

<p>Pathway Examples:</p> <p>Tour Leader 's choice of art.</p> <p>Select art that includes narrative that is engaging to students.</p>		<p>Purpose: Encourage Discussion of Art with Visual Thinking Strategies (VTS)</p> <p>Bring student attention to piece of art they will focus on for VTS and <u>seat</u> them in front of it. We are going to warm up by looking at this art in a way that makes us really discover new things. I will ask you a few questions, so we can hear what you see and think about this artwork. Remember there are no right or wrong answers.</p> <p>Take a minute to <u>silently</u> look at the art.</p> <p>Ask VTS questions:</p> <ul style="list-style-type: none"> • What's going on in this picture? • What do you see that makes you say that? • What more can we find? <p>Paraphrase and link student responses. Point</p> <p>Conclude: You all had so many different ideas as we looked at this art. We just spent over 10 minutes looking at one work of art. Most people in a museum usually only spend 2-3 minutes at the most looking at one work of art. <i>What happened when you spent a lot of time looking?</i></p> <p style="text-align: center;">*****</p> <p>Tell students what type of art this is (painting, photograph, sculpture), define it and show them the word.</p> <p>When we see this type of art today you can use your (pretend brush or form something invisible with your hands or use your pretend camera – BE INTENTIONAL, like an artist) to show what type of art you are looking at.</p> <p>As you walk to the next artwork, find another type of art and do the same thing. Do this throughout the tour as a way to get students looking and “responding” as they walk through the galleries. (If students are curious about other types of art, show additional words and let them create a way to show it – such as weaving can interlace fingers...)</p>	<p>VTS- there are no right or wrong answers, but evidence for ideas is expected.</p> <p style="color: red;">type of art words</p>
<p>Pathway Examples:</p>	<p>time ____</p>	<p>Purpose: Motivate students to Discuss Element of Art: Color</p>	

<p>Select colorful artwork such as:</p> <p>Ortega's <i>Kitchen Help</i>, OR</p> <p>Marisol, <i>John Wayne</i> OR</p> <p>Margaret Kasahara, <i>Americanese 180</i></p> <p>OR</p> <p>The mural above the Horses in the Courtyard, OR</p> <p>Robert Allen <i>Envoutement</i> (mural)</p>	<p>10 minutes</p>	<p>Seat students in a quiet area and distribute color wheels to partners. Listen to determine students' familiarity with the color wheel.</p> <p>Artists use the Element of Art, color, in a way that affects what we see and think about the art.</p> <p>Even though there are hundreds of colors, the color wheel shows us the relationship between colors or <u>hues</u> that are used to make all the other colors.</p> <p>Discussion: Use color wheel and quickly review the <u>primary colors</u> – and the <u>secondary colors</u>. Have students say the words out loud in a whisper voice. Allow students to share the names of secondary colors and what colors are mixed to make those colors.</p> <p>Pair share: What primary colors does the artist use in this art? What secondary colors?</p> <p>Introduce the concept of <u>complementary colors</u> (colors that opposite to each other on the color wheel). Have students say the word out loud in a whisper voice. Note that many sports teams use complementary colors because the colors “pop” when next to each other (broncos) Have students use fingers to point to a primary color and find it's complement.</p> <ul style="list-style-type: none"> • Do you see any complementary colors in this art? <p>With your partner, use your color wheel to show colors that you would use if you were repainting your bedroom. (no need to have each student report out)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Thumbs up if you chose a primary color? (look at thumbs). A secondary color? Complementary colors? • Why did you pick those colors? (pair share) <p>So those colors “speak to you in some way – they make you feel or think a certain way.” Artists use color to influence what you feel and think when you look at the art.</p>	
<p>Pathway Examples:</p> <p>Sakura OR</p>	<p>time ____</p> <p>10 minutes</p>	<p>Purpose: Continue Discussion Element of Art: Color</p> <p>Ask students to show with their hands what types of art they see as they walk</p> <p>Stop in front of art that uses warm or cool colors effectively.</p> <p>Introduce concept of <u>warm colors</u>: red, yellow, orange</p>	<p>Knowing where to sit provides a clear direction for students.</p>

<p>Tour Leader can select from The Manley and Loo galleries. Both have colorful landscaping and portraits</p> <p>OR Diebenkorn, <i>Urbana #4</i></p>		<p>Look at the color wheel with your partner - use your hands to show just the warm colors.</p> <ul style="list-style-type: none"> • What things in nature are “warm colors?” How do those relate to the word “warm”? <p>Introduce concept of <u>cool colors</u>: <u>Cool colors are on the other side of the color wheel.</u> Look at the Color Wheel with your partner with your hands show just the cool colors. Share with your partner:</p> <ul style="list-style-type: none"> • What can you think of in nature that is a cool color? • How does the artist’s use of cool colors in this art make you think or feel? • If the artist used warm colors instead of cool, how would that change this artwork? <p>Either have some students share answer with whole group or repeat some answers you overheard that they said in their pair shares.</p> <p>Share with your partner:</p> <ul style="list-style-type: none"> • Do you think you have more clothes that are warm or cool colors? Some colors seem to speak to us more than others – we are drawn to them. 	<p>color wheels</p> <p>Pair/Share</p> <p>color wheels</p>
<p>Pathway Examples:</p> <p>The Audubon prints have strong lines, as do landscape paintings in Loo Gallery.</p> <p>OR Diebenkorn</p> <p>OR Georgia O’Keefe</p> <p>OR</p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Motivate students to think about the Elements of Art: lines As you walk through the galleries, remember to use your hands to show what types of art you are seeing.</p> <p><u>Seat</u> students in front of art that uses lines effectively.</p> <p>An Artist’s use of the element of line also affects how we see and think about the art. Draw a line in the air. (If students draw fast or are too animated, say “Artists really think about the lines they use. Draw a line slowly to show you are purposefully making that line.”)</p> <p>Take note of the types of lines students are making (horizontal, vertical, diagonal, curved). Not all line types may be demonstrated.</p> <ul style="list-style-type: none"> • (for younger students) Notice a line being drawn in the air and ask that student to demonstrate the line to the group. Name the line for the group and allow all to make the line, whispering the name of the line. Repeat with different students’ lines. • Lines can show or represent how we feel. With your finger in the air, draw a happy line. (as you look at their answers, note that they are all different and that’s good!) 	<p>Everyone responding at same time quietly</p>

Horse mural		<p>Draw a sad line... a line that's thinking... What are the lines making us think in this artwork? (ie – in the outside horse mural, diagonal and curvy lines make us think the horses are running.)</p> <p><i>Lines can also create shapes.</i></p>	
<p>Pathway Examples: Geometric shapes: Larry Bell, <i>Marguette for After Gainsborough</i> OR Isamu Noguchi, <i>Mountains Forming</i> OR Roy Lichtenstein, <i>Modern Sculpture</i></p> <p>Organic shapes: Bob Haozous, <i>Turning Point</i> OR David Aronsa, <i>Fallen Angel II</i></p>	<p>Time _____</p> <p>10 minutes</p>	<p>Purpose: Introduce the Elements of Art: Shape</p> <p>Note to Tour Leader: Form and shape can be discussed together or separated depending on the art in the gallery selected by the Tour Leader. Moving a short distance within a gallery, could allow for the two elements to be discussed together. OR Viewing sculpture in the courtyard provides examples of both forms.</p> <p>Ask students to <u>sit</u> and look around at the art in the gallery. Bring student attention to piece of art they will focus on.</p> <p>In this gallery, we are going to examine the Elements of Shape and Form and see how they can affect how we think and feel about art.</p> <p>A shape is made when the two ends of a line meet or cross. (make a line, wiggle your index fingers, then have index fingers touch, or your hands cross.) Shapes are all around us.</p> <ul style="list-style-type: none"> • <i>What shapes can you make in the air?</i> (some students will draw with their fingers, some will use their hands to create a shape – point out how everyone solved the question in a different way and each is a great way to answer!) • <i>Whisper out loud the name of the shape you made (circle, triangle, rectangle and square).</i> <p><i>Looking at this art, share with a partner what shapes you see.</i> Allow for discussion.</p> <ul style="list-style-type: none"> • <i>I heard many names of shapes (mention names you heard partners share).</i> • <i>Are there any shapes in this art that do not have names? Where are these shapes? Can you make them with your hands?</i> Discuss so students understand that not all 	<p>Before discussing in a new gallery, give students a minute to orient to the space and the art.</p> <p>Pair/Share</p>

<p>Both geometric and organic shapes: Surls, <i>It's Not About Numbers</i></p>		<p>shapes can be classified. If appropriate, use the names “geometric shapes” and “organic shapes.”</p> <ul style="list-style-type: none"> • <i>Do you see any big shapes or any especially small shapes in the art? What are other ways we can describe the shapes you see?</i> 	
<p>Pathway Examples: Organic forms are found in FAC sculpture such as: Allan Houser, <i>Sacred Rain Arrow</i></p> <p>OR Edgar Britton, <i>Prometheus</i></p> <p>OR Doug Hyde, <i>Hopi Basket Dancers</i></p> <p>Geometric forms are found in FAC sculpture such as: Christopher Weed, <i>Spore</i></p> <p>OR Jesus Moroles, <i>Sky Totem 1 & 2</i></p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Introduce the Elements of Art: Shape and Form</p> <p>Note to Tour Leader: Form and shape can be discussed together or separated depending on the art in the gallery selected by the Tour Leader. Moving a short distance within a gallery, could allow for the two elements to be discussed together. OR - viewing sculpture in the courtyard provides examples of both shape and form.</p> <p>The Element of Art form often relates to shape. We usually think of form as taking up space such as a three-dimensional sculpture. Shape has height and length. Form has height, length AND width. Demonstrate with your hands, so students understand each term.</p> <p>Use the items from the shape bag. Give each student a form or a shape. Ask them to pair the 2-D shape with the 3-D form.</p> <p>How are these forms like the shapes? (form is the 3d representation of a shape, for example: when a square becomes a cube, a circle becomes a sphere or a cylinder; a triangle becomes a cone or a pyramid.)</p> <p>(if you are using art that also has organic forms, you can explore those as well)</p> <p>These are all geometric forms – they have specific defined measurements and uniform ways to make them.</p> <ul style="list-style-type: none"> • Some forms are more like what we see in nature or with living things. We call those free form or organic forms. • What forms do you see in this artwork? (2-D artwork can have the illusion of 3-D form). 	<p>Pair/Share</p> <p>Interactive: Forms from the Bunny shape book bag</p>

<p>OR Bill Burgess, <i>Opus I</i></p>		<ul style="list-style-type: none"> • What type of art always explores form? (sculpture – only ask this if students have already been finding sculpture and showing 3d using their hands) • As we walk through the galleries, raise your hand if you see any art that appears “flat” as if there are no forms in the artwork. (stop to look if/when you see flat art) 	
<p>Pathway Examples: The Tactile Gallery OR Glacial Rain OR Jaune Quick-to- See- Smith, <i>Untitled</i> OR Outdoor sculpture such as Spore, Hopi Basket Dancers OR Rugs, baskets and ceramics can be included in the discussion of “texture”.</p>	<p>time _____ 10 minutes</p>	<p>Purpose: Introduce the Element of Art: Texture We encourage you to explore this element in the tactile gallery so that students experience this on their tour. When there, also have kids just look to describe a texture, then they can feel it to see if it feels how it looks.</p> <p>Ask students to <u>sit</u> and look around at the art in the gallery. Bring student attention to the piece of art they will focus on.</p> <p>Let’s start by taking a <u>silent minute</u> to look at this work of art and focus on the texture in the art. Texture is the surface quality of the art or how parts of the art look like they feel. Can we touch this art to decide how it feels? (if not in the Tactile Gallery, then NO! But we can guess how it might feel based on what we see.)</p> <p>Lead a discussion regarding texture:</p> <ul style="list-style-type: none"> • What words can we use to describe the texture we see in this art? • Find a place where other elements, such as line, shape, form or color contribute to how you think something feels. Listen to examples. <p>Turn to your partner and discuss: Does the texture make you think or feel a certain way when you look at this art? If you changed the texture, what would happen?</p>	<p>Pair/Share</p>
<p>Pathway Examples: Tour Leader ‘s choice of art.</p> <p>Select art that includes clear examples of the</p>		<p>Purpose: Activity: How Elements of Art Might Make the Viewer See or Think about the Art Note to Tour Leader: If possible select a gallery that has several pieces of art for this activity, so partners can work in front of different pieces. If a gallery that was visited earlier has the art that is needed, the activity will be different, so a return to a gallery should be fine.</p> <p>Activity: Students use their Emojis to describe what the art makes them see or think.</p> <ul style="list-style-type: none"> • Distribute the emojis to students. 	<p>Emoji interactive</p>

<p>Elements of Art discussed.</p>	<p>time ____</p> <p>10 minutes</p>	<ul style="list-style-type: none"> Ask students to describe what feeling the emoji means to them. <p><i>Explain:</i> Often people talk about how art communicates to them. Artists often use the elements of art for a reason; often they want to convey something, such as a feeling. With your partner, walk slowly around the gallery, figuring out which art you think goes with your emoji card. DON'T tell your partner!! Each person decides for himself or herself which art matches the feeling on the emoji. I will give you a few minutes to walk silently around this space, staying inside these doors. When your time is up, I will clap twice and ask the first partner to share which picture goes with the emoji and WHY – what did you see in the art that makes you think they go together? I will then clap twice again and the second person gets to share and explain what they see that makes them think the art and emoji go together. It's fun to see when you each have different opinions. Or if you choose the same art if you have different reasons why.</p> <p>If you have more than 5 minutes, OR if the students seem ready to talk about more than a simple "how they feel," in which case you can do this activity instead of the emoji interactive)</p> <p>When both partners have had time to share, call them to gather back near you and walk to another gallery.</p> <p><i>Explain:</i> In a minute, you will be able to walk slowly around the gallery on your own, and when I clap, go stand in front of a piece of art that makes you think something or "speaks to you." Notice which artwork makes you want to look at it longer. How do the elements in the artwork contribute to what you think about the art?</p> <ul style="list-style-type: none"> Let students do this independently, and clap after they've had time to wander. On your clap they should go stand in front of one work of art. Announce that you will pair up people close by each other to explain WHY the artwork spoke to them or what the art seemed to be saying. If groups seem to be done, go to them and encourage them to think of more, such as how did the elements contributed to their thinking about the art? 	<p>Pair/Share</p>
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		<ul style="list-style-type: none"> Bring the group together. <i>Does anyone want to share?</i> (If you only have a few minutes, tell them you only have time to have 2 people share, but that you hope they come back so they share with their family or friends.) OR – if you don't have much time, ask the group who had artwork in which the line, shape/form, color or texture really made them see or think about something. 	
<p>Closure</p>	<p>Time: 11:20</p> <p>Return to entrance</p> <p>5 minutes</p>	<p>Purpose: Transition Summary and review for exit</p> <p><i>As we end the tour, let's slowly walk back through the galleries. What are the Elements of Art (have them call out: color, lines, shape and form and texture) Let's also be looking for paintings, sculpture, pottery or photographs. Use your pretend brush or form something invisible with your hands or use your pretend camera to show what you noticed.</i></p> <p>If there was art you didn't have time to explore, take time to honor student choices and have them share what they have noticed as you pass.</p> <p><i>It is impossible to see all the art in one day.</i> (If students were interested in any gallery where the art is temporary, be sure they know the shows change frequently)</p> <p><i>Remember, all students and teachers get in free.</i></p> <p><i>If you could bring someone back, what would you show him or her first? Let them pair share as you walk back to tour entrance.</i></p> <p>Thank students for sharing their thoughts about art with you. Encourage them to return.</p>	<p>Tell the teacher or chaperone when the next free day is, so they can spread the word to parents.</p>

Notes

Find ways for kids to partner without having to "choose a partner"

- Turn to a shoulder partner/someone next to you OR - Find someone who is wearing the same color as you OR Number them off by and same numbers get together