



Summer at the Hall 2025

Camp Submission Example

Please use the template below to submit your camp proposal for Summer at the Hall 2025. Our camp design process follows the same educational principles that inform teaching and learning at Saint Mary's throughout the academic year—**enduring understandings, essential questions, scaffolded learning, and responsive teaching**. All proposed camps should align with the guiding philosophy of Summer at the Hall: "**Know Oneself, Know Others, and Know the World.**" Your proposal should clearly indicate how the camp addresses at least one of these core elements.

Camp Design

Camp Title: **Art Explorations**

Course titles and descriptions can make or break your camp! Describe the camp in visual terms which help parents and students understand and get excited about the camp! A compelling description can make enrollment soar.

Camp Description:

Under the guidance of a professional artist, unleash your creativity and immerse yourself in a world of imagination as you explore portraiture through painting and drawing. Whether you're an aspiring artist or simply eager to try something new, this camp provides a fun and supportive space where you can tap into your artistic potential!

Limit 250 characters

Target Age Group:

Please select the target age span for your camp:.

Age 3 years (rising PreK)

Ages 4 - 5 (rising PreK - K)

Ages 6 - 8 (rising grades 1 - 3)

Ages 6 - 11 (rising grades 1 - 5)

Ages 9 - 11 (rising grades 4 - 5)

Ages 12 - 14 (rising grades 6 - 8)

Ages 14 - 18 (rising grades 9 - 12)

Facility Requests:

Classroom

Computer Lab

Science Lab

Kitchen Facilities

Gym

Sports Field

Tennis Courts

Theater

Dance Studio

Visual Arts Studio

Other

Technology Request:

Limit: 250 characters

Course Dates & Times:

Please select from the weeks and times listed below. If your camp's dates and times do not fit the standard schedule, please check "Custom Dates."

Weeks & Times

Week 1: June 2 - 6

Week 2: June 9 - 13

Week 3: June 16 - 20 (4 days - off the 19th)

Week 4: June 23 - 27

Week 5: June 30 - July 4 (CLOSED - NO CAMPS)

Week 6: July 7 - 11

Week 7: July 14 - 18

Week 8: July 21 - 25

CAMP DESIGN
<p>Essential Question(s):</p> <ul style="list-style-type: none">• What provocative questions will foster inquiry, understanding, and transfer the learning?<ol style="list-style-type: none">1. How do artists choose tools, techniques, and materials to express their ideas?2. How does art and art making help us question and make sense of the world around us?
<p>"Know Oneself, Know Others, Know the World."</p> <p>As you develop your summer camp proposal, please explain how the learning will connect to at least one aspect of our camp's overarching values: "Know Oneself, Know Others, Know the World." These values are central to our mission and should be thoughtfully integrated into your camp design.</p> <p>Know Oneself: How will the course encourage campers to explore their own identities, strengths, interests, or personal growth?</p>

Each day, campers will be encouraged to reflect on the materials and decisions they make in the creation of their work.

Know Others: In what ways will the camp help campers build empathy, teamwork, or a deeper understanding of diverse perspectives and cultures?

Campers share their work with one another and are encouraged to understand and appreciate each other's perspectives.

Know the World: How will the camp inspire campers to connect with the local community and broader world, whether through service, global awareness, environmental stewardship, or an exploration of different societies and ideas?

At the beginning of each day, campers will be introduced to works of art around the world and understand how the social and political context informs each work. There is a social and political life to every piece of art.

Camp objectives (outcomes):

Campers will be able to:

- What key knowledge and skills will campers acquire as a result?
 1. Campers will be able to create artwork that reflects their individual identities, perspectives, or values
 2. Campers will articulate the meaning and intention behind their work through artist statements or group presentations.
 3. Campers will interpret and discuss the art from around the world as well as work from their peers

Summative Performance Task(s):

- Through what authentic performance task(s) will campers demonstrate the desired understandings by the end of the week? Campers will create a final piece of artwork that reflects their personal identity, perspective, or an idea explored during the camp. Each camper will present an artist statement explaining the meaning behind their work, the techniques they used, and how the piece represents their perspective. Parents may be invited to the presentation (if possible).

Formative Performance Evidence:

- Through what formative evidence will campers demonstrate achievement of the desired results throughout the week? Campers will receive one-on-one feedback daily on their works of art and be challenged to refine or expand their techniques.

Daily Learning Framework

Please outline (bullet-point) the key activities and experiences that will make up your camp over five days. Describe how these elements connect to your learning goals and will actively engage campers and reinforce their connection to the Essential Question(s). Please include opportunities for self-reflection, feedback, and performance tasks that will help campers demonstrate their learning in the context of "Knowing Oneself, Knowing Others, and Knowing the World."

***This is just a model.**

Monday

Learning Experiences:

- Camper introductions, setting expectations, and goals for the week
- Group discussion on portraiture, analyzing famous portraits from different cultures (e.g., Renaissance portraits, African mask portraits, Indian miniature paintings). Campers will discuss how different cultures portray identity and expression through art.
- Demonstrate basic facial proportions, using simple shapes to map out a face. Campers will learn techniques such as contour lines and underpainting to structure their portraits.
- Campers will create a rough sketch of their own face, focusing on the structure and proportions. They will start painting the underlayers, experimenting with mixing skin tones.
- Brief group sharing session where campers discuss their initial sketches and what elements of themselves they chose to emphasize.

Assessment and Reflection:

- Ongoing feedback provided to campers throughout the session as the instructor moves around the room, offering suggestions and encouragement.

Tuesday

Learning Experiences:

- Icebreaker activity followed by setting expectations and goals for the day
- Campers examine emotional expression in portraits from different artistic movements (e.g., Frida Kahlo's symbolic self-portraits, Vincent van Gogh's expressive brushstrokes, Japanese ukiyo-e portraits). Discuss how different cultures use color and expression to convey emotion and mood.
- The instructor demonstrates how to use color palettes, lighting, and brush techniques to create mood and depth in a portrait.
- Campers will continue working on their self-portraits, this time focusing on adding color and brushwork that reflects their mood or emotions. Campers will experiment with vibrant or muted colors to express a particular feeling.
- Campers will write a brief artist statement describing the mood they aimed to convey and the choices they made with color and brush technique.

Assessment and Reflection:

- Ongoing feedback provided to campers throughout the session as the instructor moves around the room, offering suggestions and encouragement.

Wednesday

Learning Experiences:

- Partner exercise where campers interview each other about their hobbies, interests, and values followed by previewing agenda and goals for the day
- Campers examine portraits from around the world that explore personal and cultural identities (e.g., Kehinde Wiley's portraits of African American subjects, Indian Mughal portraiture).
- Using the information from their partner interview, campers will sketch and paint a portrait of their partner. They will focus on capturing their peer's essence, using colors, symbols, or details to reflect their partner's personality.
- A partner presentation where campers reveal their portraits and explain how they represented their peer's identity.

Assessment and Reflection:

- Ongoing feedback provided to campers throughout the session as the instructor moves around the room, offering suggestions and encouragement.

Thursday

Learning Experiences:

- Icebreaker followed by previewing agenda for the day and goals
- Campers explore and analyze portraits from diverse cultures, such as Indigenous American art, Chinese imperial portraiture, African tribal portraiture, or the European Baroque style. The discussion will focus on how different cultures express identity, status, and values through portraiture.
- The instructor will show techniques from a global portrait style (e.g., pattern work, use of gold leaf, or exaggerated proportions) that campers can incorporate into their work.
- Campers will start a new portrait, incorporating techniques or styles inspired by a global art tradition they analyzed. They can choose to create a self-portrait, a peer portrait, or an imagined figure.
- Group discussion on the global art influences they chose and how it changed the way they approached portraiture.

Assessment and Reflection:

- Ongoing feedback provided to campers throughout the session as the instructor moves around the room, offering suggestions and encouragement.

Friday

Learning Experiences:

- Final group reflection on how the campers' perspectives on portraiture and self-expression evolved throughout the week.
- Campers will finish their final portrait piece from Day 4, refining details and ensuring it reflects both their technical progress and personal or cultural identity.
 - Gallery Setup: Campers will prepare their paintings for display in a camp gallery. They will write artist statements for each piece, explaining their artistic choices, the perspectives they explored, and what they learned from different cultural influences.
- The camp will end with a gallery showcase where campers walk through each other's work, sharing feedback and discussing their interpretations of each other's portraits.

Assessment and Reflection:

- Final gallery and artist statements - teacher will provide final comments to each camper.