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NEW FEATURES

- Search Assist provides web-search functionality and recommendations similar to Yahoo and Google
- On-demand language translation includes three newly added languages: Chinese, Japanese and Korean
- Enhanced results include improved relevancy rankings and easier access to filters and limiters
- More intuitive advanced searching with Search Assist on the most used indexes

AND MUCH MORE

- Users can cross-search Gale holdings such as *Gale Virtual Reference Library*, *InfoTrac* collections and specific *In Context* resources
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- Search within result lists to target specific content
- Technology that delivers audio versions of articles and downloadable MP3 files
- Document management includes e-mailing, bookmarking, downloading or printing
- Easy-to-use citation tools facilitate research results

Expanded Academic ASAP

Expanded Academic ASAP is one of Gale's premiere resources for research across academic disciplines, offering in-depth coverage of virtually any concentration — from advertising, psychology and history to microbiology, the humanities and women's studies.

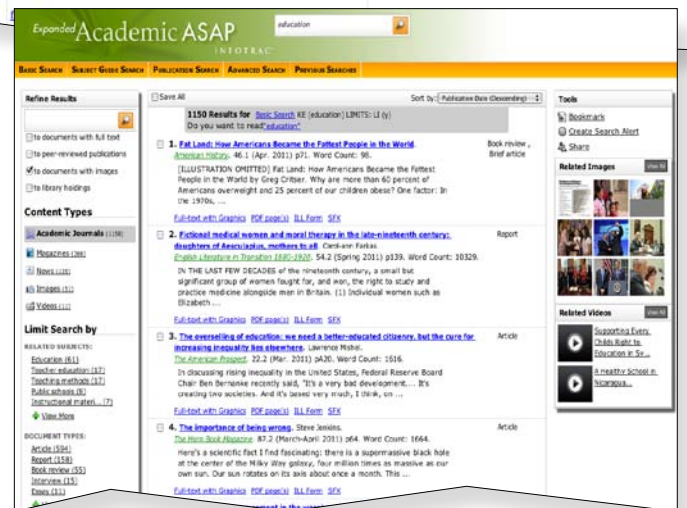
Combining indexing, abstracts, full text and multimedia, this comprehensive resource delivers detailed information in a single, seamless search.

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- Humanities journals
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- Science and technology journals
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▲ The homepage offers a variety of search options, including a quick basic search. Researchers can easily narrow their results by using limiters for more targeted searching.



▲ Researchers can narrow their results by Subject, Document Type or Publication Title, allowing for more targeted results.



Expanded Academic ASAP features:

- Discipline-specific titles such as ABA Banking Journal and Journal of Business Communications
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- Renowned newspapers such as The New York Times
- A range of magazines, such as Advertising Age, Advocate, Billboard, Computer Weekly, Publishers Weekly
- Coverage from 1980 to the present



Expanded Academic ASAP
 Search results for: miniature paintings

Title: Miniature paintings: small size, big impact!
Author(s): Bill Hicks
Source: Arts & Activities, 149.3 (Apr. 2011): p32.
Document Type: Essay
Library links: InfoTrac

Tools:
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Full Text: [ILLUSTRATION OMITTED]
 Instead of painting the usual still life of fruits, vegetables and shiny bottles, why not try a small project that makes a big impact? I'm talking about miniature tabletop paintings that imitate master works of art.

My class was finishing up large (36" x 36") canvas paintings, and I wanted to do something a little different. I recalled a painting assignment when I was in art school that involved researching a master painter and then replicating the work on a smaller scale.

So, with this idea in mind, I approached my students with the concept to get their reaction. They were all for it, especially since their previous project had been so large.

The first step was to spend some time in the media center researching master painters and viewing their works. Students looked through my assortment of books, library reference books and the Internet for inspiration. They kept notations (as they learned to use visual characteristics to group paintings into historical, social and cultural contexts), made copies and downloaded images, creating a collection of works from which to choose.

After finalizing their selections, they made 11" x 14" prints by scanning the images, or downloading from the Web, then resizing in Photoshop. I wanted students to have a larger version to work from since their paintings, though varied in size based on the painting being imitated, were approximately 7" x 5".

Students drew just enough of the basic shapes in the painting, and then, using acrylics, began the process of "imitating" the work as close to the artist's style as possible.

The students' selections ranged from Monet's Impressionistic work to Kandinsky's abstracts. Several were drawn to Hopper's realistic urban and architectural scenes. Ongoing observations and individual and class critiques made it evident that my students were "thinking" like painters, and understanding why their chosen artist painted in a certain style, chose the subject matter they did and used various painting techniques.

As the projects progressed, I enjoyed observing students' transition from working to working very small. Several commented that they found painting on a small scale challenging than the previous 36" x 36" paintings. I was extremely pleased and if their attention to even the smallest of details.

After the paintings were completed, students made frames using metal tooling. It was embossed into the metal using a wooden stylus, and acrylic paints were applied over the excess paint wiped away to reveal the embossed textural effects. The foil was into strips and wrapped around frames cut from poster board.

The completed paintings were displayed on easels cut from mat-board strips. The miniature paintings made a big impact when they were exhibited at the school.

LESSON DESCRIPTION
 This lesson focuses on the students' ability to learn to identify style, subject matter and content in painting through the study of historical paintings, and the application of various painting techniques in the replication of a historical artwork.

Color theory principles and the fundamental elements and principles of design will be reviewed and reinforced through the process and production of miniature painting "reproductions."

NATIONAL STANDARD
 Students apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artworks.

GALE CENGAGE Learning

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Pinturas miniatura: ¡impacto tamaño pequeño, grande! (Ensayo)
Arts & Activities
 Bill Hicks, 149.3 (April 2011): p32(3), (667 words) Reading Level (Lexile): 1410.

Texto Completo: COPYRIGHT 2011 Publishers' Development Corporation

¿En vez todavía de pintar la vida generalmente de las frutas, vehículos y botellas brillantes, por qué no intentar un pequeño proyecto que hace un impacto grande? Estoy hablando de las pinturas tableros miniatura que imitan las obras de arte principales.

Mi clase acababa para arriba (36" x 36") pinturas grandes de la lona, y quise hacer algo un poco diferente. Recordé una asignación de la pintura cuando estaba en la escuela de arte que implicado investigando a un pintor principal y después replegando el trabajo sobre una escala más pequeña.

Así pues, con esta idea en mente, me acerqué a mis estudiantes con el concepto para conseguir su reacción. Era tan para ella, especialmente puesto que su proyecto anterior había sido tan grande.

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