

# University of Alaska Museum of the North

## Directed Discovery Field Trip

### Exploring Art

K-1<sup>st</sup> Grade

1 hour

#### Introduction: Welcome & Rules (10 minutes)

Gather the class in the Education Center to welcome them to the museum, remove coats, review museum rules, & divide into groups. This is a good way to calm them down after the bus ride but don't take too much time...we want to get students into the gallery!

Introduce yourself and other docents. Tell the class what will happen during the tour. Remind them of gallery rules and ask them to keep their eyes open for things that look interesting to them. Inform them that there will be time at the end for drawing an artwork that they like. Use this time as an opportunity to refresh your memory about grade level differences. Gear questions during the field trip appropriately.

If there is time, do a little stretching. This will help focus the students' energy and get them ready to listen to you. It can be as short as 2 minutes. Say you need to get ready to climb the stairs so need to stretch your legs, need to get ready to look closely so stretch your neck and eyes, etc. Then, divide up into 2 groups (with docents) to proceed upstairs.

#### I. Personal Connections (15 minutes)

##### ★Main Idea:

Students will recognize and consider artistic expression. Students will begin to interpret artist meaning and intent in addition to personal responses to art.

Guide the group in discussion and exploration focused on **art elements and mood**. Start at Earl Atchak's pieces, *Next Generation Berry Picker* and *The Great Hunter*. Have kids move their bodies to imitate the lines of the pieces. Ask them to make faces to show how they would feel to be in the boat (smile, frown, etc). Discuss color, texture, line and shape. Focus on observing and movement. Try to convey to students how art is made of lines, shapes, and colors but can make us feel things and think about things.

If time allows, choose another piece and ask about the colors, lines, and shapes. Ask students how they make them feel.

Finally, end with a few minutes on the Place Where You Go to Listen. Explain before going in that this artist uses something special to make us feel things. After going and sitting quietly for 1 minute, come out and ask the kids what the artist used. Did he use color? (yes!) Did he use line? (maybe) What else? (sound!)

If time allows, conduct a **"make-believe"** exercise. For a few minutes, make up a story together about an artwork. This will show students how art can convey meaning and emotion.

## **II. Looking Closely (15 minutes)**

### **★Main Idea:**

Students will recognize and discuss elements of art including texture, line, color, and shape. Students will practice being observers of art.

Begin by discussing the elements of art and close with a small scavenger hunt.

### **Elements of Art (Paintings) (~7 minutes)**

Have the group sit near the group of paintings and spend the time looking for art elements. Use props to focus observations. Begin by looking at all the works and ask if they are the same or different. Discuss what is similar and different about them (all are paintings, they use different colors and shapes, etc). Then, pass out “artscopes.” Ask kids to look at just one part of a painting (they can look at different things). Ask if they see 1 color or many in their part. Do they see any lines? Any shapes? Use this activity to discuss how all art works use line, color, shape and texture. End by discussing the elements used in Alvin Amason’s piece, *Oscar Scared Him With His Icon*. Have students use strips of yarn to imitate the shape of lines in the artwork. Have them look at color swatches to pick the closest match. Use bits of fabric to talk about texture (implied texture). Encourage them to look for lines, shapes, color and texture all around them (at school, at the grocery store, etc).

### **Art Hunt (~7 minutes)**

Students will search in the back of the gallery (“A Sense of Place” and “Art as Process”) for specific parts of artworks (ex: red square, squiggle, bird, something made of wood). This will allow them to practice looking closely at art.

To elaborate on the activity, ask students to come up with words to describe the artworks (soft, hard, big, little, ugly, cute, beautiful).

### **Sketching (15 minutes)**

The whole class participates in this. The docents working with the 2 halves of the class should pass out drawing boards, paper and pencils. Allow and encourage students to explore the whole gallery and draw whatever they like. They can copy a piece or draw something new based on what the art makes them think of. If they aren’t drawing, that’s ok. Let them sit and look. This is their gallery experience.

### **Wrap-up (5 minutes)**

Gather students back together. Ask the teacher to stand near the gallery entrance and have students line up there. Collect writing boards, pencils and drawings. Give the papers to the teacher to carry back to school. Send them off with encouragement to look for lines and colors everyday and enjoy the art around them. Have students walk downstairs and put on coats.