

Foundational 90-Minute Tour

Level	High school		
Essential Question	How can we find meanings in art? (this will be continuously asked throughout the tour, so they see that elements/principles help us find meaning, and thinking about art as a sound or movement can help us find meaning as well as thinking about context (issues, events, people, society) being presented.		
Pathways	TLs can determine which works of art to utilize or pose a question/interactive and allow pairs of students to look through that gallery in a given amount of time to answer the question/complete the interactive.		
Introduction	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	<p>Purpose: Present museum expectations 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>Museum Expectations sign - MEME</p> <p>Chaperone directions</p>
	5 minutes	<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/principles of art, as well as find the story by looking for the context.</p> <p>Chaperone...any questions?</p> <p>During our tour, please follow me and stay together as a group.</p>	<p>Show visual of EQ</p>

<p>Same gallery</p> <p>Tour Leader 's choice of art: select art that includes an engaging narrative</p>	<p>Time: 10:05-10:15</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; have students sit or stand. 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. 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, link, frame student responses. Point at all times when they respond.</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? YES - we can find more meaning in art when we spend more time looking at it (EQ).</p>	<p>VTS- there are no wrong answers, What do you SEE that makes you SAY that</p>
	<p>time</p> <p>15 minutes</p> <p>Purpose: Elements of Art</p> <p>With a partner, find at least TWO examples of each element in a work of art in this gallery, and then find at least 3 principles. If you have a question about an element, raise your hand and I'll come help.</p> <p>(allow them to have 5-7 minutes – give time warnings at 3 minutes then 1 minute “You have 3 more minutes to find at least 2 examples of each element and 3 principles).</p> <p>Gather them back in middle. Ask: How might these elements and principles help us make meaning in art? (let students answer – ie – color might create a mood or emphasis might point to something important....)</p>	<p>Sign of elements and principles</p> <p>Pair/Share</p>

	<p>time _____</p> <p>15 minutes</p>	<p>Purpose: explore connection between Elements and principles</p> <p>Stop in front of art that uses warm/cool colors or complementary colors, or lines, or shapes...</p> <p>Remind of <u>warm colors</u>: (red, yellow, orange) and cool colors (blue, purple, green) Demo these by using your hands to show just the warm colors, then cool colors, or if you're looking at complementary colors, demo crossing the middle to find a pair of colors.</p> <p>In pairs, look at the principles on the list – how are the warm/cool colors (or complementary colors...) arranged according to a principle (ie – are they balanced, or not balanced, are they in a pattern?)</p> <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>Either use dice (TL rolls one set of dice, then sets pairs off to find an artwork where that element and that principle work together). OR – hand out principle slips to each student and in pairs have them find each of the principles they have on their slip. Encourage them to find one work with both principles. When they find one – have them talk about what elements create the principle. TL moves between groups to hear what they are talking about and affirm them.</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>1 pair of Dice and/or principle slips</p>
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<p>OPTIONAL Choice A1 (to do with A2)</p>	<p>time ____ 15 minutes</p>	<p>Purpose – explore EQ – how do we find meaning in art? By also thinking about context.</p> <p>Share EQ again. Another way to find meaning is to explore art through it’s context (definition = the circumstances that form the setting for an event, statement, or idea, from which it can be more fully understood.) We can identify context by thinking about different lenses: In this gallery we will think about Place (time and location) and Events (historical and current)</p> <p>Pass out a place and event card to each pair. <i>With your partner, walk slowly around the gallery looking for at least one work of art that has evidence of a place and an event. Use the label and the wall text to help you make meaning.</i></p> <p>Give students 7-10 min depending on how engrossed they are in the conversations. If they aren’t understanding it, TL can stop them and have students share what they found about a work of art. This will serve as a model to help other students understand the interactive. You can give them more time to look or give them some time to share in a large group.</p> <p>Ask: How did looking for the place and events help you make meaning? (EQ)</p>	<p>Interactives: Place card and Events card (1 of each per pair)</p>
<p>OPTIONAL Choice A2 (to do after A1)</p>	<p>Time ____ 15 minutes</p>	<p>Purpose – explore EQ – how do we find meaning in art? By also thinking about context.</p> <p>Share EQ again. Another way to find meaning is to explore art through it’s context (definition = the circumstances that form the setting for an event, statement, or idea, from which it can be more fully understood.) We can identify context by thinking about different lenses: In this gallery we will think about Social Issues (cultural norms, policies and ethics) and Community (family, friends, community).</p> <p>Pass out a Social Issues and Community card to each pair. <i>With your partner, walk slowly around the gallery looking for at least one work of art that has evidence of a place and an event. Use the label and the wall text to help you make meaning.</i></p> <p>Give students 7-10 min depending on how engrossed they are in the conversations. If they aren’t understanding it, TL can stop them and have students share what they found about a work of art. This will serve as a model to help other students understand the interactive. You can give them more time to look or give them some time to share in a large group.</p> <p>Ask: How did looking for the Social Issues and Communities help you make meaning? (EQ)</p>	<p>Interactives: Social Issues card and Community card (1 of each per pair)</p>

<p><u>Optional choices</u> Art Anywhere cards</p> <p>and/or</p> <p><u>Optional Choice</u> Sound and Movement cards</p>	<p>time _____</p> <p>each of these options could take 15 minutes</p> <p>(so these could be two separate sessions)</p>	<p>Purpose: to explore the EQ and discover more ways to find meaning in art</p> <p>Options for any of the 15 minute sessions:</p> <ul style="list-style-type: none"> • Art Anywhere cards – give each student a card. Have them walk slowly around the gallery to find art that addresses the statement on the card – which should be different for each person in the pair. Encourage them to go into detail when they discuss why/how the art addresses what the card says. (if they finish early, they can switch cards with another pair.) <ul style="list-style-type: none"> ○ ASK: How did these cards help us find meaning in art? • Sound and Movement cards – divide group in half. Explain that each group has to represent a work of art through sound or movement. Briefly go over how they will do that (read over directions on a card). Emphasize time frames (as they get started, pay attention to where they are in the process and give time frames if needed – ie: say out loud – “you have 30 more seconds to choose a piece of art!” if they are taking too long to decide on one.) If one group is done, and the other isn’t, encourage the finished group to practice. <ul style="list-style-type: none"> ○ Have each group share what they created. Ask for audience to say what they noticed and then the group to share their reasons for choices. ○ If time, allow groups to switch cards (those who did sound now do movement) and each group chooses a new piece of art (or could do the same work). ○ Let them present again. ○ ASK: How did thinking about the artwork as a sound or movement help us find meaning in it? <p><i>NOTE THAT at any point in this tour you can also suggest they read the label and wall text to help find meaning in art</i></p>	<p>Interactives:</p> <p>Art Anywhere cards</p> <p>Sound/movement cards</p>
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	<p>time _____</p> <p>15 minutes</p>	<p>Purpose: concluding 15 minutes – bring back to EQ</p> <p>In last gallery, ask first question, then any of the following ones –</p> <ul style="list-style-type: none"> • What are all the ways you can make meaning in art. • Can you use any of these methods to make meaning other areas you study? (ie – can you use any of these methods to think about text?) • What questions still remain for you after this process of thinking how to make meaning in art? (can group them in pairs or groups of 3 to discuss) <p>As we end the tour, let’s slowly walk back through the galleries, thinking about the following question:</p> <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. <i>Let them pair share as you walk back to tour entrance.</i></p> <p>It is impossible to see all the art in one day.</p> <ul style="list-style-type: none"> • 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>If students were interested in any gallery where the art is temporary, be sure they know the shows change frequently.</p> <p>Remind them that students of all ages always get in free and invite them to return as often as they can.</p>	<p>Pair/Share</p>
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