

Full Experience Narrative (both in the classroom and at the museum):

The *Colors of the Seasons Field Trip Experience* will immerse students in kindergarten through third grade in the art of storytelling. Students will see that the elements of a good story- interesting characters, intriguing plots, picturesque settings, meaningful messages- are not confined to the pages of literature but are also found in the shapes, lines, colors, people, and objects in a work of art.

The experience begins in your classroom with pre-visit activities focusing on becoming familiar with the basic elements of art. During the museum tour students will look for how line, color, and shapes are used to tell stories in art. At the museum, students will participate in a Flat Stanley studio workshop, making 2D versions of themselves to “put them in the paintings.” Back in the classroom, post-visit activities include opportunities for painting, writing, and research. Arrange a tour today; it’s time to encourage your students to think outside the crayon box!

*Descriptions of Tour and Studio at the Museum:*

**Artworks on the Guided Tour may include:**

<b>Title</b>	<b>Artist</b>
<i>Not Enough for Two (Lunchtime)</i>	<i>Eastman Johnson</i>
<i>Hannah Duston Killing the Indians</i>	<i>Julius Brutus Stearns</i>
<i>Watching the Circus, 1881</i>	<i>John George Brown</i>
<i>Noon Recess</i>	<i>Winslow Homer</i>
<i>Road Painter's Problem</i>	<i>Norman Rockwell</i>
<i>At the Movies</i>	<i>Gregory Orloff</i>
<i>Salem Harbor No. 1</i>	<i>Maurice Brazil Prendergast</i>
<i>Brilliant Autumn, Landscape #28</i>	<i>Marsden Hartley</i>

**Studio Workshop (optional):**

Flat Stanley - Students will learn and apply concepts of front and back, big and small, near and far by make 2D versions of themselves. Then we will go back into the galleries and “play with perspective” by putting the Flat Stanley version of themselves into Alex Katz enormous paintings.

*Description of Before and After Visit Lesson:*

Before the visit, students become familiar with elements of art while looking at a print of *The Noon Recess* by Winslow Homer in their classroom. After the visit, students paint, write, and complete research.

*Maine State Learning Results:*

1. Integration of Knowledge and Ideas: Students use details to describe characters, setting, plot, or events.
2. Creation, Performance, Expression-Visual Arts: Create, express, and communicate through the art discipline. Students implement elements of art in a creative work.
3. Creation, Performance, Expression-Visual Arts: Create, express, and communicate through the art discipline. Students create a work of art that communicates an individual point of view.

## BEFORE THE VISIT

**Lesson Title:** The Story Behind the Colors

### Objectives:

1. Identify distinguishing features of a work of art such as color, shapes, lines, and patterns.
2. Recognize key ideas or details including characters, setting, plot, or events in the artwork.
3. Describe similarities or differences between individuals, settings, events, or ideas in a work of art.

### Materials:

1. Postcard size color prints – one per student- of : *Salem Harbor No.1* (Prendergast), *Brilliant Autumn, Landscape #28* (Hartley)
2. Tempera paints: red, yellow, blue
3. Brushes for each student
4. Artist's palette – one per student for mixing colors
5. Pencils with erasers
6. White construction paper
7. Small jars filled with water for rinsing brushes
8. Paper towels
9. Models of color wheels for classroom display
10. Color wheel templates for each student
11. Patricia Polacco's, *The Keeping Quilt*

**Duration:** Two 45 minute sessions

**Procedure:** 1<sup>st</sup> session

1. Capture the attention of young artists by engaging them in a lesson about the color wheel. Students will have the opportunity to think and act like real artists when they mix colors on palettes. Begin by viewing a 4 minute lesson about primary and secondary colors @<https://www.youtube.com/watch?v=eGrGkJtSLsk>. The lesson includes information about complementary colors, as well as warm and cold colors. Having an understanding of these concepts will enrich their visit to the Colby Museum of Art.
2. Briefly demonstrate how to mix colors on a palette so all six colors of the wheel are represented. Let students know when their palettes are completed they will paint a color wheel.

3. Hand out color wheel templates and assist students. Have color wheel models for them to refer to as they work. Some students may need you to label the colors for them before they paint.
4. When color wheels are drying, give students some time to experiment. Encourage students to use their palettes for mixing colors in new ways.
5. You may want to fill your classroom with books about color, such as, *The Day the Crayons Quit*, by Drew Daywalt; *Red Sings from Treetops: A Year in Colors*, by Joyce Sidman; *Monsters Love Colors*, by Mike Austin.

**Procedure:** 2<sup>nd</sup> session

1. Read aloud *The Keeping Quilt* by Patricia Polacco. Ask students to notice where Polacco uses color in the illustrations: on the most important part of her story, the quilt. Other parts of the illustrations are done in soft pencils. Explain to students that artists use color to share an experience or communicate a feeling or idea. Discuss how Polacco must feel about her quilt.
2. Ask students to draw a picture of a room in their house and include something they love or something that is very important to them. Brainstorm ideas. Distribute white construction paper and pencils. Students will draw the entire picture in pencil.
3. Finally, ask students to color the one item in their picture they love or the item that is important to them. Remind them to choose the color wisely and refer to the color wheel's warm and cold colors. They want to choose a color that will communicate how they feel about the item.
4. You may want to share your own drawing as model before students color.
5. Display works of art in the classroom.

**Differentiation/Extension:**

1. Study the postcard painting; affix to the top of a journal page; and write three or more sentences about the message you think the artist may be communicating. Use the colors you see as evidence to support your thinking. Has the artist used warm or cold colors? Is this a place the artist liked? Can you spot the primary and secondary colors?
2. Make a working color wheel clock for your classroom. Follow the directions @ [www.craftwhack.com/color-wheel-for-kids](http://www.craftwhack.com/color-wheel-for-kids). Includes primary, secondary, and tertiary colors.
3. Adapt the directions for a working color wheel clock and instead create clocks using oak tag and brass fasteners.

**Interdisciplinary Connections:**

1. Critical thinking skills
2. Listening Skills
3. Fine Motor Development
4. Opinion writing
5. Math: time

**Appendix:**

Palette. Can be a plastic palette, a meat tray from the grocery store, or a large piece of wood.

*The Keeping Quilt*, by Patricia Polacco.

Color Wheel templates @ [www.activitiesforkids.com/printable-color-wheel](http://www.activitiesforkids.com/printable-color-wheel). Choose the template that best suits your needs.

Art Reflection Rubric for student self assessment.

<http://artroom104.blogspot.com/2012/09/roy-g-biv-has-rainbow-colored-hair.html>

## AFTER THE VISIT

**Lesson Title:** Changing Season

### Objectives:

1. Identify distinguishing features of a work of art such as colors, shapes, lines, and patterns.
2. Recognize key ideas or details including characters, setting, plot, or events in the artwork.
3. Describe similarities or differences between individuals, settings, events, or ideas in a work of art.

### Materials:

- Colorful picture books about the seasons. Suggestions include: Lynn Plourde's *Wild Child*, *Winter Waits*, *Spring's Sprung*, *Summer's Vacation*. Also, students may enjoy investigating the following :

Fall: *Red Leaf, Yellow Leaf* (Ehlert, Lois); *Autumn Leaves* (Ken Robbins); *Snow Pumpkin* (Carol Lexa Schaefer); *Moon Glowing* (Elizabeth Patridge).

Winter: *Snow Music* (Lynne Rae Perkins); *When Winter Comes* (Nancy Van Laan); *Oh!* (Kevin Henkes); *All You Need For A Snowman* (Alice Schertle).

Spring: *Handsprings –Poetry & Paintings* (Florian, Douglas); *Spring, An Alphabet Acrostic* (Schnur, Steven); *How Mama Brought the Spring* (Manushkin, Fran).

Summer: *A Harvest of Color: Growing a Vegetable Garden – non-fiction photo-documentary* (Eclare, Melanie); *Summer is Summer* (Gershator, Phyllis & David); *A Summery Saturday Morning* (Mahy, Margaret); *Sea, Sand, & Me* (Hubbell, Patricia).

- White drawing paper folded into four squares
- Pencils with erasers
- A multi-mix of coloring/painting materials: chalk, colored pencils, crayons, tempera paint, watercolors.
- Paint brushes
- Jars filled with water for rinsing
- Paper towels
- Models of color wheels from pre-visit activity
- Postcard size color prints of *Salem Harbor No.1 & Brilliant Autumn, Landscape #28*.

**Duration:** Two or four 30 minute sessions depending on the stamina of students.

**Procedure:**

1. Review the color wheel lesson from the pre visit activity. Ask students to explore classroom books to find seasonal colors such as the ones found in *Salem Harbor No.1*- a glorious summer scene, and *Brilliant Autumn, Landscape #28*. Discuss similarities and differences of colors.
2. Ask students to think of an outdoor scene they are familiar with. Brainstorm some ideas. Some suggestions are: the front of your house, the back of your house, the school playground, the school's entrance, a park, the woods, houses in your neighborhood, etc...
3. Draw the same outdoor scene four times. Draw in a pencil. Use the white construction paper divided into four boxes. The major subject of your drawing (your house, playground, school, etc...) will stay the same in all four drawings. However, decorate each scene with a specific seasonal detail such as pumpkins and falling leaves for fall; bare trees and snowmen or sleds for winter; rain, early spring flowers, and budding trees for spring; and a blossoming garden and leafy trees for summer. Provide a teacher-made model for students to view before they begin their work.
4. Add the color of the season to each box. Use a multi-mix of coloring/painting tools to achieve the "seasonal" colors. Keep in mind the warm and cool colors of the seasons.
5. Display as a series of paintings or cut apart and staple as a book.

**Assessment:** Students view each piece of art displayed in the classroom and say or write how the color relates to an object.

**Differentiation/Extension:**

1. Study the postcard painting of *Brilliant Autumn, Landscape #28*. Draw/color or paint this scene in winter, spring, and summer. Compare your painting to the original. How does color change the scene?
2. Study the postcard painting of *Salem Harbor No.1*. Tape or glue the postcard in the middle of a piece of drawing paper. Write dialogue for the characters in the painting. Use speech bubbles. Download speech bubbles @ [www.freeprintables.org/8-blank-speech-bubbles](http://www.freeprintables.org/8-blank-speech-bubbles). During the tour at Colby you learned that paintings are stories waiting to be told. Let the dialogue you write tell the painting's story: who are the characters and why are they at Salem Harbor.