



Educator's Guide

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Dear Educator

Dear Educator,

Thank you for your interest in the Columbus Museum's *Learning to Look* tour. This interdisciplinary tour for 1st through 3rd grade students focuses on the elements and principals of art and is designed to meet elementary school curriculum objectives. Additionally, the tour is an introduction to visiting the Museum and to thinking critically about art. The pre-visit and post-visit activity suggestions and guided Museum tour will provide opportunities:

- To teach students about the function of the museum: the museum collects art, protects and displays art, provides educational tours in the galleries and offers a wide variety of programs to the public.
- To improve the students' ability to look carefully and to discover how artists communicate with us through their art. We will focus on works of art to allow students to see and discuss the elements of art (line, shape, form, color, texture and space) and selected principles of design and art judgment (pattern, balance, and emphasis). This will help the viewer understand what story, feeling or idea the artist is communicating.
- To relate knowledge of the elements and principals of art to math, social studies and science concepts and creative writing and other language arts activities.

Included in this packet are six transparencies (eleven images). With the exception of the image of the Museum, they are grouped in pairs to accommodate suggested discussions and comparison activities in the classroom. Basic vocabulary words are listed on the artist sheets and throughout the packet in **color**. Discussion questions and activities suggested are intended for 1st through 3rd grades. Please select those that are appropriate for your students' level.

At the end of the packet, you will find a questionnaire. Please take the time to complete this and return to the Museum via the Pony. Information ascertained from teachers using these materials will help us in developing future packets. If any portion of this guide needs to be replaced, please contact the Education Department at (706) 649-0713, ext 39.

Sincerely,
The Education Department
The Columbus Museum

Making Your Tour Successful

Before your *Learning to Look* tour . .

1. Preview your Museum visit in the classroom using selected activities from the Educator's Packet or related activities of your own.
2. Prepare student name tags. Each student should wear a name tag with his/her first name and school name. This will allow docents to address students personally when asking or answering questions.
3. Check your tour confirmation form for the specific date and time of your tour. Arrange transportation for your group. Plan to arrive at the Museum at your scheduled tour time. Groups arriving before 9:30 a.m. will wait until the building opens. Late arrivals will receive a shortened tour program. Notify the Museum of any schedule changes as soon as possible. Arrange to bring one chaperone for every 8 to 10 students if possible.
4. Discuss and explain the Museum Manners with your class.

On Your Tour Day . . .

1. Upon arriving at the Museum, docents will divide your class(es) into smaller groups. Each group will be guided by a trained volunteer docent. A parent or teacher should accompany every 8 to 10 students, if possible, and be prepared to assist with discipline.
2. Make sure each student is wearing a name tag.
3. Enter the Museum's main entrance (facing Wynnton Road) where you will be met by your docents. Do not let the bus drive under the porte-cochere; the bus may park in the parking area in front of the Museum.

After Your Museum Tour . . .

1. Reinforce concepts introduced during the tour program through post-visit activities.
2. Complete the Evaluation Form sent with your confirmation and return it to the Museum's Education Department. Your honest responses will help us refine the *Learning to Look* tour program to more effectively serve your needs.
3. The Museum's Teacher Resource Center offers interdisciplinary, classroom-ready materials to help integrate art into the classroom. Books, slide sets, videos, CD-ROMs and posters from museums around the country are available for check-out to area educators. For a complete list of these resources, please see our website at www.columbusmuseum.com. A list of books and resources that are particularly relevant to this tour can be found at the back of the packet.

Museum Manners

Please review manners expected when visiting the Museum before your arrival with students and chaperones.

- ~ **Look, But Do Not Touch.** Please do not touch objects in the Museum. Touching is allowed only in *Transformations*, our hands-on gallery.
- ~ **No Running, Pushing or Shoving.** Please walk while moving throughout the Museum.
- ~ **Students must remain with their assigned docent and chaperones at all times.** Should a child become separated from his or her group, ask a security officer for assistance.
- ~ **One at a Time Please-** The docent has a great deal of information to share with you. Please listen when he or she is speaking. If you have something you wish to share, please raise your hand.
- ~ **Indoor Voices Only-** Discussion of objects and topics is encouraged. Please use indoor voices and do not yell.
- ~ **Pencils Only Policy-** Students may write or draw with pencils only in the galleries. Pens are not allowed.
- ~ **No Form of Photography or Video** is permitted in the galleries.
- ~ **No Food, Drink or Gum** is allowed in the galleries.
- ~ **Backpacks, Book Bags and Umbrellas Are Not Permitted** in the galleries.

Should you have any questions regarding these policies, please contact the Education Department prior to your arrival.

Pre-Visit Activity 1



INTRODUCTION OF THE MUSEUM:

Talk about museums and where they can be found. Introduce the Columbus Museum. A transparency of the Columbus Museum is provided.

1. Ask students if they have ever visited a museum. Have them describe the experience and what they saw. Allow them to share any personal stories. Write their answers on the board or on paper. Then discuss the definition of a museum. Show the image of the Columbus Museum and ask if any have ever visited this museum.
2. Discuss Museum Manners. Offer examples of appropriate behavior while visiting the Museum.
3. Discuss basic vocabulary.
4. Share with students what they might expect to see while visiting the Museum and what will take place from the time they arrive at school until after the trip to the Museum.
5. Discuss what students hope to see and learn when visiting the Museum.

Pre-Visit Activity 2

VISUAL ARTS AND MATH

Shape and Color Necklaces

Materials:

Colored construction paper, yarn, hole punch, scissors for each child and shape templates.

Preparation:

You may wish to have the shapes drawn on the colored paper prior to the activity. Prepare yarn cut into enough strands for each student. Have ready colored sheets of paper for each shape and child.

Goals/ Objectives:

To aid in students' ability to recognize shapes and colors when looking at works of art and other objects or images.

This necklace will serve as a teaching tool when presenting art or objects, such as those provided in the transparencies or discussing shape and color. For example, when discussing the circle, students may refer to their own necklaces as a resource. You may wish to have your students wear these necklaces during their visit to the Museum. For your convenience shape templates are included in the packet (p.36).

Procedure:

Review the colors and shapes the students will be using to create their necklace.

1. Have students cut out shapes (Circle, Rectangle, Square and Triangle) of different colors (each different). Additional shapes and colors can be added if desired.
2. After each shape has been cut out, punch holes large enough for a piece of yarn to slip through. Provide each student with a strand of yarn to thread through the shapes. Help each student tie the two ends of yarn together to make their necklace.
3. Present students with an image. Point out a particular color or shape.

Students should be able to select the matching shape or color from their necklace. Repeat this activity with different images to practice identifying colors and shapes or for review activities.

Pre-Visit Activity 3

VISUAL ARTS AND MATH

The Shapeshifter

This activity is based on the book *The Greedy Triangle* by Marilyn Burns, which is available in the Museum's Teachers Resource Center.

The Greedy Triangle tells the story of a triangle unhappy with its shape. He visits the local shapeshifter to add more lines and angles until he doesn't know which side is up.

Materials:

The Greedy Triangle book and large open space.

Goals/Objectives:

After completing this activity students will be better able to identify shapes, angles and lines as well as work with others to solve problems.

Procedure:

After reading the story (or discussing lines and shapes with students) make a large open space in the classroom. Assign one student the role of the shapeshifter. The remaining students should be in a large circle or horseshoe and able to see the shapeshifter who stands in the middle. The shapeshifter is in charge of selecting students to assemble lines and shapes in the center of the space.

1. First the shapeshifter selects one student to go to the center of the space. This student lies on the floor to make a line. This student must figure out where and how to make the line using only their body.
2. The shapeshifter then selects another student to change the line. The two students must work together to create a new line, angle or shape, if possible.
3. After the group has made a new shape the students not participating should identify the new shape or line. A new person can be added to the group until everyone is included. The last assignment the shapeshifter gives is to make a circle.

Vocabulary

BASIC VOCABULARY

Museum: A building or place that focuses on acquiring, conserving, displaying, studying and teaching about objects of artistic, historic or scientific value; but primarily museums are places for people to visit to learn about objects from the past and present.

Docent: Derived from the Latin term *docere* which means to teach, a docent is someone that teaches in a museum. A docent studies objects in the museum's collection and relates the information to the visitor. One typically can find a docent touring groups through the museum. Usually this is an unpaid position.

Object: A material thing that is given attention, action, feeling or thought.

Abstract art: Imagery that exaggerates or simplifies the forms suggested by the world around them.

Portrait: An image or work of art that portrays a specific individual or group of people. They typically reveal elements of the personality of the person and show what they look like. A portrait might also be made of an animal. A portrait can be made from any medium.

Landscape: Any work of art in which the subject contains scenery such as trees, rivers, flowers or mountains.

Sculpture: A three-dimensional work of art. It could be created through carving, construction, casting or modeling.

Still-life: A picture of lifeless objects. Common subjects for a still-life might include books, clothing, flowers, food or vessels.

ELEMENTS OF ART

Color: The colors we see are lightwaves absorbed or reflected by everything around us. In nature, a rainbow is white light that is broken apart by the moisture in the air.

- The **primary** colors are red, blue and yellow. Primary colors cannot be made from other colors. Artists create secondary and intermediate colors by mixing primary colors.
- **Cool** colors are made mostly of green, blue and violet (purple). **Warm** colors are made mostly of red, orange and yellow.
- **Value** is the lightness or darkness of a color. You can get different values of a color by mixing its shades and tints. One usually makes shades by mixing a color with different amounts of black. One usually makes tints by mixing a color with different amounts of white.

Line: A line is a mark made by a pointed tool—brush, stick, pencil, pen, etc.—and is often defined as a moving dot. It has length and width, but its width is very small compared to its length.

Shape: When lines meet, shapes are formed. Shapes are flat. Some shapes are **geometric**, such as squares, circles, triangles, rectangles and ovals. Other shapes are **organic** or irregular.

Form: Forms are three-dimensional—they have height, width and thickness. Shapes are flat; forms are not.

Texture: Texture is the way something feels when you touch it. Artists also create the illusion of implied texture in artworks such as paintings, drawings and prints.

PRINCIPLES OF ART

Pattern: Artists create pattern by repeating a line, shape or color over and over again.

Balance: Balance describes how artists create visual weight. Artists think about how to make their works balanced by using elements such as line, shape and color. There are several ways to balance an artwork:

- **Symmetrical** balance means both sides of an imaginary line are the same
- **Asymmetrical** balance means each side of an imaginary line are different, yet equal
- **Radial** balance means lines or shapes grow from a center point.

Emphasis: Artists use emphasis to make certain parts of their artwork stand out and grab your attention. The center of interest or focal point is the place the artist draws your eye to first.

