



# Grab your hat & Let's Go!



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 is simple, with common materials, suitable for home. In another location 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.

[mycellarstudio@gmail.com](mailto:mycellarstudio@gmail.com)

**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

Teens helping loved ones



Grandparents  
With Grandkids



Friends or neighbors working together

# 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?

**It's a good idea for each student to take notes/ or have one student step forward and record a list for the whole class.**

## 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 may be important to different racial or ethnic groups?

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 8 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.  
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.**



K Meredith



K Meredith

### **OBSERVING:**

- *Who are the characters here?*
- *What is happening?*
- *Describe the clothes they are wearing.*
- *What objects seem to be in the location?*
- *What actions are taking place?*

### **INTERPRETATING:**

- *What has brought the people together?*
- *How does the boy feel?*
- *What is the lady doing?*
- *Why do you think she is dressed like this?*
- *Look at their body language. What kinds of feelings do these people have for each other?*

***What questions do you have?***

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

***What smells can you imagine you can sense from the image?***

***Do you have a story about a medical visit?***

***Do you have a story about an older person you admired?***

***Do you have a story about someone who cared for you?***

Rembrandt van Rijn



## **OBSERVING:**

- *Describe the clothes this person is wearing.*
- *Describe the colors the artist has used in the work?*
- *What is the person doing in this image?*

## **INTERPRETATING:**

- *Why do you think this person is the only thing in the picture?*
- *What feelings is the person communicating?*
- *What kind of a person do you think is modeling?*
- *Why do you think the model is dressed like this?*
- *What do you think the model is looking at?*

***What questions do you have?***

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

***When do you think the image may have been created?***

***Why do you think the model wanted a portrait painted?***

***What do you think about the artist's skills?***

***What kinds of materials were used to create this hat and cloak?***

***Do you remember a fancy hat? Why did you wear it; where were you going?***



Rembrandt van Rijn

Mary Cassatt





## **OBSERVING:**

- *Describe the person in the picture?*
- *What is the person doing?*
- *Describe the clothes they are wearing.*
- *Where do you think the person is located?*
- *Describe the person's body language?*

## **INTERPRETATING:**

- *How does the model feel about posing?*
- *What do you think the model is thinking about?*
- *What relationship would the model have to the artist?*
- *Why do you think the artist dressed the model this way?*

***What questions do you have?***

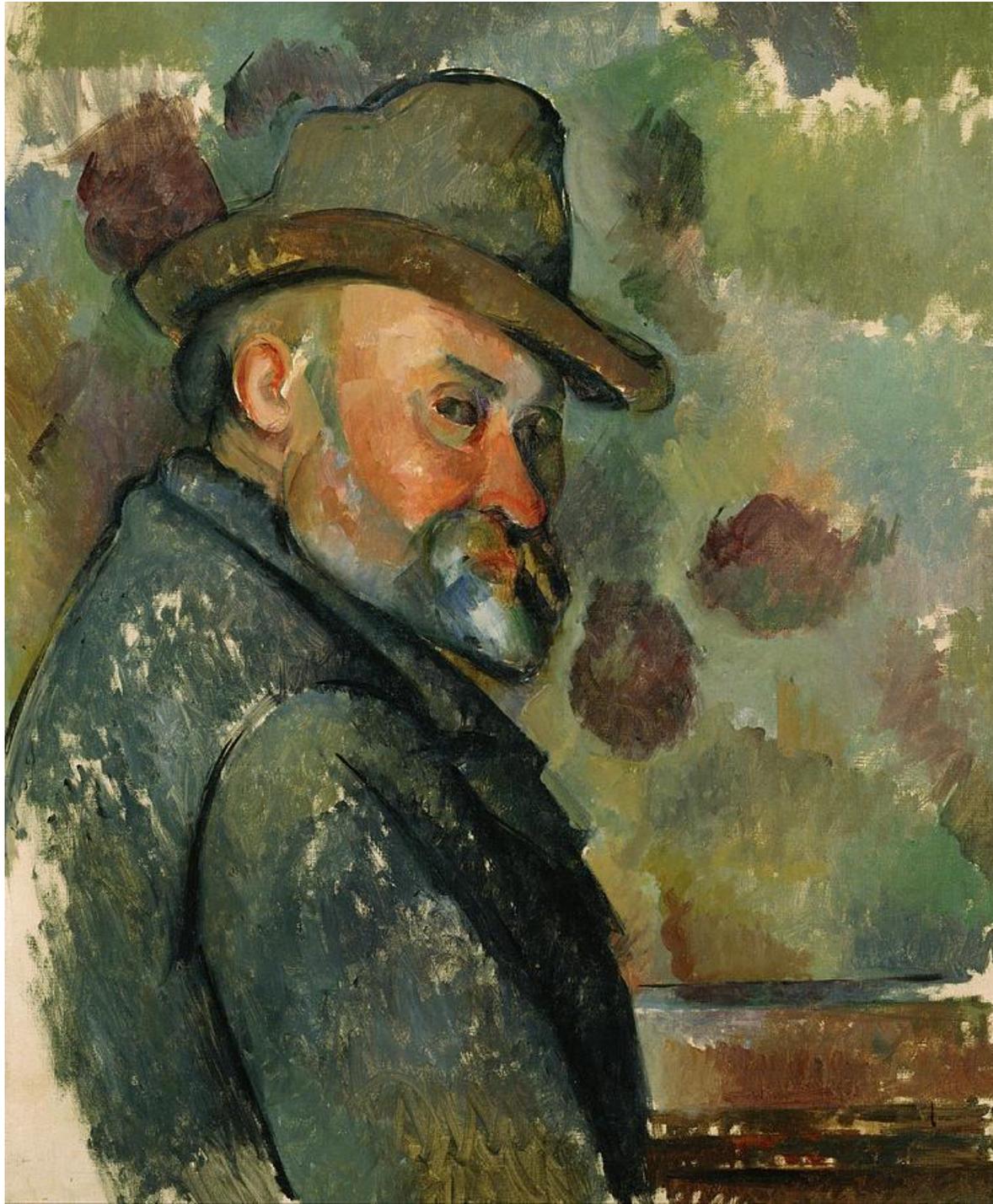
***What do you think is the title of this story or image?***

***Describe the personality of the model?***

***Do you remember being told to do something you did not want to do?***

***Do you remember having to wear something that you did not like?***

***What will the model do when she is told that posing is over and she may go?***



Paul Cezanne



Paul Cezanne

### **OBSERVING:**

- *Describe the man in the picture.*
- *What colors does the artist use in the painting.*
- *Can you describe the clothes the model is wearing?*
- *How has the artist positioned the model?*
- *Where has the model been told to look?*

### **INTERPRETATING:**

- *How do you think this man feels about modeling?*
- *What do you think has caught the man's attention?*
- *Where do you think the man has been?*
- *Where is he? What is the season or weather?*
- *Describe the model's body language?*

***What do you think the model wants to tell us?***

***Take a guess, what would the man's personality be like?***

***How do you think his body would react after sitting like this posing for a long time?***

***When he is allowed to move, what will he say to the artist?***

***Do you have a story about an older person you remember wearing a hat?***

Gregory Mortenson



## **OBSERVING:**

- *Describe the man in the picture.*
- *Tell me about the landscape the man occupies.*
- *Describe the sky.*
- *What kind of garments are being worn?*
- *From what are the clothes made? How are they designed?*

## **INTERPRETATING:**

- *What do you think the person is doing?*
- *Why do you think the person is dressed like this?*
- *What is the weather like? What season is it?*
- *Where do you think this scene is taking place?*
- *How does the person feel?*
- *What do you think the person is thinking about?*
- *Why do you think this person is alone?*

***Do you think the artist is outside with the model?***

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

***How would your body feel if you were here with the model?***

***Do you have a story about being outside alone?***

***What do you think is on the person's mind?***

***How does this picture make you feel?***



Gregory Mortenson



Edgar Degas



Edgar Degas

### **OBSERVING:**

- *Describe the location in this image.*
- *Describe the figure and her actions.*
- *What materials have been used to create the objects?*
- *How are they displayed?*
- *What kinds of colors did the artist use in the painting?*

### **INTERPRETATING:**

- *What do you think this piece is titled?*
- *How do you think the artist feels about his subject matter?*
- *When do you think this painting was created?*
- *What kind of work does the main character do?*
- *Look at their body language. What kinds of feelings does the woman have for her work?*

***What is a milliner? Do we have milliners today?***

***Why do you think the artist chose this scene to paint?***

***What kinds of shoppers would come into the milliner shop?***

***Do you remember women wearing fancy hats?***

***What were they doing? What occasions required fancy hats?***

Diego Rivera



## **OBSERVING:**

- *Describe the scene?*
- *What is the model doing?*
- *Describe the clothes the model is wearing.*
- *What objects seem to be in the location?*
- *What is the body language of the model?*

## **INTERPRETATING:**

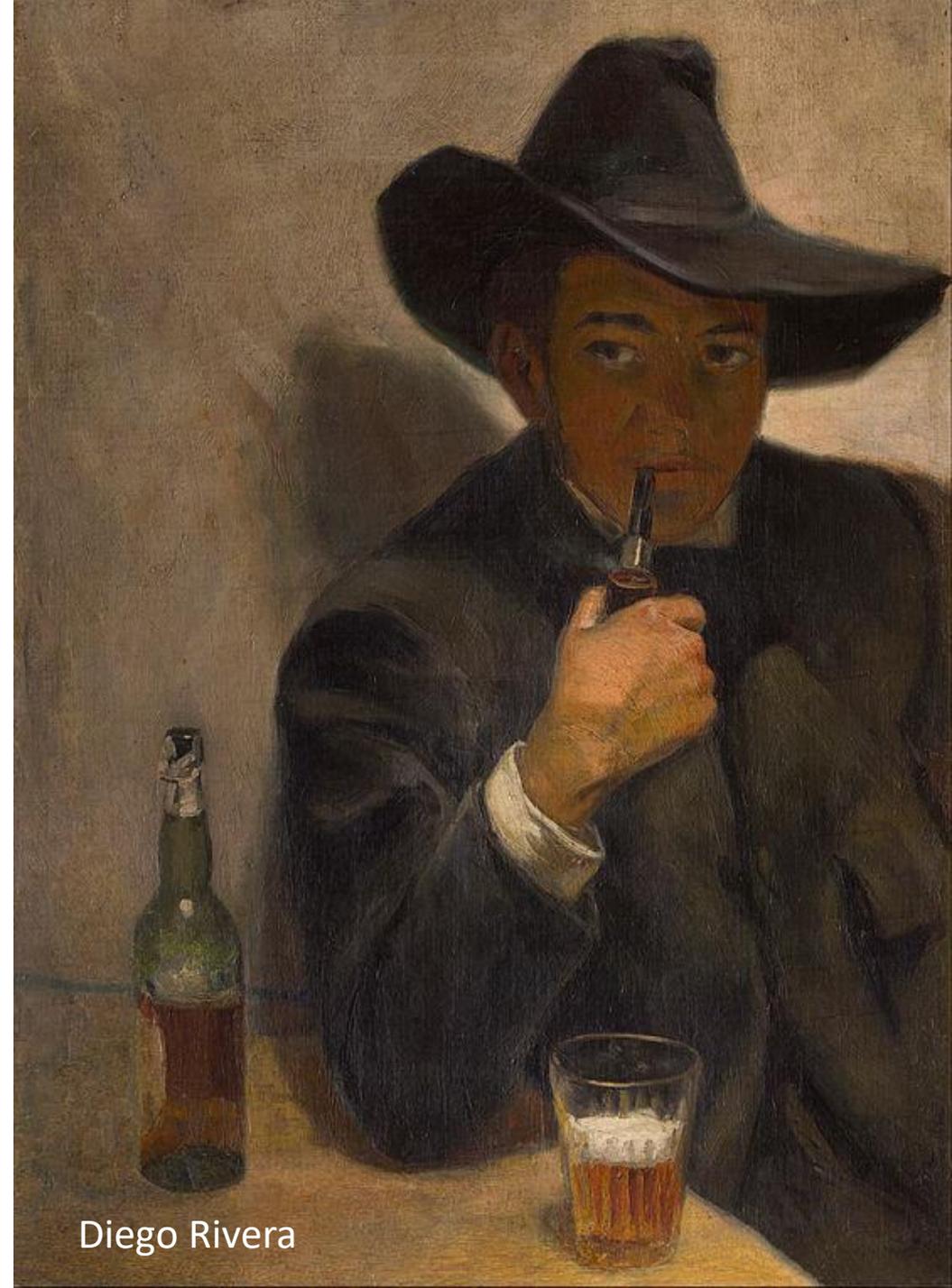
- *What has brought this person to this location?*
- *Why would this man pick this kind of hat?*
- *What do you think of his manners?*
- *What kind of personality do you think he has?*
- *What do you think he is thinking about?*
- *What might he be looking at?*

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

***What smells can you imagine you would smell in this location?***

***Do you have a story about people coming together in a place like this?***

***Why do you think the artist chose this man as his subject for the portrait?***



Diego Rivera



Jean Cook



Jean Cook

### **OBSERVING:**

- *Describe the clothes the person is wearing.*
- *What objects seem to be in the location?*
- *What is the person's body language?*
- *What kind of hat is worn by the figure?*
- *What kind of colors did the artist use for the picture?*

### **INTERPRETATING:**

- *What does the person in the portrait communicate?*
- *How long do you think the figure has been sitting?*
- *Why do you think the figure needed to wear a hat?*
- *What do you think the figure wants to tell the artist?*
- *What do you think the figure will do when the artist tells the model they may now get up?*

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

***What sounds do you think you might hear in the background?***

***Do you have a story about people coming together when they were wearing hats?***

***Do you remember anyone teaching you manners***

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













# Stories about HATS:

- Every Easter I would get a hat to go to church in my Easter outfit. My mother had a “paint by number” set spread on the desk. I smelled the paint and touched it. I loved the slippery feeling. Panic set in soon. I didn’t know how to get it off me. I saw my white Easter hat and thought, “I wonder what it would feel like if I put it on the white straw hat.” So I smeared it on the hat. My mother was FURIOUS with me; I went hatless!
- My father wore a railroad style hat when he did chores in the cow barn. He had it washed so many times that it was soft. When he milked the Holsteins he put the milking strap on his head over the hat. He balanced the strap there and his hat got squashed.
- Every farmer I knew had hundreds of caps. They had sport team caps, and seed corn hats from every seed company in the Midwest. My mother stored them in one of Dad’s cream cans on the porch. She got tired of stooping to pick them up.
- In high school we thought we were the height of fashion if we wore hats like Jackie Kennedy. Our favorites were pillbox style.
- Once my mother’s friend wore a hat to church with a veil that went under her chin and tied behind her head. She thought she was so glamorous, but she forgot she had it on. She blew her nose through the veil and had to sneak out of church!
- **YOUR TURN...now:**
- ***Describe a hat you remember? What did you do in your hat? How did you come to own the hat?***
- ***What kind of special hats did you wear for a sport? Did you ever lose your hat? Do you remember someone because of the kind of hat they wore?***
- ***Can you tell me about a department store you remember? Do you remember trying on hats there?***
- ***Do you remember wearing a hat on a vacation? Did you wear different hats for different weather?***

# HATS From Other Cultures

- The following slides have hats from other cultures. Are you able to tell which cultures they represent?
- Look at the hats and make a list of the materials that were used to make them. How were they built?
- What materials were used as decoration?
- When the weather or season changes, how does that change the hats you wear?
- Which hats look the most comfortable?
- Which hats would last the longest?
- What do you think people do who wear these hats?
- Can you think of other questions?
- How are men's hats different from women's hats or children's hats?



Netherlands



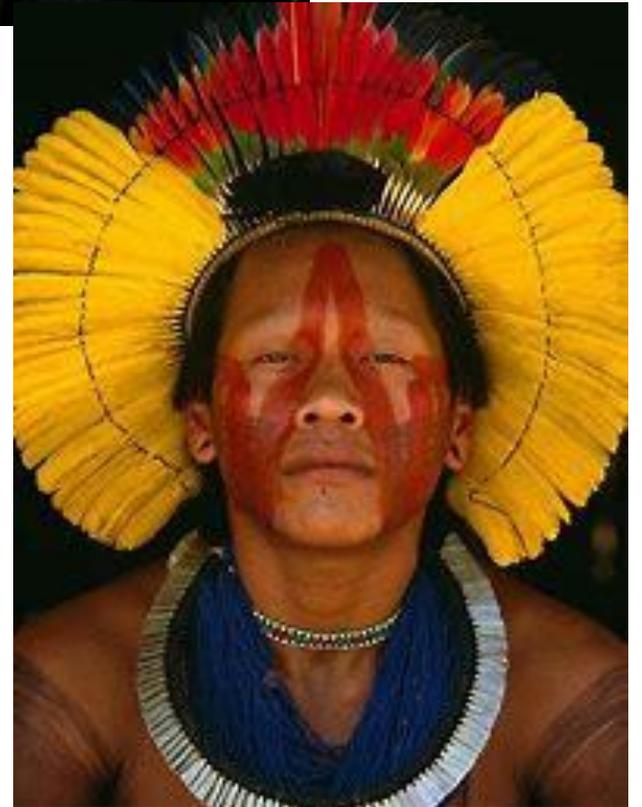
Nigeria



Conservative  
Islam



United States Catholic



Amazon Rainforest

Germany



USA



Greek



Vietnam



Mexico

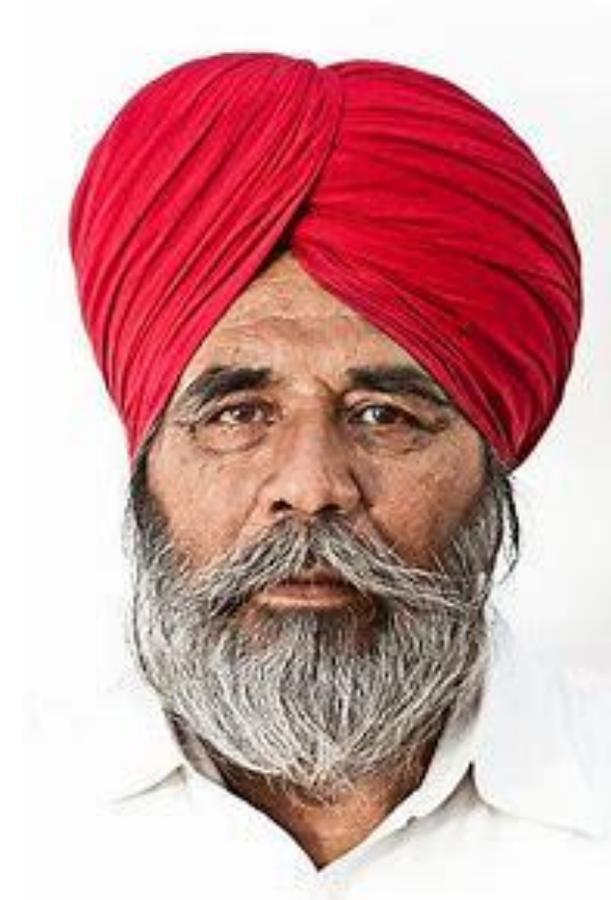




Native  
American



Palestine



Sikh



Chinese



Sami People of  
Northern  
Norway,  
Sweden,  
and Finland



Inuit People Northern Arctic

Do you remember any  
SONGS about Hats?

# The Cat in the Hat Song

Tune: The Addams Family

The cat in the hat  
snap! snap!



The cat in the hat  
snap! snap!



The cat in the hat  
The cat in the hat  
The cat in the hat  
snap! snap!

He causes so much fun  
But when the fun is done



You will be the one  
To send that cat away!



The cat in the hat!

# Children's Winter Song: Warm Clothes For When It Snows

(Tune of "The Farmer in the Dell")



My hat goes on my head,  
My hat goes on my head,  
Warm clothes for when it snows,  
My hat goes on my head!



My scarf goes round my neck,  
My scarf goes round my neck,  
Warm clothes for when it snows,  
My scarf goes round my neck!



My gloves go on my hands,  
My gloves go on my hands,  
Warm clothes for when it snows,  
My gloves go on my hands!



My boots go on my feet,  
My boots go on my feet,  
Warm clothes for when it snows,  
They hold my body heat!



Lyrics by Storytime Sprout  
More at [storytimesprout.com](http://storytimesprout.com)! :)



Click on the Links Below .....Enjoy the Music or sing along!

[My Hat It Has Three Corners](#)



[Mexican Hat Dance](#)



[In Your Easter Bonnet](#)

Islam



Christian



Orthodox Judaism

Where are these people?

What are they doing?

Why do they cover their heads?



Judaism

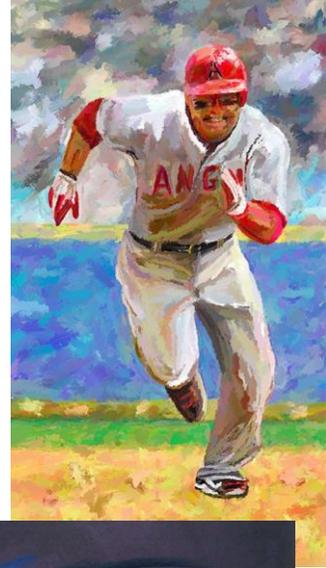




Different sports need different hats.

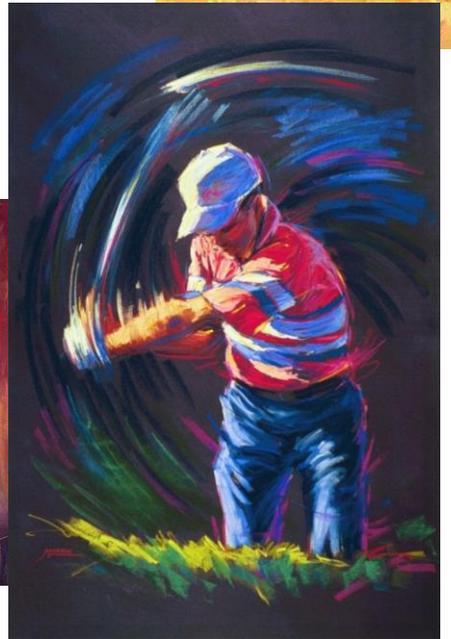
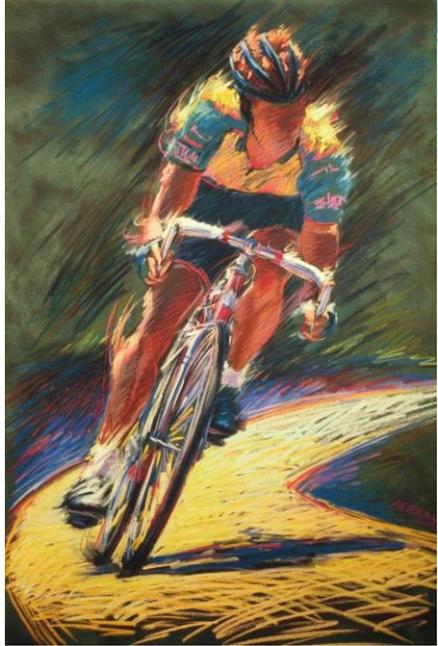
What sports do you see here?

How are the hats different?



Are you a fan? What team do you like?

How do you show the team you are on their side?





Can you guess who is wearing this hat?

How do you know it is a “special” hat?

Why would it make the lady tired?

Where do you think she keeps her hat?

Do you know the name of this hat?

What kind of people wear a hat like this?

How does it fit in the box?

Which USA President liked this hat best?





Who would have had hats like these?

From what were they made?

Why would the hats on the right need such big “bills?”

*Did you ever sing a song called:  
“Davey Crockett?”*

*Did you ever read,  
“Little House On the  
Prairie?”*





Describe the hats the babies have.

How do you think they were made?

Who do you think made them? Why?

What is this boy doing?

What do you notice about his hat?

Why do you think he wears it this way?





What is the woman on the left trying to teach the boy?

Why do you think men remove their hats?

Why do they hold it over their hearts?

This tradition goes back to knights lifting their helmets in honor of the king. It revealed their eyes, and it showed they were loyal if they held it close to their chest.



In 2017 women all over the USA marched wearing hand knitted hats.  
Why do you think they were pink?  
Why did they want to look so similar?  
How do they look like an animal?



These are graduation hats.



Do you know the name of this one?

What is the tassel all about?



Swedish graduation hats.



These are hats for people who are graduating from universities.

They are “doctors” of learning.



Europe

What do you think the nurse on the left is thinking about?

Why would she be sitting down?

From what do you think her hat is made?

How is her hat different than the nurse on the right?

What is the nurse by the patient doing?



*A nurse's cap or nursing cap is part of the female nurse's uniform, introduced early in the history of the profession. The cap's original purpose was to keep the nurse's hair neatly in place and present a modest appearance. Male nurses do not wear caps. In some schools, a capping ceremony presents new nursing students their caps before beginning their clinical (hospital) training.*



What is this person above wearing on their head?

What do you think she is going to do?

Who is she trying to keep safe?

How does the hat make everyone safer?

Here are **two different kinds of jobs**.  
Both people must be **SAFE**.

Why do the people below wear these covering on their heads?

What are they going to do?

Where would they be doing their jobs?

What will they do with their hats when they are done?





Where does this man work?

What is his job?

Why would he wear this hat?

A chef's hat is officially called a toque, Arabic for hat. There are many stories about the invention of the chef hat which go far beyond keeping hair out of the food.

These people have different jobs, but they both work where it is **HOT**.

The original American fire helmet was created by a New York City luggage maker who was also a volunteer fireman in the 1830s, seeking a better design more tailored to the unique requirements for firefighting than the "stovepipe" "helmets" then in use.

What is the job of the man running from the fire?

What does his hat do to keep safe?

How does the hat help the wearer to breath better?





How do these hats protect the workers?

What will happen if the men swing the steel beam they are carrying around?

What are they making?

What will happen if something falls on these men?

From what material do you think the hats they are wearing are made?

Can you tell what they are pouring?





What kind of hats are pictured here?

Which one would keep a sailor dry?

Which one would hide a soldier?

Which ones would everyone need to salute?

Which one could "fly?"



Look at these soldiers. How are they the same?

How are their hats very different?

Why do they have a hat on for their portrait?

How are their uniforms decorated?



Describe the hat on the right.

Why do you think it is white?

Why do you think it has a veil?

Where do you think she will be going?

Who will be there ?

How will they feel?



Describe the hat on the right.

Why do you think it is black?

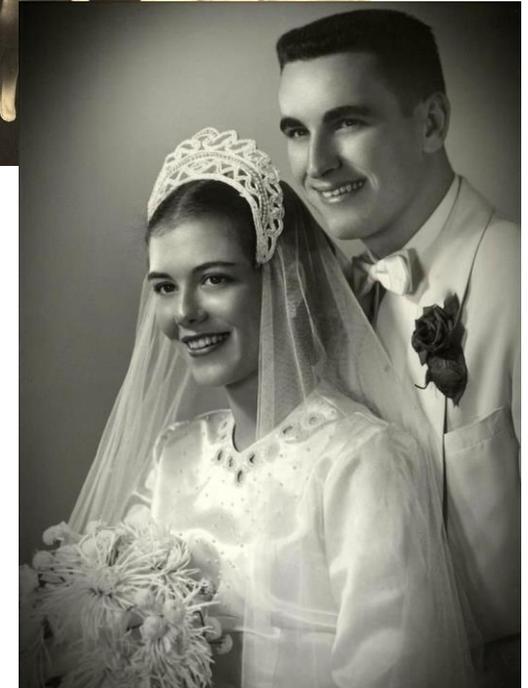
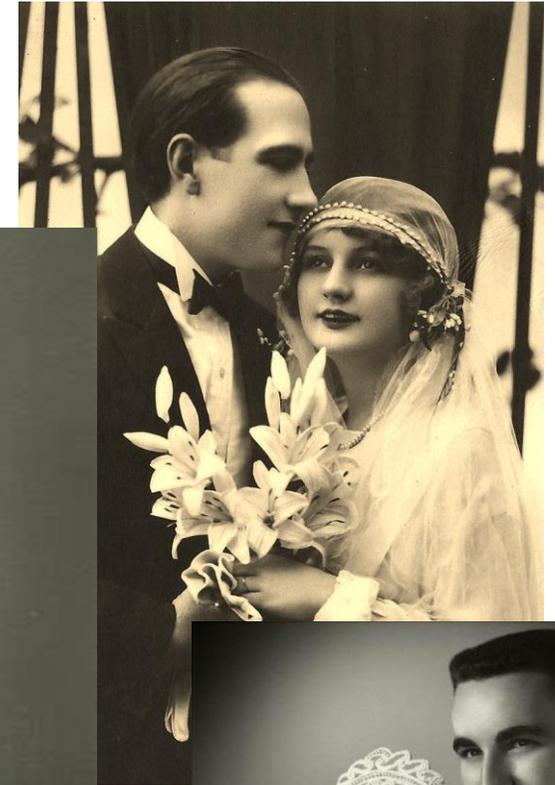
Why do you think it has a veil?

What do you think she is looking at?

Do you know who she is? How do the people feel?



© Getty Images



Compare and contrast these hats.

What would you choose?

Pick some hats YOU like!

Do they have names?

Which ones are comfortable?

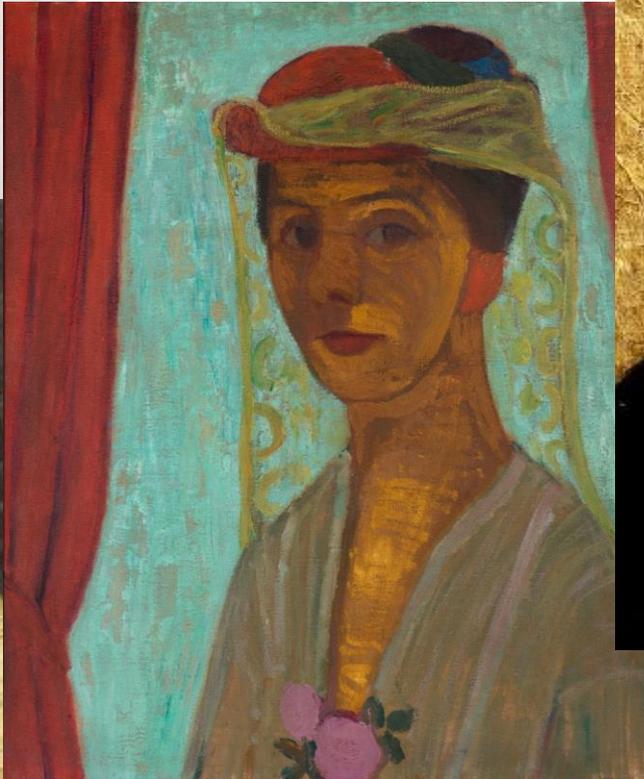


Which hats are  
“fancy?”



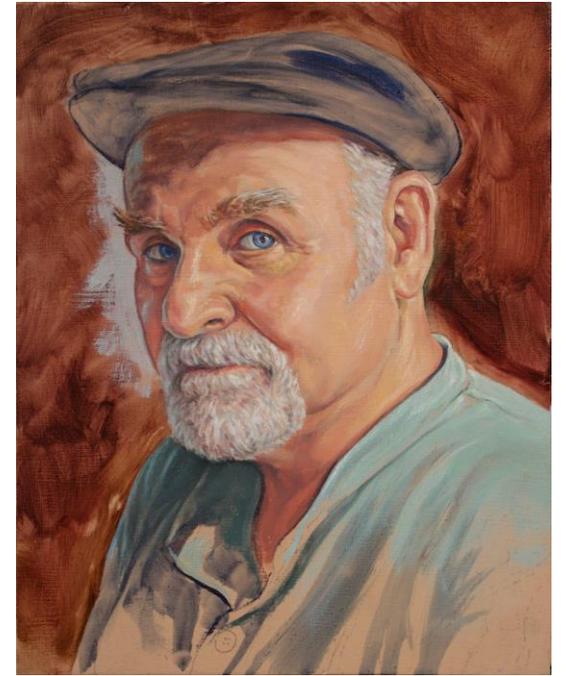
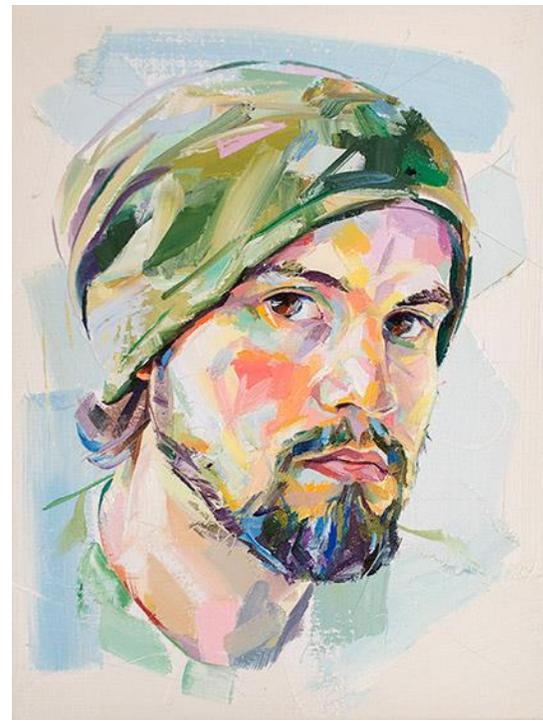
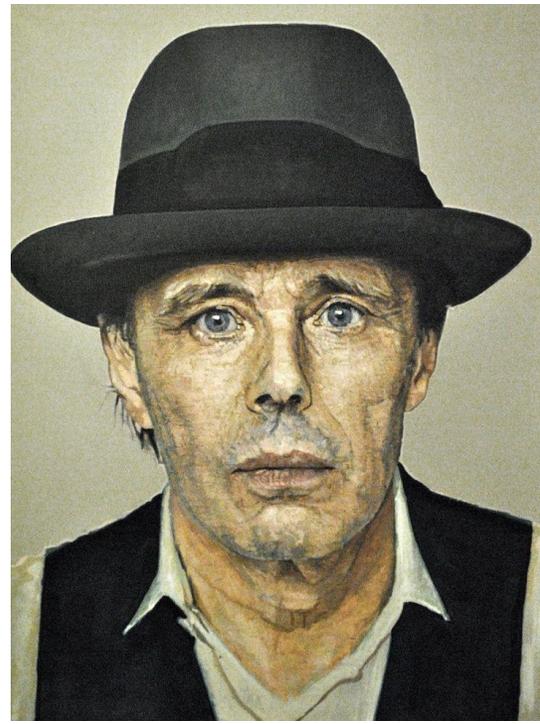
Which hats cost  
the most  
money?

Which hat is  
modern?

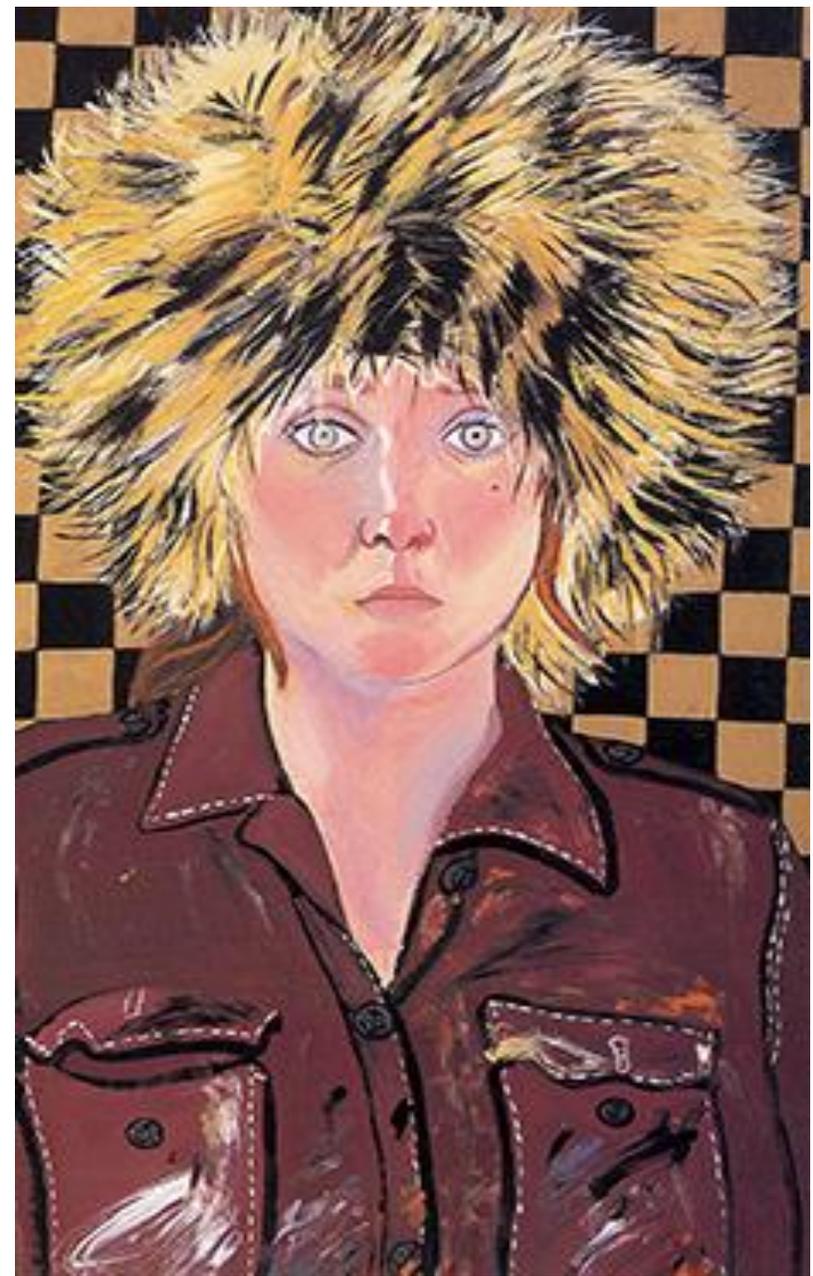


How do the ladies feel in their hats?

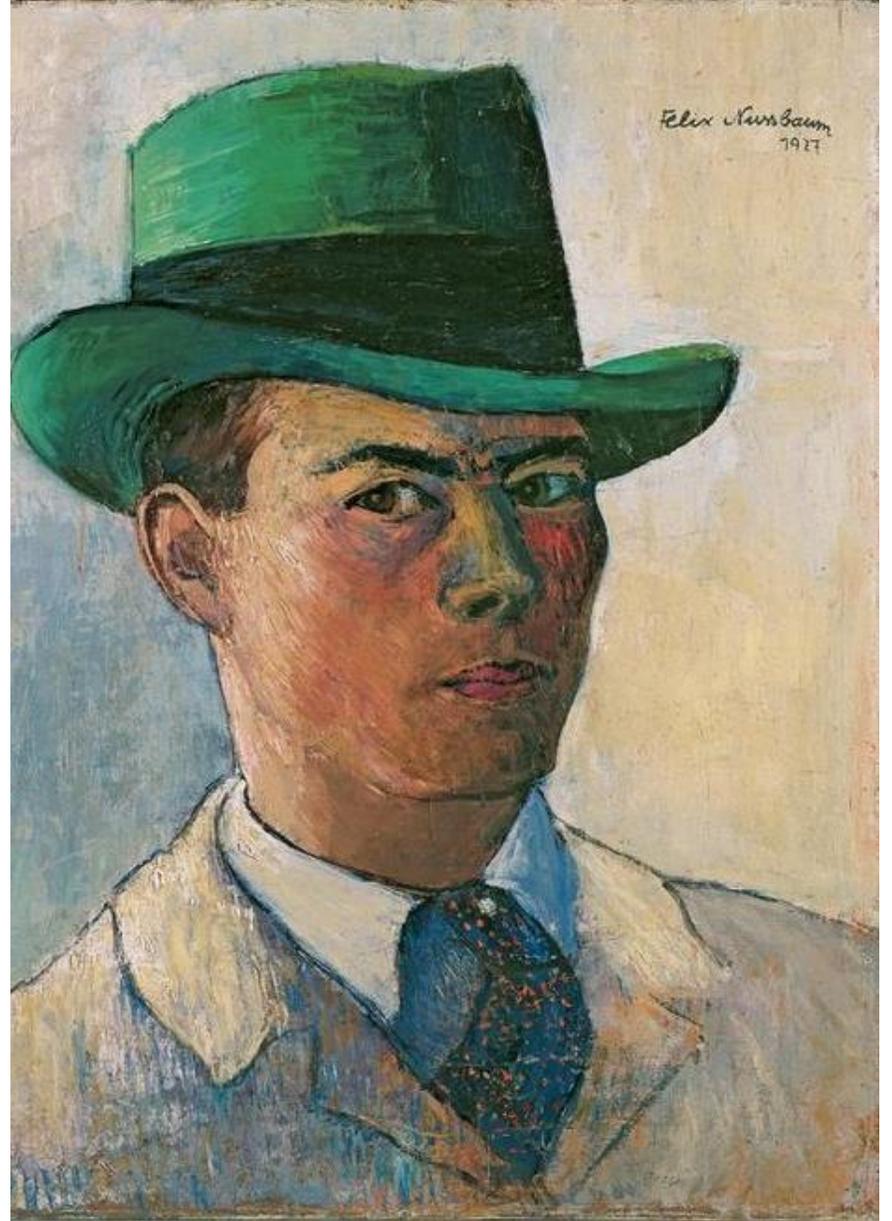




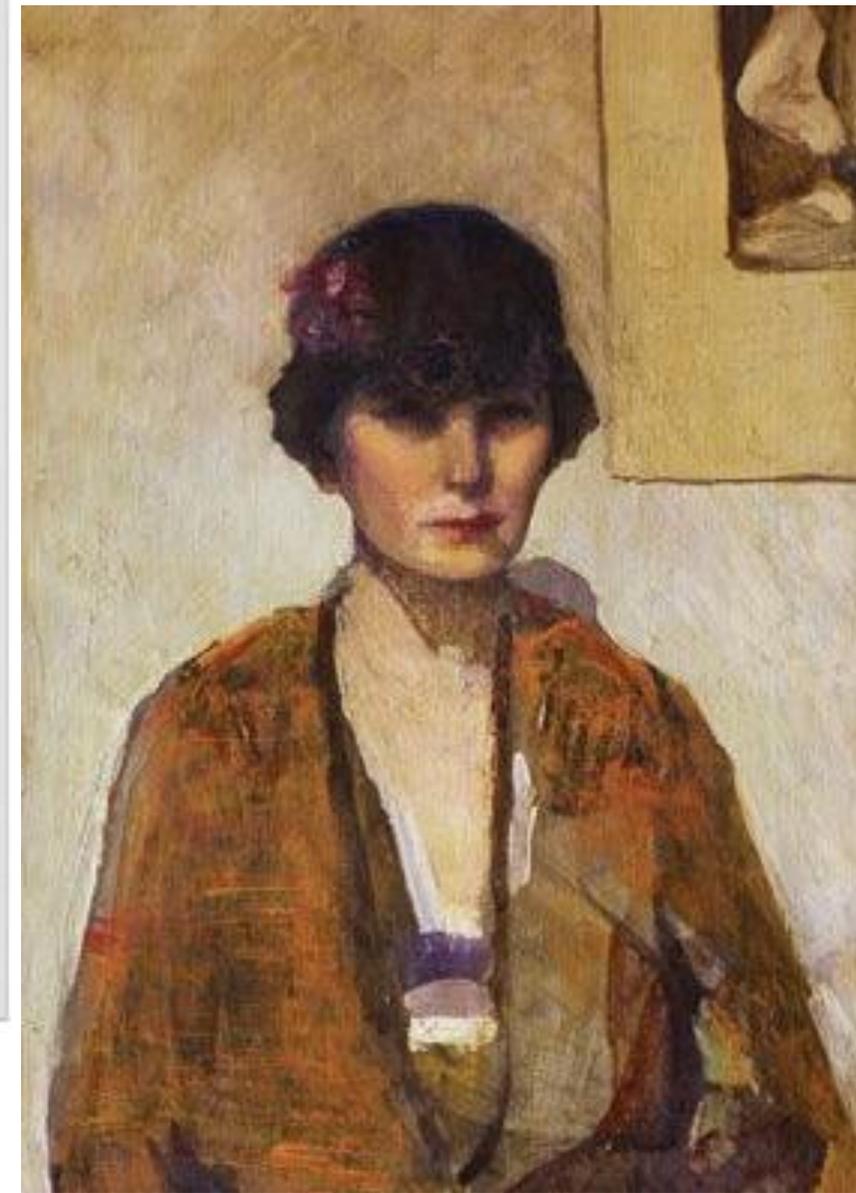
How do these men FEEL in their hats?



Where do you think the ladies are going in their hats?



What do you think these men are looking at? How do they feel?



What do you think these ladies are looking at? How do they feel?

# Let's do something together!

*A creative activity follows here!*



## STEP ONE:

Gather  
Glue  
Paper  
Pencil  
Magazines  
Scissors? (perhaps)

Tear out magazine pages which have a generous amount of a color you will want to use.



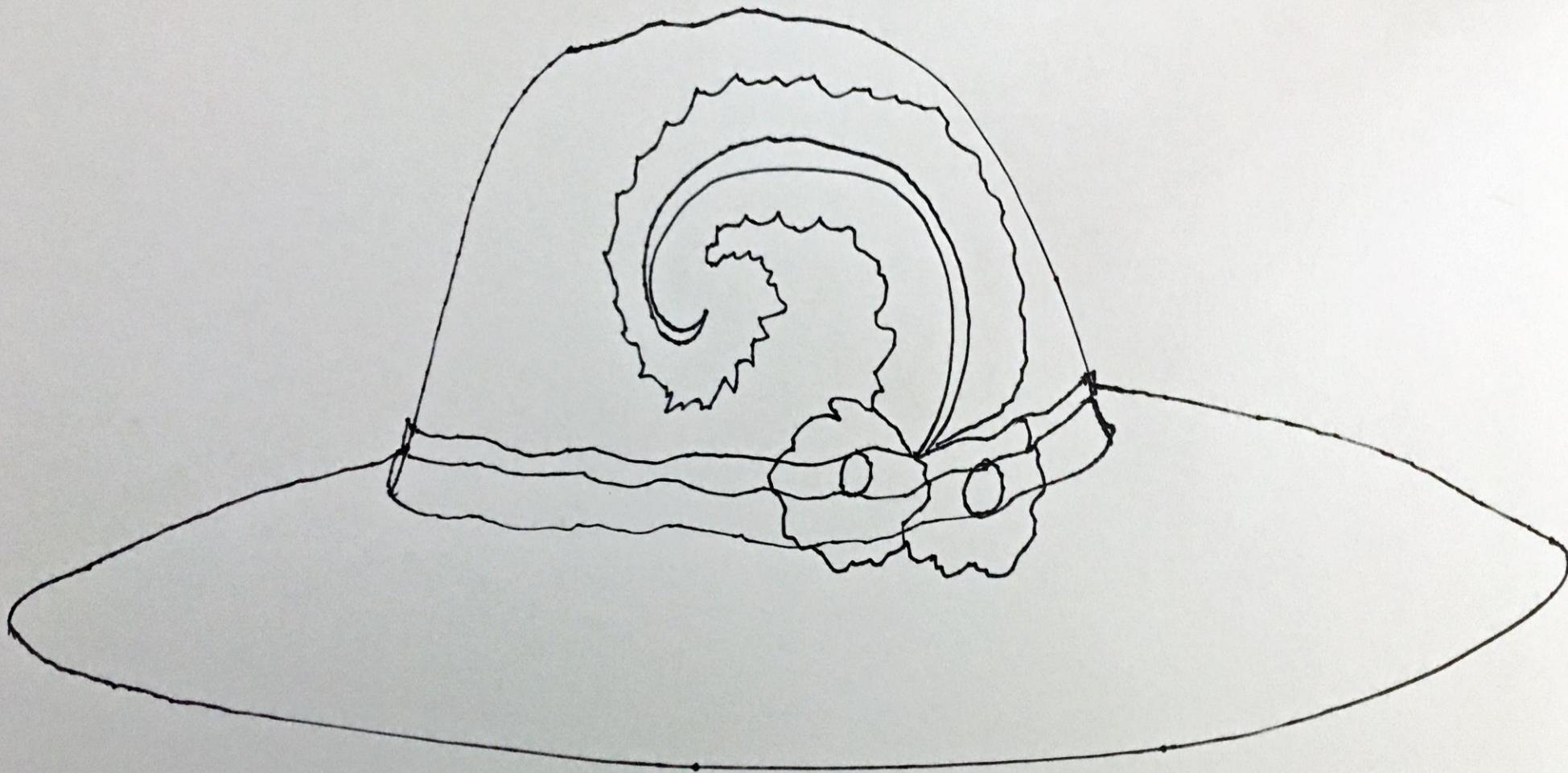
## STEP TWO:

Find a hat you like.

Practice drawing it.

When you feel confident, draw the hat again, larger.

If you have used pencil, you may like to go over the lines with a sharpie marker.



## STEP THREE:

Decide what color you would like for an area.

Begin tearing pieces of the color from a page in a magazine.

Using a glue stick or liquid white glue, smear a small area. Look at the extra hints to the right.

It may be easier to do the edge first.

As you layer in small pieces, you may need to smear on more glue.

Don't worry, it will dry clearly.

If you tear some pieces of a color, on the edge, you have a straight line on the edge to use. →



Match the straight edge to your outline to make a nice clean edging. ↓



See how you can shade an area? Glue tightly!





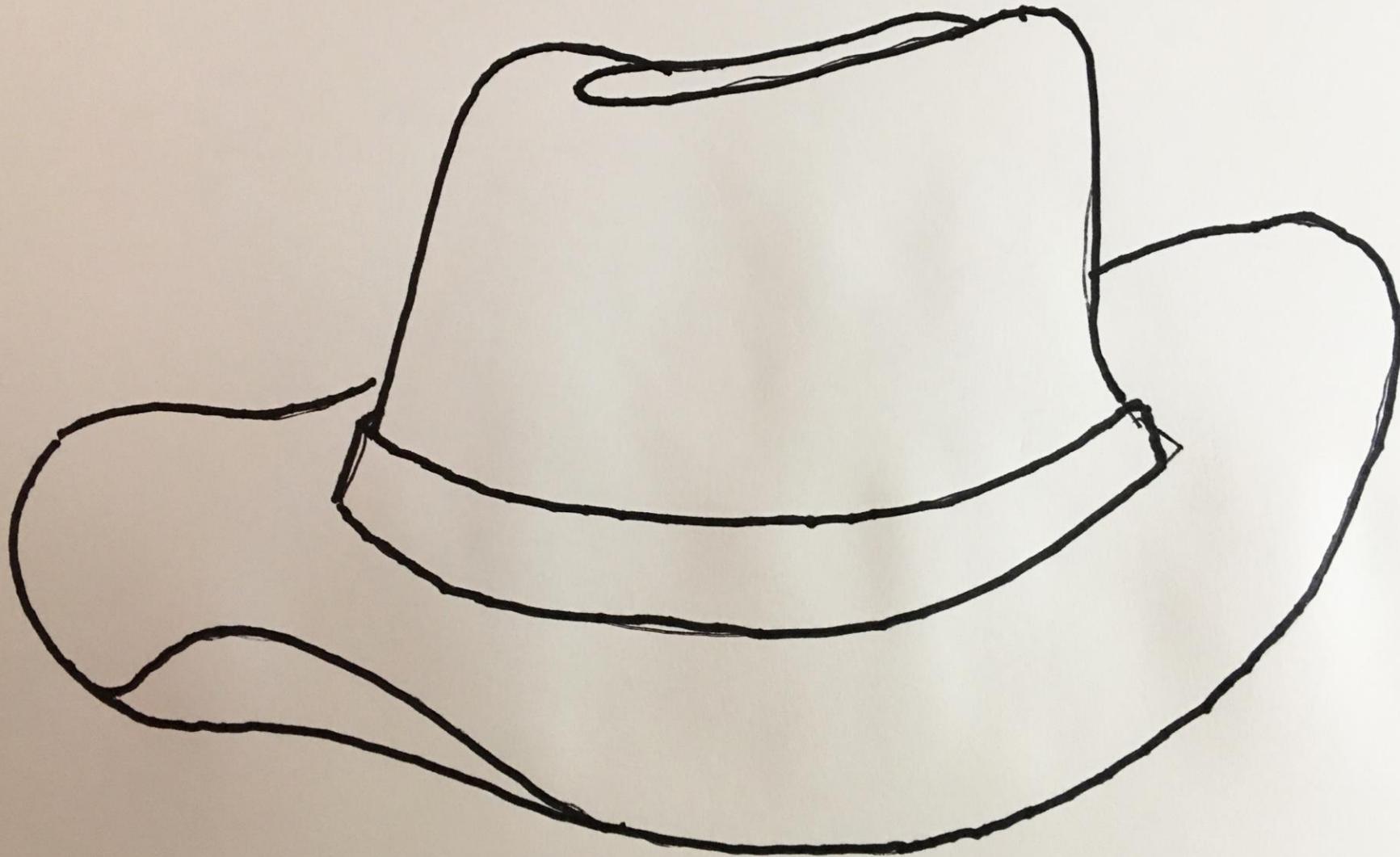
## STEP FOUR:

Some of the paper may look a little ragged on the edge. That is OK. It adds a nice texture.

If you cannot tear a shape, (like the black line of this feather) you may use a scissors to cut fine details.

When you are done, you can smear a little more glue on areas that seem loose.

If you want the surface to have a shine, you can spray it with clear lacquer or use a coat of Mod Podge. (You can buy this product at a fabric or hobby store, like JoAnns, or at Target.)



## **No One Wears the Same Hat!**

Here is a drawing of a man's hat.

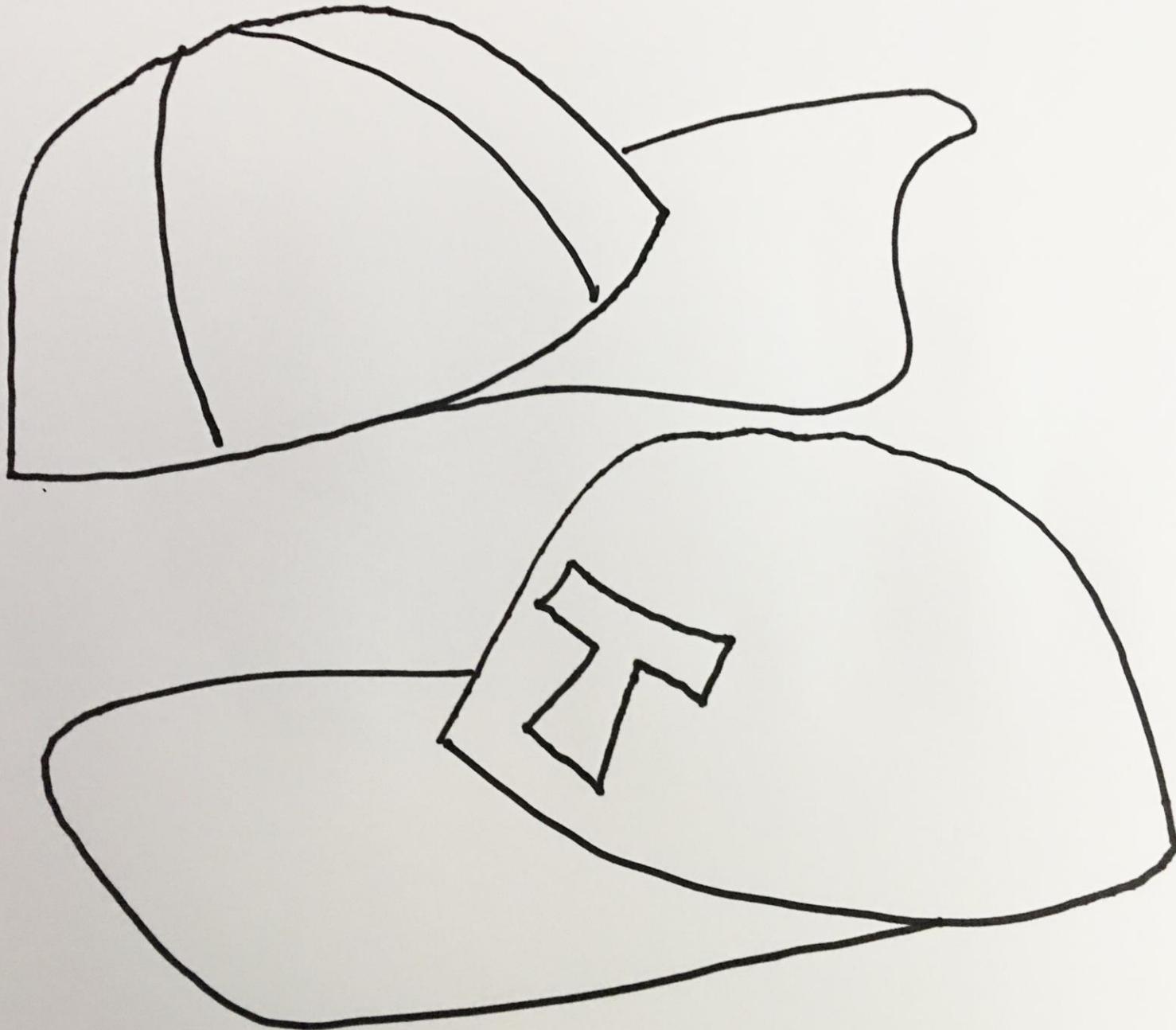
Look around your house and see how many hats you can find.

Place it on a table. Look at it. Practice drawing. Then follow the previous instructions.

See how the man's hat can look when it is done?

I like the way it has different shades of brown to give it more shape and depth.





**Are you daring  
enough to draw  
more than one hat?**

Caps

Fancy hats

Team hats

Kid's hats

Baby hats

Straw hat

Winter hat

What can you find in the  
closet in your house?

# Tip your hat when

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Hats off to you!  
You made it  
this far!



- Greeting a friend (when greeting a lady friend, remove your hat completely by the crown)
- Excusing yourself to a woman whom you have inadvertently jostled or are passing by in a tight space
- Saying good-bye
- Expressing gratitude (“Thank you” and “you’re welcome”)



Thank you for trying this out! I would be grateful for any comments.

[www.mycellarstudio.com](http://www.mycellarstudio.com)

Teaching artist website

or

Contact me at:

[mycellarstudio@gmail.com](mailto: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 programming which may better suit your needs.

[www.mycellarstudio.com](http://www.mycellarstudio.com)

or

[mycellarstudio@gmail.com](mailto: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](mailto: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.*



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