

**STANDARDS**

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST	SECOND
<p><b>PK.VA:Cr1.1</b> Engage in self-directed or <b>collaborative</b> exploration with a variety of <b>materials</b>.</p> <p><b>PK.VA:Pr5</b> Identify places where <b>art</b> may be displayed or saved.</p> <p><b>PK.VA:Pr6</b> Identify where <b>art</b> is displayed both inside and outside of school.</p>	<p><b>K.VA:Cr1.1</b> Engage in exploration and <b>imaginative play</b> with various arts <b>materials</b>.</p> <p><b>K.VA:Pr5</b> Explain the purpose of a <b>portfolio</b> or collection.</p> <p><b>K.VA:Pr6</b> Explain what an art <b>museum</b> is and distinguish how an art museum is different from other buildings.</p>	<p><b>1.VA:Cr1.1</b> Engage <b>collaboratively</b> in exploration and <b>imaginative play</b> with various arts <b>materials</b>.</p> <p><b>1.VA:Pr5</b> Ask and answer questions such as where, when, why, and how <b>artwork</b> should be prepared for presentation or <b>preservation</b>.</p> <p><b>1.VA:Pr6</b> Identify the roles and responsibilities of people who work in and visit <b>museums</b> and other art venues.</p>	<p><b>2.VA:Cr1.1</b> <b>Brainstorm</b> to generate multiple approaches to an <b>art</b> or <b>design</b> problem.</p> <p><b>2.VA:Pr5</b> Distinguish between different <b>materials</b> or artistic techniques for preparing <b>artwork</b> for presentation.</p> <p><b>2.VA:Pr6</b> Analyze how <b>art</b> exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other <b>venues</b>) contributes to communities.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> <li>● The purpose of presenting artwork</li> <li>● Theme</li> </ul> <p><b>TK-</b></p> <ul style="list-style-type: none"> <li>● Where artwork is displayed inside and outside of school spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Create an artwork to present in a specific art display</li> <li>● Create an artwork based on a common theme</li> <li>● Arrange artwork in a meaningful way to present as a group.</li> <li>● Describe and identify connections between artworks</li> </ul> <p><b>TK-</b></p> <ul style="list-style-type: none"> <li>● Describe and identify how art can be exhibited and where to see artwork on display</li> </ul>

<p><b><u>Kindergarten-</u></b></p> <ul style="list-style-type: none"> <li>How art spaces (museums, galleries, etc.) are different than other types of buildings/spaces</li> </ul> <p><b><u>1st Grade-</u></b></p> <ul style="list-style-type: none"> <li>What types of jobs are common in art spaces</li> </ul> <p><b><u>2nd Grade-</u></b></p> <ul style="list-style-type: none"> <li>How the display of artwork impacts the overall community</li> </ul>	<p><b><u>Kindergarten-</u></b></p> <ul style="list-style-type: none"> <li>Describe and identify what types of art spaces there are</li> </ul> <p><b><u>1st Grade-</u></b></p> <ul style="list-style-type: none"> <li>Describe and identify what types of jobs are common in art spaces</li> </ul> <p><b><u>2nd Grade-</u></b></p> <ul style="list-style-type: none"> <li>Describe how artworks contribute to the larger community</li> </ul>
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<b>Formative Assessment</b>	Teacher observation of students selecting artwork and following a theme.
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<b>Vocabulary for the Lesson</b>	<p><b>Art Gallery:</b> a building or space for the exhibition of Art with the purpose of selling art.</p> <p><b>Art Museum:</b> a building or space for the exhibition of Art.</p> <p><b>Exhibit:</b> to show artwork publicly especially for purposes of competition or demonstration.</p> <p><b>Portfolio:</b> actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual’s creative growth and artistic literacy.</p>
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<b>Materials Needed</b>	<p>Drawing paper</p> <p>Pencils</p> <p>Coloring media (crayons, markers, colored pencils, as available)</p>
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<p><b>Teaching Strategies</b></p> <p><b>Teacher Tips</b></p> <p><i>It would be worthwhile for the teacher to choose artworks that have a strong common theme (i.e., are all about cats, or are all</i></p>	<p><b><u>Part 1- Look, Observe, and Discuss-</u></b></p> <ul style="list-style-type: none"> <li>Display a group of artworks that are similar or would be grouped together in an art gallery or museum. As a class discussion, find common elements within the collection (theme, emotions, materials, etc.) What do these artworks have in common?</li> <li>Discussion should include information relating to grade level standard             <ul style="list-style-type: none"> <li>What is the purpose of an art museum? How is the work displayed?</li> </ul> </li> </ul> <p>For example:</p>
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landscapes, or all by one artist, or art style, etc.).

*\*Always preview virtual art displays and websites like Google Arts and Culture prior to showing students, as they may contain inappropriate artworks for younger students*



<https://www.timeout.com/newyork/museums>



<https://artsandculture.google.com/partner>

#### **TK-**

- Discuss what types of places display art or where you can see art out in the school or greater community.

#### **Kindergarten-**

- Discuss what types of places display art or where you can see art out in the school or greater community. How are these spaces special or different from other areas? What do these spaces look like? Why do you think we have spaces just for art (museums, galleries, etc.)?

#### **1st Grade-**

- Discuss what types of places display art or where you can see art out in the school or greater community. Why do you think we have art spaces? Who and why would visit art spaces? How do art spaces impact people within the community?
- Discuss what an art portfolio is and why artists create portfolios.
- Discuss when, where, how, and why artists preserve and present artwork.

#### **2nd Grade-**

- Discuss what types of places display art or where you can see art out in the school or greater community. Why do you think we have art spaces? Who and why would visit art spaces? How do art spaces impact people within the community?
- Discuss what an art portfolio is and why artists create portfolios.
- Discuss when, where, how, and why artists preserve and present artwork.

*Discuss where and how students have access to art in your community (school mural, local art*

*spaces, public art works, etc.) and discuss their experiences and feelings about what they see.*

*Student artwork from previous lessons should be kept somewhere secure in the classroom, so it can be used for reflection on the student's artistic process. If you don't have access to their prior works, they could use a small collection of other art based works they have created in class.*

*The "Theme" for the art show should be selected by the class for more buy-in and engagement.*

*The final presentation of their collective show can be created not only in physical form, but can also be arranged in a digital format to share with the class, parents, or the larger community.*

### **Part 2- Examining Prior Connections**

Have students look at their artwork from the first 3 lessons and invite them to think about the connections between the artworks. Invite them to come up with a common theme that they see present between these works. Students can explore possible names for what they would name their collection of work ("The (Theme) Art Show")

*Ask students to think about these questions:*

- *Are there similarities between your works of art?*
- *What are some reasons that these artworks may be displayed together?*
- *Is there another artwork that should be added? What would it look like?*

### **Part 3- Deciding on a Class Theme Art Display**

As a whole group, brainstorm a common theme for students to create their final artwork or the teacher can assign a theme. An example for a theme might be, "The World Around Me" or "Abstract Art" as students could use their knowledge and artworks from their "Play With Shapes" (lesson 1), their "Observational Drawing" (lesson 2), and "Abstract Objects" (lesson 3). Ideas for the overall theme can be inspired by connections students have discovered throughout their artistic journey.

As a class, create criteria for the artworks in this theme. For example, students may all use shapes and colors to represent objects and how they feel about the object. Students will have freedom of choice about how they represent the theme in their artwork, so consider criteria that are flexible for different interpretations.

### **Part 4- Create a New Artwork for the Class Theme Art Display**

Working with the established criteria students create a final original artwork.

Students use available media to create the final artwork.

This artwork wants to be based entirely on student choice, with the caveat that students' choices fit within the theme criteria. With older or more advanced students, engage in discussions about which materials they are planning to use and how those materials are well suited for what they are trying to express in the work.

### **Part 5- Discussion on Display Spaces-**

As a whole class or in small groups, discuss the audience and how the artwork will be displayed. Students will then examine other grade level aspects of the art spaces and how they function.

*Some roles and responsibilities at a gallery or museum include:*

***curator**- chooses what artwork is displayed*

***preparator**- makes sure all artwork is labeled and presented correctly*

***publicist**- advertises the show and gets the word out*

***historian**- prepares artwork to go home or into storage, takes photos or documents the exhibit.*

Some examples:

- Artwork could be displayed on the walls in the classroom for their parents to come see.
- It could be displayed in the front office on the wall for the whole school to see.
- It could be displayed at the public library for anyone in the city to see.

#### **TK-Kindergarten:**

- As a whole class, discuss for whom and how the artwork will be displayed. Discussions may include what types of audience the students want to share their work with.

#### **1st Grade- 2nd Grade-**

- Discuss what jobs are needed in order to display all of the artwork. Depending on the level of your students, you may consider letting the students take on some of the jobs individually or in small groups.
  - *Some questions to ask might be:*
    - *Who is going to select or choose the work?*
    - *Who is going to hang the work up or put up the display?*
    - *Who is going to make announcements and tell people that the work is on display for others to see?*
    - *Who is going to take pictures of the event to document or remember the exhibit?*

#### **Part 6- Presenting the Theme Artworks and Positive Feedback**

In small collaborative groups or as a whole class, students arrange their artwork either on the wall, on a table or at the carpet to view as “The (Theme) Art Show”. Discuss and reflect upon the collection as a whole.

Encourage positive feedback and discussion regarding how the artwork works within the theme.

#### **TK-Kindergarten-**

- Some questions to ask when arranging the artwork:
  - What similarities do you see in our collection?
  - Does our collection of work connect with our theme? Why or why not?

*Examples for positive feedback:*

- *I like how this artist chose to...*
- *These pieces of artwork go well together because...*
- *This artwork really shows how the artist was working on....*
- *This artwork really shows how the artist was experimenting with....*
- *This artwork really shows how the artist was practicing....*

*Students can give anonymous positive feedback by writing on Sticky-Notes and placing them next to artworks they give feedback to.*

*Students can also be guided to give positive feedback through specific techniques or visual descriptions. For example, students can give feedback on examples of expressive lines that catch their attention.*

- What is one thing that you like in another student's artwork? What is something that they did well, or you enjoy about the work?

**1st Grade- 2nd Grade**

- Some questions to ask when arranging the artwork:
  - How do these artworks belong together? Why does it make sense to view them as a group?
  - What similarities do you see?
  - Will people be able to identify the theme?
- Students can be guided through a more in depth analysis of the artworks and sharing their feedback in a written or verbal form. Depending on the needs and preferences of your students, this can be done individually, in small groups, as a whole class, or even anonymously.

**Part 7- Preserve Artwork-**

When the work is displayed, photograph the work to document it as a complete collection.

Package or prepare all artworks to be sent home or given to the classroom teacher.

**NOTES and REFLECTIONS**

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