBSERVING:

- *What do you see happening here?*
- *Describe the people in the picture?*
- *What kinds of animals do you see?*
- *What objects are in the picture?*
- *What actions are taking place?*

INTERPRETATING:

- *What is the weather like?*
- *Why do you think the people are grouped as they are? What time is it?*
- *How do the people and the animals act toward each other?'*
- *What conversations do you think the people are having?*

How do you think these people know each other?

Why are they out in the open?

What do you think the figures are looking at?

What do you think the figures might be ready to say to each other?

How does this picture make you feel?

What do you think is over the hill?



Andrea
Kowch

Some artists create in gardens, using nature!

Dale Chihuly adds things.

Patrick Dougherty builds things.

And *Andy Goldsworthy* uses
nature as he finds it.

Dale Chihuly is an artist who blows glass into shapes. He uses bright colors to contrast with the real plants in gardens. He mixes art and nature together.

His glass shapes are inspired by nature. What do they look like to you?



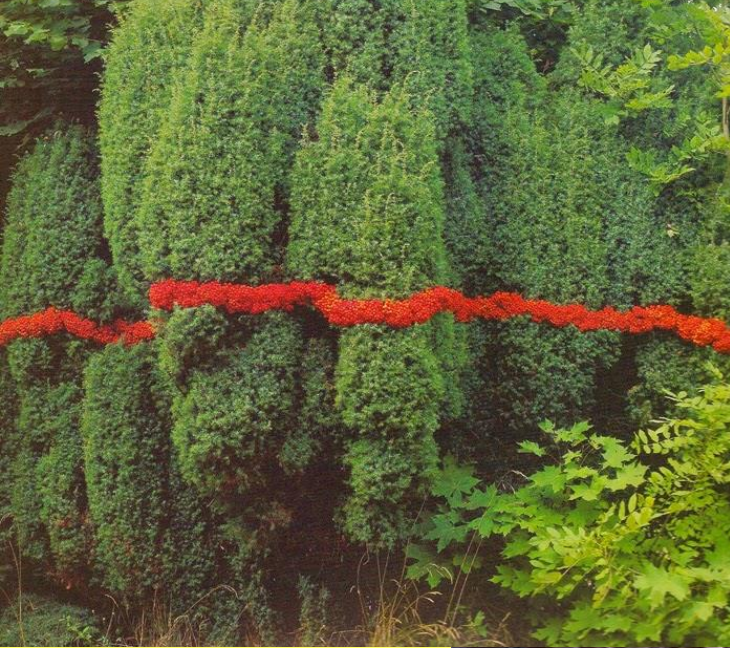


Patrick Dougherty uses vines and sticks to build his ideas. He weaves them together with the help of volunteers. When the structures are done, people can walk in and out of the art!

Dougherty builds in large public gardens. When the seasons change, sometime the vines take root and grow into something new!

(He has worked at the U. of Minnesota Arboretum.)





Because his art may not last forever, he does photographs of it. Both events are his art.

Goldsworthy works alone, or he may work in public gardens or arboretums.

Be careful!
Don't step on the art!



Andy Goldsworthy works in nature with rocks, leaves, twigs, ice, and water. He wants you to find his art when you are walking in public gardens.

Which new artist did you like best?



Dale Chihuly
who uses glass?



Patrick Dougherty
who uses vines and sticks?



or Andy
Goldsworthy who
uses nature's shapes?

Can you tell me WHY you liked their art?

Practice making up a story from the following pictures, and share your story with your friend:



Examples of: Stories About Gardens

- “To keep the rows in the vegetable garden nice and straight, we put sticks at the end of the rows. We tied a string to each stick and made a hoe line straight by following the string.”
- “I liked to help Grandma and Grandpa dig up the new potatoes. Grandpa turned them over with a shovel, Grandma would shake off the extra dirt from the potatoes. I would run between rows. I picked them up and carried the potatoes to the bushel basket Grandpa put in my red wagon at the end of the row. I liked to count the potatoes until the number got too big.”
- “My mother was very proud of her garden. We children were not allowed into the rows unless we had permission. I usually was barefoot and liked to leave tracks as she hoed the soil over. If Mother wanted some time to herself, she would pretend to not hear us when we were standing on the edges asking her permission to enter the rows.”
- “My grandpa had a cherry tree in his yard. He covered it with netting until the cherries turned red. We picked the cherries together. He was on a ladder, and I handed him clean paint buckets. Grandma added lots of sugar and made cherry cobbler.”
- “When we were making dinner for men working in the fields, Mom told me to go to the garden, “and cut the biggest cabbage.” I thought she said, “biggest cabbages.” I cut ALL of them and piled them in my wagon. They rolled off on the way back to the kitchen. Mom was shocked and frustrated! On top of feeding hay men, we had to make sauerkraut with all of the cut cabbages! They nicknamed me the “little cabbage picker.” **YOUR TURN...now:**
- *Describe a garden, an orchard, or a place you grew plants? What did you grow?*
- *What tools did you use? What clothes did you wear?*
- *Do you remember a person or people in a garden? What were you doing or celebrating there?*
- *Do you remember going to a nursery for plants or to a farmer’s market in the fall? What did you buy there?*
- *Did animals come to the garden? Did they eat anything?*
- *What sounds and smells do you remember?*









STEPS:

**To Plant
A
Garden**



“Check the phases of the moon.”

“Wait until the ground thaws.”

“Don’t plant until after “Mother’s Day.”

“Consult the FARMERS’ ALMANAC.”

**What kind of advice would you listen to
before you planted your garden?**



Seed
store



Seed catalogs

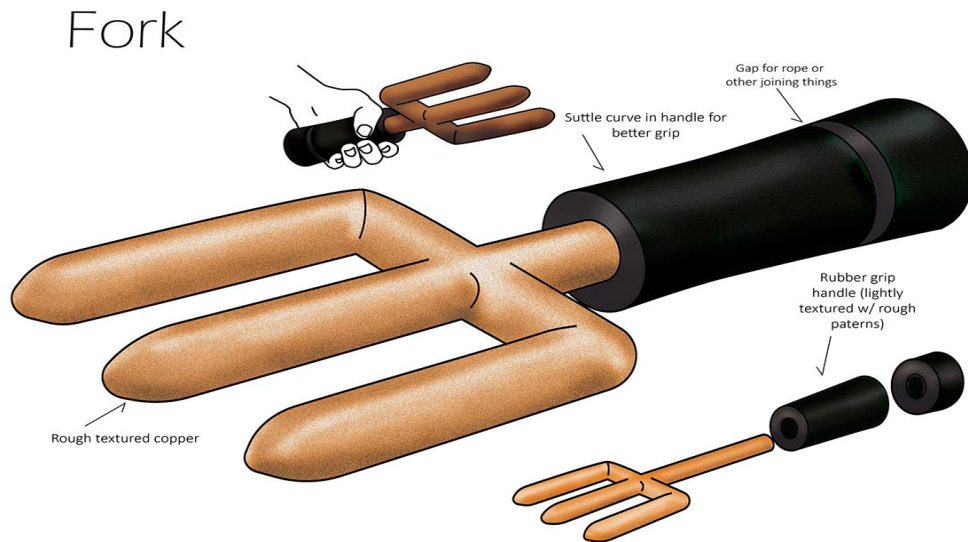
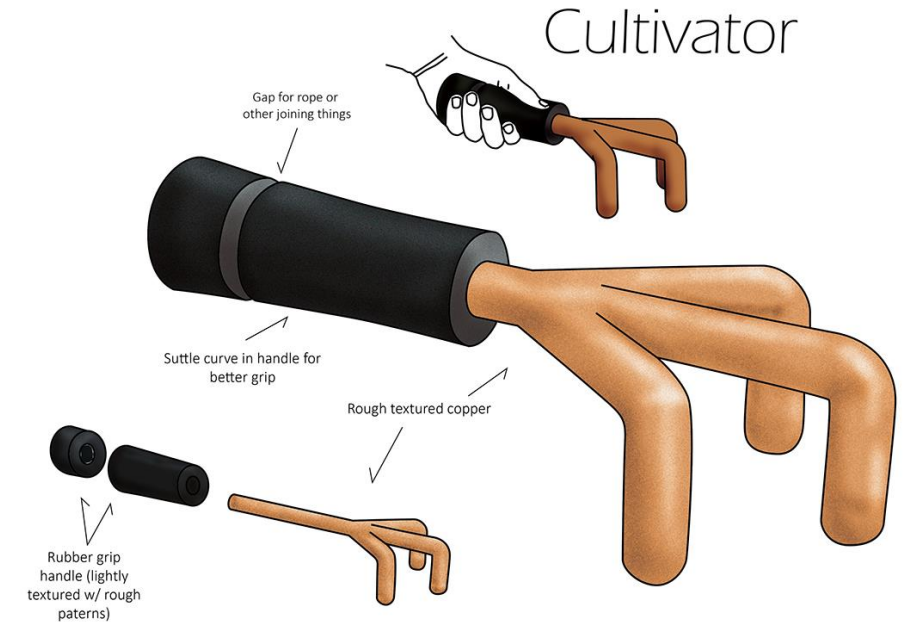
Where did you get your seeds?

Did you make a “planting map” for your garden?



Did you go to a garden market?

What are some of the ways you see people carrying their plants?



What kind of tools did you use in the garden?

**What did you wear in the garden?
on your head.....on your feet.....over your hands**



**What do you find
in the soil when
you turn it over?**

**Where will you
plant:**

**A pot on a window
ledge?**

**A big pot on the
front step?**

**A square box for a
whole garden?**

**A field for planting
pumpkins?**



Add some mulch.



Don't forget your hat and gloves.

Protect your knees!

Set your plants in rows.





Hoe the weeds.



Water your plants.



When the time is right, you can harvest!

Can you name the vegetables and fruits in the pictures?

**What
can we
do in a
garden?**

**Who would you walk with in
this garden?**

Can you smell anything?

What sounds would you hear?





Why do children like gardens?

What are the children doing? What do they hold?

Who did you take into a garden?

What did you talk about?





What kind of flower is the child touching?

Why does the child have on sun-glasses?

Which season do you think this is? Why?



What are these people doing in the garden?

What part of their body did they put in the air?

Which color mat do you like best?

How can neighbors use gardens?

What is shared?



Where do you go to get your garden plants?

When do you go get your plants?



**What flowers do you buy to
decorate your house?**



What did these people do in the garden?

How do they feel about having sunshine on this special day?

Why is one girl holding flowers? Can you find more flowers on the bride, and on the groom?





How are these people getting exercise?

Where could you sit if you just wanted to watch?

What kind of bike is the child riding?

What does the adult need to put on her head to be safe?



Gardens are for everyone to enjoy and have a job.

What are these people doing?

Who is rakeing?

Who is planting?

Who is sorting?

Who is picking flowers?





Why are this man and child having so much fun?

What kind of bird is at the feeder?

What are the birds seeking?

What color is the feeder?

What sound to their wings make?





What do you think is going on in the shelter?

What do you think the people are listening to?

What kinds of seats are the people using?

MN. Arboretum



Did you ever go on a walking tour in a garden?

Who were you with?



What do these creatures want? Why are they so friendly?

Why is this box out in the garden?

What is this person trying to gather?

How are they being careful?



What are all of these people doing in the garden?

Who is comfortable in the swing?



Who is drinking coffee and reading?



Who is resting in a hammock?



**At the MN
Arboretum you
might be surprised
by this.**

**What sound will you
hear?**

**Will you stop to
listen for other
sounds? Like what?**



What are these people doing?

On what are they sitting?

What kinds of food did they take to their picnic?



**Famous
Gardens**

**& Their
Keepers**

This is a famous flower garden in Washington, DC.

The President of the United States uses it.



**Do you see flowers or flowering trees
you can name?**



The White House Garden is named after this flower.

What is it called?

Each wife of the President adds special varieties of this flower to the garden.

Do you recognize the former First Lady on the right?

What color is her rose?

Hint: Her first name is Laura. Her last name is a plant.





Do you know who is teaching children how to plant healthy foods?

This vegetable garden is at the White House, in Washington DC.

The former first lady is Michelle Obama.



This famous woman has lots of formal gardens.

Who is she?

She has garden parties for everyone. Why does she share the garden?



**This is the famous
HUNTINGTON
gardens in
California.**

**What kinds of
plants grow in
this garden?**

**Why isn't the
gardener
watering the
plants?**





**This is a famous arboretum
in the “North Star” state.**

Have you ever visited?

Why is a bench on the path?

**Sometimes there is art in the
garden. What insect
inspired the large sculpture
behind the bench?**

**If you have not visited the
MN Arboretum, have you
gone to an arboretum or a
botanical garden?**

Where did you go?

**NAME THE
“CRITTERS”
IN THE GARDEN!**









**Name things
You'll find in
A garden.**









Have ever visited a garden like these?

- Following are gardens from **many cultures & locations**.
- You might like to talk about “reporter questions” like:
 - Who** planted a garden like this?
 - What** makes it unusual?
 - Where** do you think it is found?
 - When** did you travel to a garden like this?
 - Why** do you think it is planted like it is?
- Perhaps these gardens will help you **remember**:
 - Events** you attended in gardens.
 - Times** gardens provided rest or entertainment.
 - Places** you walked, or people you were with.
 - Trips** you took to other states or countries.
 - Generations** who planted gardens.

ENGLAND



Can you find any plants you know?

How do you get out of the maze of bushes?

FRENCH countryside





SRI LANKA

JAPAN



Did you ever feed fish?

These are Coy.



JAPAN

This is a ZEN garden made of rock and plants.

Patterns are raked in the rock.





**SOUTH
AMERICA**

BRAZIL

IRAN





GERMANY

Who cut the bushes?

CONTINENT OF AFRICA



What are the shapes in the garden?

They are made from dry plants. What's inside?





Be careful in this desert garden! Why?

AMERICAN SOUTHWEST

**NATIVE
AMERICAN
DESERT CORN**



SWEDEN





Italy



**AMERICAN
SOUTH**

**What kind of
plants grow in
water?**



Why do people share space?

Where is this garden?

Who works in the garden?





**Find the places
you might rest in
this city garden.**

**How would you
share it with
your neighbors?**



AMERICAN CITY

Gardens of the rooftops.

Gardens on the sides, hanging on!



Well that is funny too!

**Why would this
garden surprise
people?**





**Can you see a plant
you can name?**

**What is the
weather?**

**In a noisy city,
what would you
do here?**

**Can “you dig” the
Following rhymes ,
games & poems?**

We Have a Little Garden

We have a little garden,
A garden of our own,
And every day we water there
The seeds that we have sown.
We love our little garden,
And tend it with such care,
You will not find a faded leaf
Or blighted blossom there.

By Beatrix Potter



Name the famous
rabbit who lived in
Beatrix Potter's
garden!



Answer:
Peter Rabbit

**Five garden snails
Sleeping in the sun,
Along comes a (yellow) bird,
And flies away with one.**



**Four garden snails
Sleeping in the sun,
Along comes a (blue) bird,
And flies away with one.**

*(Continue with Three garden snails; Two
Garden snails; One garden snail. Change color
of bird each time.)*

To plant a
GARDEN
is to believe in
TOMORROW



- Audrey Hepburn

Garden Sanctuary

You who walk,
Maybe with troubled thoughts,
Come, enter here and rest;
And may the sweet serenity of growing things,
And the heavenly peace
Be mirrored in they soul.

-Doxis M. Palmer



**I THINK that I shall never see
A poem lovely as a tree.**

**A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;**

**A tree that looks at God all day,
And lifts her leafy arms to pray;**

**A tree that may in Summer wear
A nest of robins in her hair;**

**Upon whose bosom snow has lain;
Who intimately lives with rain.**

**Poems are made by fools like me,
But only God can make a tree.**

Kilmer



Let's do something together!

A creative activity follows here!



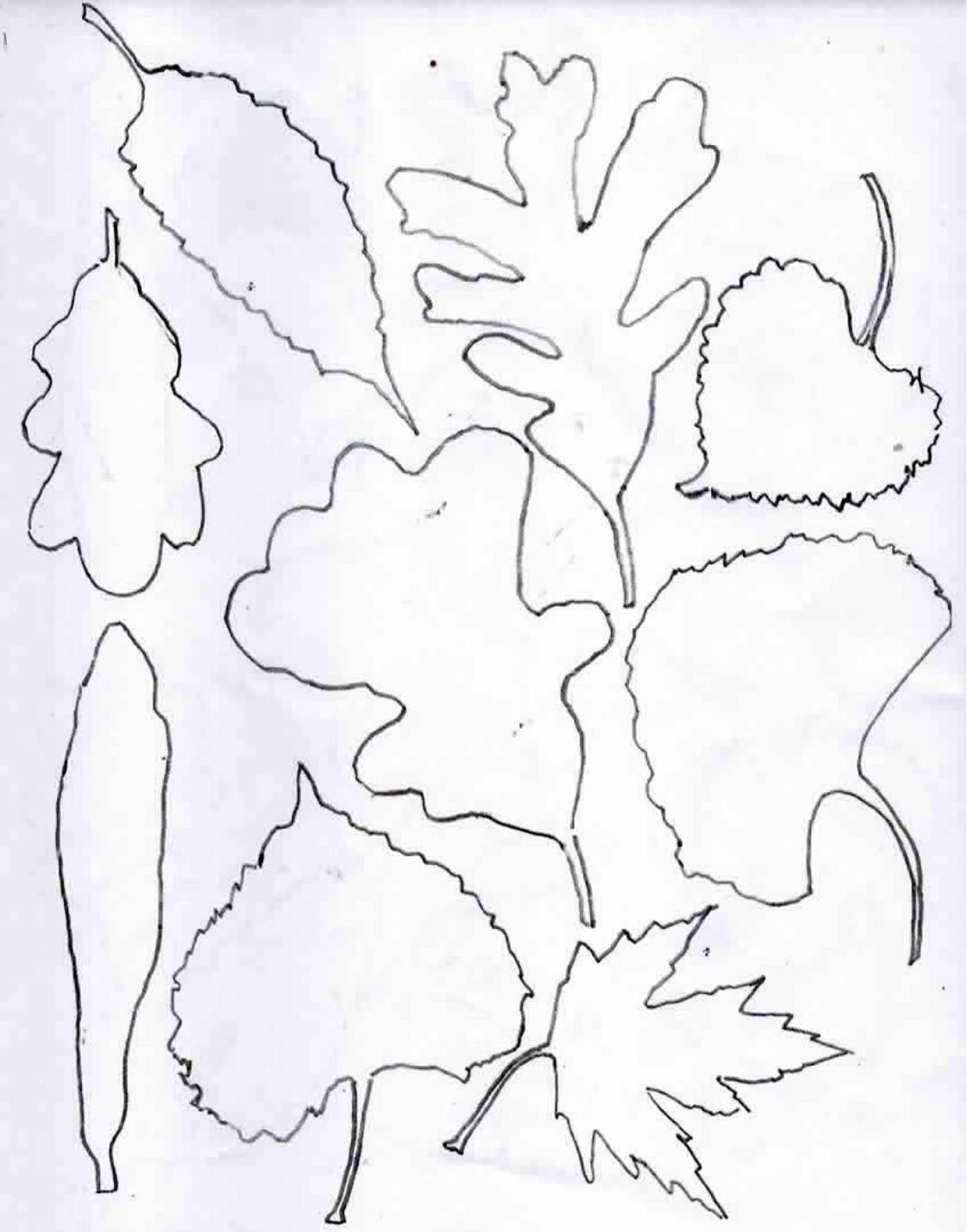


You can create an art piece inspired by the artist

Andy Goldsworthy.

He created this piece in the ground, in the forest.

He used real leaves and thorns. Then he photographed his creation.

**GATHER:**

Colored paper
An old file folder
Backing paper
Glue stick
Scissor
Round pan to trace
Pencil

*Before starting look
through the art activity for
hints on supplies.*

STEP ONE:

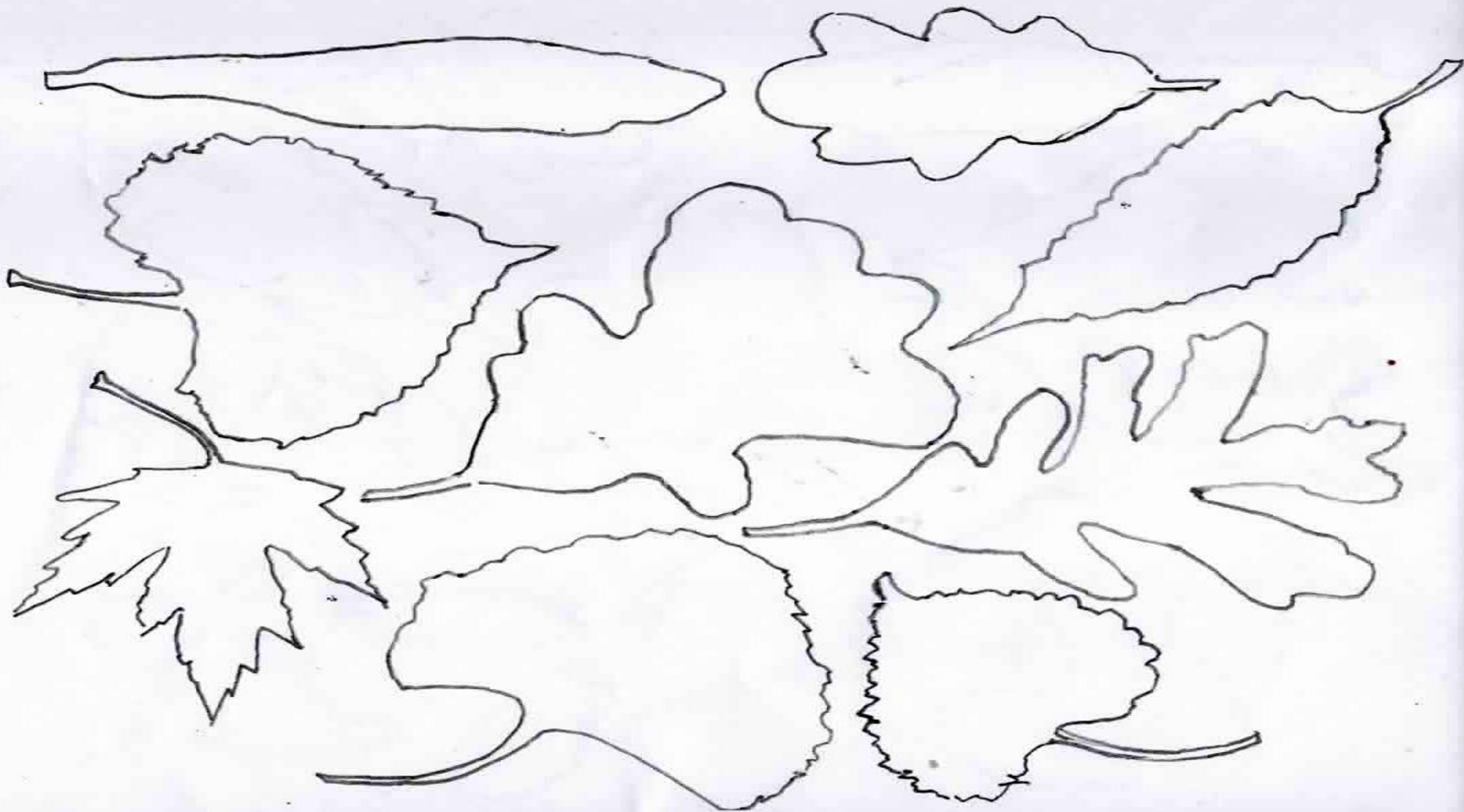
You will need some leaf patterns:

I made mine like real leaves. I picked leaves outside and traced around the shapes.

You might also use a “Tree guide” book to look at pictures.

Or do an internet search. You can find patterns on the internet if you search using the words:

images of contour patterns of leaves





STEP TWO:

Cut some patterns you will be able to trace around. I used thin cardboard.

You might have index cards, or an old file folder to use. That is a good weight for a pattern.

When you have the leaves cut out, you will be ready to trace them.



STEP THREE:

Trace only one kind of leaf on the same color of paper. You might use construction paper, colored computer paper, colored wallpapers, or scrapbooking papers.

Then you will cut out all your paper leaves. I don't like going too slowly, so I fold the paper and cut out two at a time.

Remember use one leaf per color:

Example:

Oak leaves cut only from red

Maple leaves cut only from yellow

Willow leaves cut only from green

Etc.



STEP FOUR:

Here are all my leaves after tracing the pattern and cutting each color.

Next, I will need a large paper to glue my design.

Try to find a paper that you can cut into a large square. You could cut up a brown paper bag, use a strip from a roll of wallpaper, or use pretty gift wrap.

I would cut the paper 20 x 20 inches or bigger. Just make sure it is square.



STEP FIVE:

I had a nice flat paper bag, so I used it.

I cut it apart and placed it flat.



STEP SIX:

I looked in my kitchen for something round that was almost as big as my background paper.

I found a pizza tray to lightly draw around with my pencil.

You might have a mixing bowl or something else round too.

(The paper may not look square here because of the angle of my photo, but it is 20 x 20 inches.)



STEP SEVEN:

I started my design by laying out one type of leaf kind of like clock numbers.

If you lay out the 12 and 6, and then the 3 and 9 positions first, you can fill in.

They may or may not overlap, but decide how you want to place them, and then use a glue stick to fasten them to the paper.



STEP EIGHT:

I next placed a leaf and color I liked.

It is ok to overlap if you want to.

I like to place the leaves and plan before I am ready to glue the next color.

Notice that I am working from outside to the inside. I am working inward with my design.



STEP NINE:

Now I am adding brighter colors.
I tried things out by placing; then I
glued.

I like the stems in the center.



STEP TEN:

Ok, now I added dark green.

I still like my stems and the points on the outside ring.

I could use the same shapes and come up with hundreds of designs.

Each person will have their own ideas. That is OK.

Don't force, encourage.



STEP ELEVEN:

My final design has orange Maple leaves in the center.

Imagine what it would look like if I had used wrapping paper as my large backing paper.

I can still see the line I made around the pizza pan with a pencil



FINAL STEP:

I just erase the line I don't want to show.

I like to sign and date the art work I make.

It would be fun for you and your art, partner to have a picture of the two of you working together.

Each of you will have your own art work, each different, to trade, or to hang up as a remembrance.



I hope you found some of these images, prompts, and activities helpful in stimulating long term memory.

I hope it was easy to divide the program up into segments, so you were not overwhelmed and were able to revisit sections.

More than anything, I want you to feel supported as you move through this long journey.

Joyful moments are still ahead of you!

Thank you for trying this out. I would be grateful for any comments. Contact me at:

mycellarstudio@gmail.com

Paula Benfer



Dear friends,
Please consider this a personal invitation to attend ART BRIGHT with us when health concerns are lifted. Watch the Union UCC website for updates. We would love to have you participate!

Or, if you prefer, contact the artist to schedule programing which may better suit your needs.

www.mycellarstudio.com

Or

Mycellarstudio@gmail.com






If this Power Point was useful to you, please share it with others dealing with aging, or perhaps, with memory loss.

Paula Benfer

ART BRIGHT

Art Bright Site



-  **Encourages community**
-  **Allows care giver to relax**
-  **Breaks isolation**
-  **Stimulates memories and conversations**
-  **Provides enjoyable art making at skill level**

Paula Benfer

Artist & Certified Teacher

Assisted by trained volunteers

FOUR SESSIONS OFFERED

Tuesdays 10 AM – 12 Noon

See back side of this ad for
session dates

Host Location:

Union Congregational UCC
1118 4th St. NW, Elk River, MN

Fully accessible and open to all!

To register, call or email:

Union UCC at 763-441-1203

churchoffice@elkriverucc.org

The memory loss participant is accompanied by a spouse, a son or daughter, a loved one, sibling, etc. Or, they may be joined by their home health-care provider or clinician.



This activity is made possible by the voters of Minnesota through a grant from the Minnesota State Arts Board, thanks to a legislative appropriation from the arts and cultural heritage fund.