Google Art Project
Professional Development

Summary:

This Professional Development session will be in the form of a 60-90 minute hands-on workshop. Teachers will learn about the Google Art Project (GAP), an online curation tool created by the Google Cultural Institute. They will discover its primary features and explore its use. The workshop will also include the discussion of a variety of ways all teachers can use the GAP to integrate both art and technology into their lessons. Teachers will work with partners to create their own lesson integrating GAP.

Learning Outcomes:

By the conclusion of this workshop, teachers will be able to:
1. Describe the Google Art Project
2. Access the Google Art Project via their classroom computers
3. Locate and identify the two main toolbars in the Google Art Project
4. Compare two pieces of artwork side-by-side
5. Locate artwork by title
6. Locate artwork by a specific artist
7. Locate artwork in a specific museum
8. Take a digital tour of one of the 238 currently available museums
9. Demonstrate the use of the Zoom tool for access to brush-stroke level viewing
10. Create a personal gallery and save artwork images into it
11. Identify, sort, filter and access galleries created by other users
12. Locate and access the Featured (and other) Projects curated by the Google Cultural Institute
13. Locate pieces related to artwork they have found
14. Locate, download and install GAP extension from Chrome Web Store
15. Share artwork, galleries and projects via social media, email and Google Classroom
16. Create a lesson integrating the use of the GAP to enhance learning

Agenda:
Overview and Introduction
Outline for the PD and discover GAP
Exploring GAP
Review tutorials for using GAP and hands-on practice with GAP on iPads
Tools for GAP
Search, digital tour, compare, zoom, galleries, sort & filter, featured projects, other projects, Chrome extension, share button

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Implementing Gap in the classroom
Explore lesson ideas for using GAP in any classroom and create your own lesson
Closing and Discussion
Caveats, questions, comments, wrap-up

Resources:
A. Opening
B. Tutorials for using GAP:
   a. https://www.youtube.com/watch?v=dwwNI-YGNK8
   b. https://www.youtube.com/watch?v=LzMXbvBsALo
C. Getting images from GAP for use in academic projects
D. GAP extension for Chrome
E. Google suggestions for using GAP to study Art
F. Lesson ideas for GAP
G. Taking an Online Field Trip
H. Using Google Cultural Institute resources in the classroom
I. Visual Thinking Strategies and GAP
J. GAP and Common Core
K. Khan Academy and GAP
L. Teaching History with GAP
M. Chicago Tribune on GAP
N. More ideas from Google for using GAP in the classroom
O. Limitations of GAP due to copyright issues
P. Artsy.net: A GAP alternative

TPCK statement:

The Google Art Project itself is a technology tool. It is obvious from the more than 200,000 pieces of art included in the Google Art Project that GAP makes a very large amount of content accessible on a very broad scale. That said, awareness of the Google Art Project as well as an understanding of how to use it is important for teachers of many disciplines, not just art teachers. For example, in Bloom's Taxonomy, comparative analysis is a higher order thinking skill that students benefit from learning. GAP allows the teaching of comparative analysis skills via the ability to compare two pieces of art side by side in order to analyze similarities and differences. Likewise, it can be used to foster increased visual thinking practice. Furthermore, having students curate their own gallery based on specific guidelines is a great way to get them looking closely at many specifics such as artistic subjects, materials, time periods, shapes,

symbols, techniques and media. Giving students access to pieces that interest them is an excellent way to fan the flames of curiosity about not only art and artists but about history and society and the myriad connections great artists employ in their process of creation. With a interesting piece of art as the hook, trying to keep students engaged is no longer an issue. Finally, for art students in particular, one way artists study other artists is by attempting to imitate their work, to make a copy of a another work of art. (See Van Gogh's *The Plum Garden in Kameido.*) Having access to the finest detail of an artwork allows students greater opportunity for accuracy and understanding in recreating this process. While the technology Google employs to bring art to more people is indeed very cool, the fact that the Google Art Project sits in that sweet spot where technology, pedagogy and content intersect is even cooler.

SAMR statement:

The Google Art Project itself is a transformative technology tool. While field trips to museums are nothing new, allowing users to take field trips to view artwork without ever leaving the classroom is a significant redesign of the task. Furthermore, being able to visit museums on 6 continents in a single class period clearly raises the GAP's SAMR level to one of redefinition. Likewise, even though teachers could potentially gather print copies of various pieces of artwork and students could use magnifying glasses for a closer look, the ease with which the GAP allows the instant side-by-side comparison of such a broad variety of two pieces combined with the ability to zoom in on specific parts of the piece _combined with_ the fact that every student can do it at the same time is definitely a significant redesign. Finally, the GAP's facilitation of student generated galleries capable of being shared with students across the room or across the world is a task that would be inconceivable prior to the technology of the Google Art Project.

Resources required:

Ideally, the workshop should be held in a space that has a large display for the videos (e.g., SMARTboard or flat panel TV) as well as access to a wifi network. One-to-one tablets for the teacher participants would be best, though pairs of teachers could share if needed. Likewise, computers (1:1 or 1:2 if necessary) with internet access (and Google Chrome already installed) are required for the section on installing and using the Google Art Project Chrome extension. Teacher participants could receive paper handouts of the expected learning outcomes and agenda. However, a Google Doc of the same would serve even better by allowing immediate access to the included links.

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