

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

The *Our Story 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:

Title	Artist
<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: Making Faces

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, settings, plot, or events in the artwork.
3. Describe similarities and differences between individuals, settings, events, or ideas in a work of art.

Materials:

1. Mirror
2. Sketchpad
3. Pencils
4. Museum Paintings: *Watching the Circus*, (John George Brown); *At the Movies* (Gregory Orloff).

Duration: 30-40 minutes

Procedure:

1. Using a hand-held mirror, look at your face noticing eyes, eyebrows, mouth, and nose. Start by drawing your face without any expression; just gazing calmly ahead. Look closely at your reflection and draw what you actually see in the mirror.
2. Look into the mirror as you make an angry face noticing eyes, eyebrows, mouth, and nose. How does your angry face differ from your calm expression? Draw your angry face.
3. Choose 3 different expressions from the list to draw: joyful, surprised, confused, tired, worried, scared, shy, or sad. Write the date on each drawing.

Assessment: Art Rubric Self-Assessment

Differentiation and Extension:

1. Draw a portrait of a friend
2. Take your sketchpad home and draw a family member. Return it to school to share.

Resources: Art Rubric Self-Assessment,

<http://artroom104.blogspot.com/2012/08/self-portrait-assessments.html>

AFTER THE VISIT:

Lesson Title: Portrait on a Landscape

Content and Skills Goals:

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

Materials:

For the landscape painting:

1. Drawing paper
2. Tempera paints
3. Paint brushes
4. Jars for water
5. Newspapers to cover work area

For the portraits:

1. Drawing paper
2. Markers
3. Scissors
4. Glue

Duration: 45-60 minutes

Procedure:

1. Paint a landscape on the drawing paper. Include some of the following: trees, clouds, walking path, flowers, rivers, rocks, fields, waterfalls, roads, mountains, etc...
2. While landscape dries draw a full body portrait of one or two people standing in a pose.
3. Cut out the portraits, glue onto the landscape.

Assessment:

Art-Rubric Self-Assessment

Connections to Common Core:

1. The student communicates through art.
 - a. Use art to express feelings and present ideas
 - b. Use the arts to communicate for a specific purpose

Differentiation and Extension:

1. Draw yourself in a different landscape, such as outer space, under the sea, outdoors in winter, at the circus, or at the movies, etc...Draw and cut appropriate character portraits to add to this scene.

Interdisciplinary Connections:

1. Fine motor skill development
2. Critical thinking skills

Resources:

Art-Rubric Self-Assessment

<https://www.pinterest.com/pin/278801033155370145/>