

# Post-Visit Activity 1

## LANGUAGE ARTS

### Dear Artist Worksheet

#### Materials:

See page 45 for the worksheet and transparencies.

#### Goals/Objectives:

After completing this activity, students will be able to recall information about an object they viewed in the Museum and write at least three sentences on a topic. Students will become familiar with writing correspondence letters.

#### Procedure:

1. This exercise should be adapted to your students' letter writing level. Aspects such as address, date and envelopes are elements you may wish to include.
2. After reviewing the transparencies and discussing the students' feelings about the objects they have seen, have students select one artist they would like to send a letter. Using the worksheet, students can express their ideas about the artist's work and make suggestions for future works. Students may share their letters after completion.

# Post-Visit Activity 2

## VISUAL ARTS AND MATH

### Shape Stroll

#### Materials:

Area to take a walk (playground) and you may wish to incorporate the shape necklace from the pre-visit activity into the lesson.

#### Goals/Objectives:

Students will be able to identify and describe shapes within their surroundings.

#### Procedure:

1. As a class, review the various types of shapes. Ask students to describe the differences between circles, squares, rectangles, triangles and others.
2. Go for a walk around your school in search of the shapes. Students should search for shapes in the things they see. Count the number of different shapes you see. You may wish to take a camera along to record the shapes the class finds. Pictures can be used to write a story about the shape stroll or for another activity.

# Post-Visit Activity 3

## VISUAL ARTS AND SCIENCE

### Mixing It Up

#### Materials:

Food coloring in yellow, blue and red, three large clear glass bowls, three large clear glass pitchers or measuring cups, water, three wooden spoons, a flat surface visible by students.

#### Goals/Objectives:

Students will conduct a science experiment on mixing colors. After participating in the experiment students will be able to identify which colors can create other colors when mixed together.

#### Procedure:

1. Assign groups to be responsible for water, mixing colors and the three primary colors.
2. Fill each pitcher with water. Each pitcher should hold one primary color (yellow, blue and red).
3. After mixing the water in the pitcher with a primary color, students in the red and blue groups will mix together a portion of some of the water in their pitchers in one of the empty clear bowls.
4. One of the students responsible for mixing will use a spoon to stir the two colors. Purple or violet should appear. Students should discuss the changes they saw as the two colors were mixed together. The mixing should continue until orange and green are made. More primary colors may be needed in the process depending upon the size pitchers being used. After each mixing, students should discuss the changes they noticed and review which colors were used to make orange, green and violet.

## Edward William Redfield



*Road to Lambertville, ca. 1930*  
Oil on canvas

Draw a line down the center of the painting.

After you have separated the painting into a right and left side, list all the objects you see on each side.

Artists often try to create a visual balance in their work. Often they create this balance through the use of shape, line, and color.

Circle your answer.

This painting is:                      **Symmetrical**                      **Asymmetrical**                      **Radial**

I circled \_\_\_\_\_ because the painting is balanced by:

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Where was the artist standing while creating this painting? \_\_\_\_\_

Close your eyes. Imagine you are standing there also. What sounds do you hear? \_\_\_\_\_

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What methods does the artist use to tell us about this place? \_\_\_\_\_

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## Dear Artist Worksheet

Dear \_\_\_\_\_,

I recently saw an example of your work during a visit to the  
Columbus Museum. Your piece \_\_\_\_\_  
made me feel \_\_\_\_\_.  
When I saw it, the first thing I noticed was \_\_\_\_\_

\_\_\_\_\_

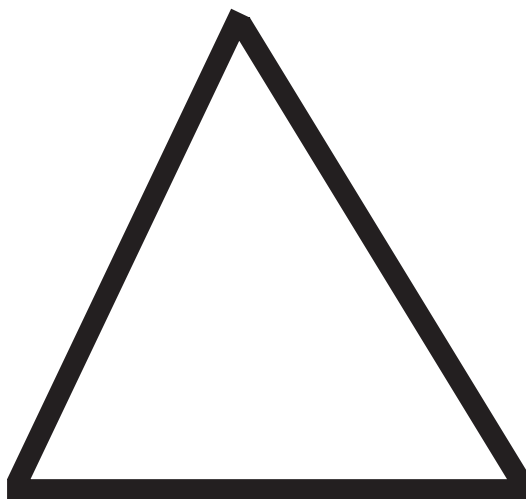
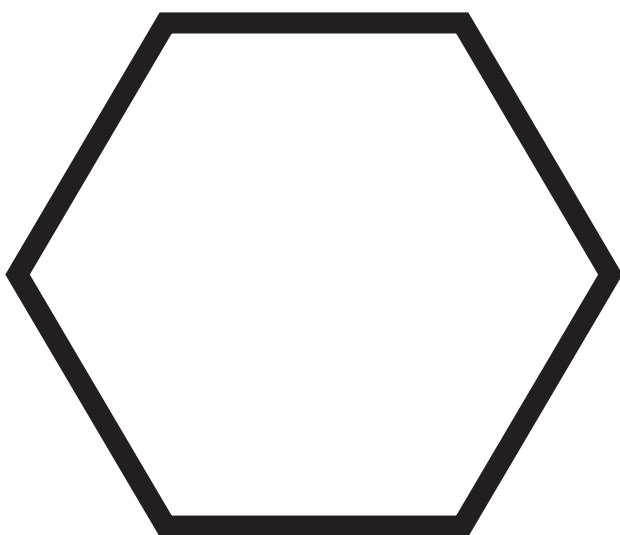
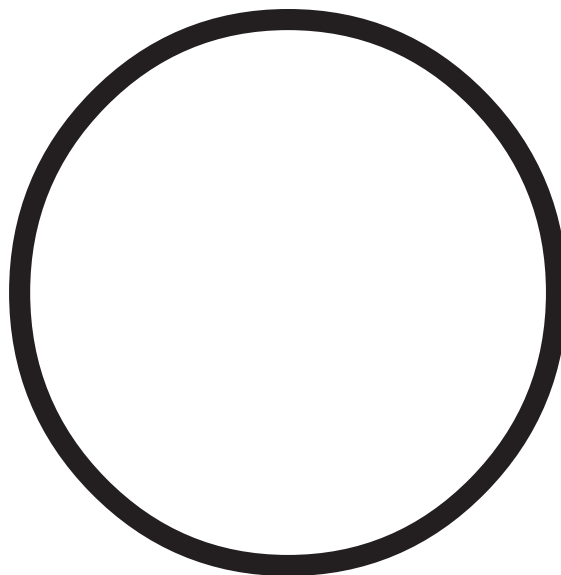
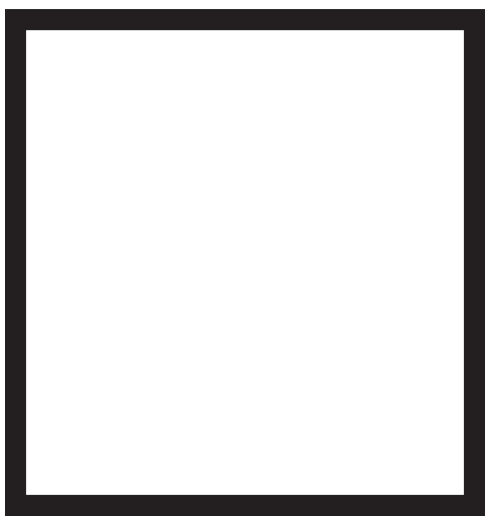
The story I think you are trying to tell through this work is about  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think your next work should be about \_\_\_\_\_  
\_\_\_\_\_

Sincerely,

\_\_\_\_\_

# Shapes Necklace Worksheet



# Resources

These materials may be checked out from the Museum and can be delivered to your school through the Pony.

## BOOKS

*Lines, Shapes, Colors, and Textures*

*What Does it Mean?*

*Exploring Ideas*

*Getting Ideas*

*Color*

*Creating Abstract Art*

*Super Easy Shape Art*

*Math for Fun Projects with Hands-on Games and Experiments Using Fractions, Numbers Plotting, Measuring and Much, Much More*

## POSTERS

*Elements of Art Posters*

## VIDEOS

*How Artist's See Animals*

*The Intelligent Eye*

*Museum Shapes*

*Shapes and Patterns*

*Alma Woodsey - A Life in Art*

## EDUCATION PACKETS

*Alma Woodsey Thomas*

# LEARNING TO LOOK PACKET EVALUATION



School \_\_\_\_\_  
Grade \_\_\_\_\_  
Subject \_\_\_\_\_

**Please Xerox this form and return to the Columbus Museum Education Department through the Pony at your earliest convenience.**

How was this packet used? Circle those that apply.

Orientation to Museum                      Post-Vist to Museum

Substitute Teacher Materials      Supplement Lessons

Other: \_\_\_\_\_

Which parts of the packet were confusing/understandable/ most compelling for your students? \_\_\_\_\_

Which parts of the packet were confusing/understandable/ most compelling for you? \_\_\_\_\_

What did your students learn through the packet? \_\_\_\_\_

Which components of the packet held the students attention? \_\_\_\_\_

What activities did you use in the classroom? \_\_\_\_\_

How much time did students spend on the activities? \_\_\_\_\_

What changes or additions should be made to the packet? \_\_\_\_\_

Additional Information you wish to share: \_\_\_\_\_

**Please Return to the Education Department of the Columbus Museum  
1251 Wynnton Road  
Columbus, GA 31906**