

Foundational 90-Minute Tour

Level	Grade 2nd-3rd		
Essential Question	How can we find meaning in art? <u>One way</u> is by looking at the elements of art: line, shape, color, texture, form		
Pathways	There are multiple pathways or art selections listed to achieve the purpose of each section of the tour. This allows Tour Leaders to select a path with less chance of having two groups in front of the same art or adapt if the art is not available.		
Introduction Outside of a gallery	Time	Content/Activity – What is said aloud is written in GREEN; bold green are questions instructions written in BLACK are <u>not</u> said aloud to the tour group	Materials or Strategies
	Time 10:00 5 minutes	<p>Purpose: Present museum expectations</p> <p>Introduce yourself and present the chaperone directions. Gather the students together and go over museum expectations using the expectation sheet. Welcome students referring to their grade level. Get student names and correct pronunciations.</p> <p>Share EQ: Today we’re going to explore the question: How can we find meaning in art? <u>One way</u> to find meaning is by looking at the elements of art are line, shape, color, texture form- (Hand movement for each on, repeat twice, and then go into the museum.)</p> <p>We will:</p> <ul style="list-style-type: none"> • look carefully at art • share our ideas • notice there are no right or wrong answers. It’s ok to see things differently! <p>Chaperone...any questions?</p> <p>During our tour, please follow me and stay together as a group.</p>	<p>Museum Expectations sign</p> <p>Chaperone directions</p> <p>Hand movements aid memorization</p> <p>Checking for how to say a name and then using student names reinforces they are individuals with unique contributions</p>

<p>Tour Leader 's choice of art: select art that includes an engaging narrative</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 helps 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 spend only 2 seconds looking at one work of art. What happened when you spent a lot of time looking? So we can find more meaning in art when we spend more time looking at it (EQ).</p>	<p>VTS- there are no right or wrong answers, but evidence for ideas is expected.</p>
<p>Pathway Examples: Select colorful artwork such as: <i>Ortega's Kitchen Help,</i> OR <i>Marisol, John Wayne</i> OR</p>	<p>time ____ 10 minutes</p>	<p>Purpose: Element of Art - Color</p> <p><u>Seat</u> students in front of artwork and distribute color wheels. Listen to determine students' familiarity with the color wheel.</p> <p>Artists use the Element of Art (show sign), such as color to create meaning for viewers (point to word color on sign and make hand signal)</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 other colors.</p>	<p>Knowing where to sit provides a clear direction for students.</p> <p>Sign of elements</p> <p>color wheels</p>

<p>Margaret Kasahara, <i>Americanese 180</i></p> <p>OR</p> <p>The mural above the Horses in the Courtyard,</p> <p>OR</p> <p>Marisol, <i>John Wayne</i></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 primary colors are mixed to make secondary colors.</p> <p>Pair share: <i>What primary colors does the artist use in this art? What secondary colors?</i></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 (ie: Broncos) Have students use fingers to point to a primary color and find it’s complement.</p> <ul style="list-style-type: none"> <i>Do you see any complementary colors in this art?</i> <p>Artists use color to create meaning. Why do you think the artist chose these colors?</p> <p>Can refer to wall label with title as another way to find meaning if it relates to color choice (ie: Orange Hornet)</p>	<p>Pair/Share</p>
<p>Pathway Examples:</p> <p>Dale Chihuly, <i>Orange Hornet</i></p> <p>OR</p> <p>Tour Leader can select from The Manley and Loo galleries. Both have colorful landscaping and portraits</p> <p>OR</p> <p>Diebenkorn, <i>Urbana #4</i></p>	<p>time ____</p> <p>10 minutes</p>	<p>Purpose: Continue Discussion Element of Art - Color</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>Look at the color wheel with your partner - use your hands to show just the warm colors.</p> <ul style="list-style-type: none"> <i>What things in nature are “warm colors?” How do those relate to the word “warm”? How do the warm colors create meaning? (what do the warm colors make you think or feel?)</i> <p>Introduce concept of <u>cool colors</u>: Cool colors are on the other side of the color wheel.</p> <p>Look at the Color Wheel with your partner with your hands show just the cool colors.</p> <p>Share with your partner:</p> <ul style="list-style-type: none"> <i>What can you think of in nature that is a cool color?</i> <i>How does the artist’s use of cool colors in this art make you think or feel?</i> <i>If the artist used warm colors instead of cool, how would that change this artwork?</i> <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>Color wheels</p> <p>Pointing to something, covering up colors, etc... allows everyone to respond at same time</p> <p>Pair share</p>

<p>Pathway Examples:</p> <p>landscape paintings in Loo Gallery.</p> <p>OR</p> <p>Diebenkorn</p> <p>OR</p> <p>Georgia O'Keefe</p> <p>OR</p> <p>Horse mural</p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Element of Art - lines</p> <p><u>Seat</u> students in front of art that uses lines effectively.</p> <p>Artist use the element of line to create meaning. 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. 	<p>Before discussing in a new a galley, give students a minute to orient to the space and the art.</p> <p>Sign of elements</p> <p>All students participating by using hands to respond</p>
<p>Pathway Examples:</p> <p>Geometric shapes:</p> <p>Larry Bell, <i>Marquette for After Gainsborough</i></p> <p>OR</p> <p>Isamu Noguchi, <i>Mountains Forming</i></p> <p>OR</p>	<p>Time _____</p> <p>10 minutes</p>	<p>Purpose: Element 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>In this gallery, we are going to examine the Element of Shape and see how they can create meaning in works of art. (point to sign)</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>	<p>Before discussing in a new a galley, give students a minute to orient to the space and the art.</p> <p>Sign of elements</p>

<p>Roy Lichtenstein, <i>Modern Sculpture</i></p> <p>Organic shapes: Bob Haozous, <i>Turning Point</i></p> <p>OR</p> <p>Julia Fernandez Pol, <i>Glacial Rain</i></p> <p>Both geometric and organic shapes: Surls, <i>It's Not About Numbers</i></p>		<ul style="list-style-type: none"> • <i>What shapes can you make in the air? (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> • <i>Whisper 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 partners to discuss.</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 shapes can be classified. If appropriate, use the names “geometric shapes” and “organic shapes.” • <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? (overlapping, repeating...)</i> 	<p>All students participating by using hands to respond</p> <p>Pair/Share</p>
<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</p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Element of Art - 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. (point to sign) We usually think of form as taking up space such as a three-dimensional sculpture. Shape has 2 dimensions: height and length. Form has 3 dimensions: 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 (note there are many ways to pair)</p>	<p>Sign of elements</p> <p>Demo makes the concept more concrete</p> <p>Interactive: Forms</p>

<p>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>OR Bill Burgess, <i>Opus I</i></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>These are all geometric forms – they have specific defined measurements and uniform ways to make them. (if you are using art that also has organic forms, explore those as well)</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 or flat artwork can have the illusion of 3-D forms in it). • 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 or space in the artwork. (stop to look if/when you see flat art) 	
<p>Pathway Examples: The Tactile Gallery</p> <p>OR Glacial Rain</p> <p>OR Outdoor sculpture such as Spore, Hopi Basket Dancers</p> <p>OR Rugs, baskets and ceramics can be included in the discussion of “texture”.</p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Element of Art - Texture</p> <p>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>(point to sign) Texture is the surface quality of the art or how parts of the art look like they feel. Pass out items and bag and let them come up with descriptive words. 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.) What parts of the art look like they would feel the same as these items from the texture bag?</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. (ie – repeated lines feel bumpy) 	<p>Give students a minute to orient to the space and the art.</p> <p>Sign of elements</p> <p>Interactive: bag of textures</p>

		<p>Turn to your partner and discuss: <i>What meaning does the texture create or how does the texture help you understand something about this art? If you changed the texture, what would happen?</i></p>	<p>Pair/Share</p>
<p>Pathway Examples: Tour Leader 's choice of art.</p> <p>Select art that includes clear examples of the Elements of Art discussed.</p>	<p>time _____</p> <p>10 minutes</p>	<p>Purpose: Return to EQ – how do we find meaning in art?</p> <p>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. • Ask students to describe what feeling the emoji means to them. <p><i>Explain:</i> Often people talk about how art communicates to them, and what an artwork MEANS 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. There is no right or wrong answer. 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 interesting to hear how people think differently, so please share your own thoughts. Or if you choose the same art, you might have different reasons why you choose that art.</p>	<p>Emoji interactive</p>

Closure	Time: 11:20	<p>Purpose: Summary and review for exit</p> <p>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 – use hand signals and sign)</p> <p>It is impossible to see all the art in one day. If a museum is like a library (each work of art is like a book, it has a story or information), why would most people think they should see every work of art during one visit? Most people don't plan to read every book in a library during one visit, so why should we try to do that in one museum visit?</p>	Elements sign
	Return to entrance 5 minutes	<p><i>If you could bring someone back, what would you show that person first?</i> Perhaps it was art that you didn't get to see. Let them pair share as you walk back to tour entrance.</p> <p>If students were interested in any gallery where the art is temporary, be sure they know the shows change frequently.</p> <p>Remember, all students and teachers get in free always. If group is 4th graders, remind them to sign up for the 4th grade passport program (free membership for their entire family for a year.)</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> <p>Pair share</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

Remember that not all students have parents, so refer to family/friends instead of parents