

Foundational 90-Minute Tour

Level	Kindergarten – 1st grade		
Essential Question	How can we find meanings in art? (<u>rephrase: How can we understand what we are looking at?</u>)		
Pathways	Maintain 15 minutes in one gallery but move them in front of different artwork more often (every 5 min based on their ability to listen/engage – if they are wiggly, it’s probably time to move them to a new artwork.		
Introduction	Time	Content/Activity – What is said aloud is written in GREEN; bold green are questions instructions written in BLACK are <i>not</i> said aloud to the tour group Highlighted in yellow are strategies particularly good for youngest kids	Materials or Strategies
	Time 10:00	<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 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.)</u></p>	<p>Museum Expectations sign</p> <p>Chaperone directions Hand movements aid memorization</p>
	5 minutes	<p>We will look carefully at art and share ideas There are no wrong answers. It’s ok to see things differently!</p> <p>Chaperone...any questions? During our tour, please follow me and stay together as a group.</p> <p><u>Pass out the puzzle pieces (making certain that each one you pass out matches another passed out) Ask students to find the person whose piece matches theirs. This will be their partner during the tour and they get to be the experts on the color and shape on their puzzle pieces.As students walk between galleries, they can silently hold up their puzzle piece when they see their color or shape. This engages them in looking during transitions.</u></p>	<p>Checking for how to say a name and then using student names reinforces they are individuals with unique contributions Puzzle pieces</p>

<p>Tour Leader 's choice of art in a gallery:</p> <p>select art that includes an engaging narrative</p>	<p>10 minutes for VTS</p>	<p>Purpose: Encourage Discussion of Art with Visual Thinking Strategies (VTS) 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 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 3 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 (repeat in other words: we can understand something better the longer we look at it.) (EQ).</p>	<p>VTS- there are no right or wrong answers, but evidence for ideas is expected.</p>
<p>Can cut primary and secondary colors and just do warm and cool. If so, White Rabbits color book would NOT make sense to read.</p>	<p>time ____</p> <p>15 minutes</p>	<p>Purpose: Element of Art - Color – primary and secondary <u>Seat</u> students in front of artwork and explain we are going to start with a book about the element of color. See directions on bag holding the book for tips on reading it with students.</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) Distribute color wheels. Open book to page where rabbit is one color and hops in another – (ie – blue and red) have them look at color wheel too see how purple is in between blue and red.) Point out the colors Rabbit has for paint are <u>primary colors</u> – (have all kids say that out loud in a whisper voice.) and the colors he makes are <u>secondary colors</u>. (have all kids say that out loud in a whisper voice.)</p> <p>Pair share: What primary colors does the artist use in this art? What secondary colors?</p>	<p>Knowing where to sit provides a clear direction for students. Sign of elements Book – White Rabbits Color Book color wheels</p>

	<p>time _____</p> <p>15 minutes</p>	<p>Purpose: Continue Discussion Element of Art - Color Warm and Cool</p> <p>Stop in front of art that uses warm or cool colors effectively.</p> <p>Introduce concept: <u>Warm colors include red, yellow, orange</u> (define this – do NOT ask them to see if they already know. Tell them the definition, then you'll explore the concept.)</p> <p>Look at the color wheel with your partner - use your hands to show just the warm colors (you do this as you ask them to do it, so you are showing them what to do)</p> <p>Ask one question at a time and let them answer each before asking another.</p> <ul style="list-style-type: none"> • <i>What things in nature are "warm colors?"</i> <p>Listen for their whispers to their neighbors and repeat some answers you overheard that they said in their pair shares. OR just say, "I heard someone say the sun and another person say fire" Then follow up with: "If you were near the sun or a fire would you feel warm or cold?" Confirm they would be warm and let them know that's how they can remember these colors are called warm colors.</p> <p>Introduce concept of <u>cool colors</u>: Cool colors are on the other side of the color wheel. Look at the Color Wheel with your partner with your hands show just the cool colors.</p> <p>Share with your partner: ask one question at a time and let them answer each before asking another.</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> <p>Listen for their whispers to their neighbors and repeat some answers you overheard that they said in their pair shares. OR just say, "I heard someone say the ocean and another person say the sky." Then follow up with: "If you were in the ocean would you feel warm or cold?...YES the cool colors can make us feel cool"</p> <ul style="list-style-type: none"> • <i>If the artist used warm colors instead of cool, how would that change this artwork? (listen to their answers, then sum up – So an artist can choose a color to make us feel a certain way. The artist is using color to create meaning for us as we look at the art.</i> <p>COLLECT COLOR WHEELS so they don't have to hold them as they walk.</p>	<p>Color wheels</p> <p>Pointing to something, covering up colors, etc... allows everyone to respond at same time</p> <p>Pair share (some kinders will be able to pair share. If they struggle, start your question with: whisper to your neighbor...(ie - the name of something in nature that is blue or green or purple)</p>

<p>**this can be shortened and added to another portion without the strings</p>	<p>time ____ 15 minutes</p>	<p>Purpose: Element of Art - lines</p> <p><u>Seat</u> students in front of art that uses lines effectively. Hold the sign with the elements and point to which ever elements you have talked about having them say those elements in whisper voices.</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. • Look at artwork in front of you and have students draw a line they see in the art with their finger in the air. • Move to a new artwork, hand out the ropes or strings and have students make a line they see in the artwork using the string on the ground. You can say out loud as you view their lines: I see a curved line, I see a straight diagonal line...” • If there is a work of art in which the line relates to a feeling, such as Glacial Rain, connect line to the EQ: the curvy lines could make you feel like it’s moving. So, looking at the element of line helps you understand the artwork and create meaning. 	<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>Interactives – rope/string</p>
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	<p>Time _____</p> <p>15 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> <ul style="list-style-type: none"> • 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!) • Whisper the name of the shape you made (circle, triangle, rectangle and square). • Whisper the name of the shape on your puzzle piece. <p>At this point you <i>could</i> read the Brown Rabbit shape book, but 2 books takes away their time to LOOK at the art, plus the book has forms not just shapes, <u>so I'd actually avoid this one or only read this one and not the color book.</u></p> <p>Looking at this art, share with a partner what shapes you see. Allow for partners to discuss.</p> <ul style="list-style-type: none"> • I heard many names of shapes, (mention names you heard partners share). • What do they shapes help us understand about the art (wait time – if they don't understand the question, model an answer such as: this ___ shape might make us think there's a table, or See if they can now answer the question. 	<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>Maybe Brown Rabbit Shape book (see note in text)</p> <p>All students participating by using hands to respond</p> <p>Pair/Share</p>
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<p>To make the tactile gallery take a full 15 minutes, do each part of this separately. Let them touch first, then pull them together sitting on the floor to share texture words.</p> <p>THEN pass out the pieces in the texture bag. Let them explore the artwork again to find a piece that matches the texture they have. Bring them back in a sitting circle. Pass the pieces to the right, and then let them explore again...</p>	<p>time _____</p> <p>15 minutes</p>	<p>Purpose: Element of Art – Texture (THE TACTILE GALLERY IS IMPORTANT TO GO TO WITH YOUNG CHILDREN- Emphasize this is the ONLY place in the museum where they can touch the art.)</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 how parts of the art look like they feel. (rub your fingers together and have them do the same to remember what texture means) IF in the tactile gallery, let them slowly and GENTLY explore the art with their hands. Say “FREEZE” and ask: can anyone can think of words to go with how an artwork feels? Say UNFREEZE and let them continue to slowly and GENTLY explore.</p> <p>Pass out interactives and let them come up with descriptive words based on what they are feeling. 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? Or see the left panel for how to look at the tactile gallery using the interactives.</p> <p>Gather in a circle on the floor or in front of a piece to 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>Turn to your partner and discuss:</p> <ul style="list-style-type: none"> • How does the texture help you understand something about this art? (ie - this dog is fluffy or the ice cream is soft and drippy...) • If you changed the texture, what would happen? Can you have a wiry dog 	<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>Pair/Share</p>
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	<p>ONLY DO THIS ONE IF YOU HAVE TIME OR WANT TO COMBINE IT WITH ANOTHER ELEMENT</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><i>How are these forms like the shapes?</i> (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) <p>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>	<p>Sign of elements</p> <p>Demo makes the concept more concrete</p> <p>Interactive: Forms</p>
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<p>Closure</p> <p>Tack this onto another 15 minute segment</p> <p>–</p> <p>Make the element in that segment take around 10 minutes so you have 5 minutes to do this before or as you walk back.</p>	<p>Time: 11:25</p> <p>Return to entrance</p> <p>5 minutes</p>	<p>Purpose: 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 – use hand signals and sign)</i></p> <p><i>If you could bring someone back, what would you show that person first? Perhaps it was art that you didn't get to see. Let them pair share as you walk back to tour entrance.</i></p> <p><i>Remember, all students and teachers get in free always.</i></p> <p>Encourage them to return with family and friends.</p>	<p>Elements sign</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