STEAM PreView
2019-2020 School Year Tour and Workshop
Grades: Preschool, PreK

Lesson Overview:
This lesson encourages students to be creators, experimenters, and close observers. During the 90-minute program, students will have the opportunity to view artworks in the High Museum of Art’s collection while engaging in interactive activities in the galleries and create their own art in an exploratory and playful manner.

Learning Objectives:

Essential Questions:
• How do artists explore and create with different materials?
• How is an artist like a scientist?

Students will be able to...
• Examine how artists use a variety of materials to create artwork.
• Explore and solve changing forms and materials to expand their understanding of art.
• Create a work of art with materials that change qualities through experimentation.

Performance Tasks:
Inquiry-based observation of artworks, gallery activities, and art making.

Mini Glossary
Artist: a person who creates original art
Change: to make something different from what it was
Materials: the substance a thing is made of
Color: A quality caused by a phenomenon of light, such as red, blue, or yellow.
Line: A geometric mark that extends along the path of a single point and has both direction and length
Museum: a building where special objects are kept
Overlap: to place one thing over another
Shape: An area defined by an edge on a 2-D surface plane
Texture: The way a work of art feels when touched

Materials (for galleries)
Note not all necessary, pick three
• Not a Box Book with taped up cardboard box
• color scarves
• Felt or cardboard shapes
• Bag for Drawer building (drawers and handles)
• Squares of colored paper – one for each student
• Wiki stix (one per student) plus one or two pieces of acetate
Materials for Workshop
- Tag paper/heavy cardstock
- Small cups of water (students will use finger tips to add water)
- Water soluble oil pastels
- Bleeding tissue paper

Instructions:
1. Introduction - This 90-minute program takes place in the galleries and in art-making workshops at the High Museum of Art. The Teaching Artist will greet students in the lobby of the museum. The Teaching Artist will introduce the following:
   - What is an art museum? Teaching Artist will ask students if they collect anything. If so what do they collect? What do they do with their collection? At the High Museum, we collect artwork.
   - Museum manners - The Teaching Artist will review museum manners. Mirror or Slow-looking sloth are optional tools.

2. Galleries - In the museum Teaching Artist will lead students through a variety of interactive activities and Visual Thinking Strategies to engage students with the works of art and the differing materials used to create them.

Possible Tour Stops
Listed below are possible tour stops, start with VTS and add engagement strategies where/when you like.

<table>
<thead>
<tr>
<th>Wieland Skyway</th>
<th>Cloud designers Ronon &amp; Erwan Bouroullec</th>
<th>You Can’t Lay Down Your Memory Tejo Remy</th>
<th>Remains of the Sun (Sonnenreste) Anselm Kiefer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coronation Theme: Organon Nadine Robinson</td>
<td>Engagements Identify shapes, objects. Try placing cardboard shapes to recreate this. How would you change it? These shapes are stacked, and balanced: stack your body- elbow on arm, chin on hand, head on knee.</td>
<td>Engagements What materials did the artist use? How can you tell? How did they make it? Use folded paper to create and connect together</td>
<td>Engagements Tactile: mini canvas Look from the front and side, notice the texture and thickness, and the mixture of materials How did the artist change the canvas? What do you imagine the surface to be like?</td>
</tr>
<tr>
<td><strong>Stent Skyway</strong></td>
<td><strong>Tampa Clay Piece 3</strong></td>
<td><strong>Guitar</strong></td>
<td><strong>Butterfly Mask</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Robert Rauschenberg</td>
<td>Gregory Warmack (Mr. Imagination)</td>
<td>Yacouba Bonde</td>
</tr>
<tr>
<td><strong>First African American Family and President in the White House</strong></td>
<td>Engagements</td>
<td>Engagements</td>
<td>Engagements</td>
</tr>
<tr>
<td>Mary Proctor</td>
<td>What do the doors look like at your home or your school?</td>
<td>What might this feel like? (Bring in bottle caps as touch objects)</td>
<td>Tactile: Circles on wood plank</td>
</tr>
<tr>
<td>Engagements</td>
<td>How did the artist change a door? What was added? Left out?</td>
<td>What sound might this sculpture make if it moved?</td>
<td>How did the artist change this piece of wood?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stent 3rd floor</strong></th>
<th><strong>David Smith</strong></th>
<th><strong>Life Saver</strong></th>
<th><strong>Purissima</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Untitled (Barker and Crowd)</strong></td>
<td>Engagements</td>
<td>Engagements</td>
<td>Engagements</td>
</tr>
<tr>
<td>Norman Wilfred Lewis</td>
<td>Use pipe cleaners or wiki stix with acetate to create line sculpture. Make lines with your body- straight, curved, zigzag, directional-vertical, horizontal, diagonal</td>
<td>What materials can you find?</td>
<td>Tactile: feathers</td>
</tr>
<tr>
<td>Engagements</td>
<td>Imagine in the air (or use brushes as tactile) painting dabs of color and quick brushstrokes.</td>
<td>Point out candy!! You can use ANYTHING to make art! Tactile: corks</td>
<td>Engagements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Guitar</strong></th>
<th><strong>Life Saver</strong></th>
<th><strong>Purissima</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Warmack</td>
<td>Man Ray</td>
<td>Joseph Stella</td>
</tr>
<tr>
<td>Engagements</td>
<td>Engagements</td>
<td>Engagements</td>
</tr>
<tr>
<td>Tactile:</td>
<td>Tactile: corks</td>
<td>Tactile:</td>
</tr>
<tr>
<td>circles on wood plank</td>
<td></td>
<td>feathers</td>
</tr>
</tbody>
</table>

**Stent 3rd floor**

- **David Smith**
  - Engagements
  - Use pipe cleaners or wiki stix with acetate to create line sculpture. Make lines with your body- straight, curved, zigzag, directional-vertical, horizontal, diagonal

- **Life Saver**
  - Engagements
  - What materials can you find? Point out candy!! You can use ANYTHING to make art! Tactile: corks

- **Purissima**
  - Engagements
  - Tactile: feathers

**First African American Family and President in the White House**

- Engagements
  - What do the doors look like at your home or your school?
  - How did the artist change a door? What was added? Left out?

**Tampa Clay Piece 3**

- Engagements
  - Try crushing a Box + Read Not a Box
  - Shape your body into different boxes- long crunched in on one side, square with a flap torn...

**Guitar**

- Gregory Warmack (Mr. Imagination)
  - Engagements
  - What might this feel like? (Bring in bottle caps as touch objects)
  - What sound might this sculpture make if it moved?

**Butterfly Mask**

- Yacouba Bonde
  - Engagements
  - Tactile: Circles on wood plank
  - How did the artist change this piece of wood?
  - Identify shapes, lines, color chosen
2. **Art Extension (30 minutes):** Return to the workshop. Students will each receive a sheet of white cardstock. They will be asked to:

- Draw with water soluble oil pastels (Suggestion: write their name or draw lines and shapes)
  - Start with white
  - Add colors next
- Use water to change the colors from lines to shapes or to blend colors
  - Ask what they observed changed when they added the water?
- Add bleeding tissue to artwork and add more water as needed
  - How did the water and tissue interact?

At the end of the workshop, ask for volunteers to share what they have created with the class.

**Advance Prep:**

- Cut bleeding tissue paper into small squares
- Prep materials for in gallery activities and place boxes
- Put multimedia materials on classroom tables
- Place water in heavy bottom glass cups to share or individual 2 ounce plastic cups filled less than ½ inch
- Display visual schedule
- Display visual timer

**Cleanup:**

- Put away supplies
- Retrieve boxes from galleries
- Change paper on tables as needed
- Stack chairs on the tables

**Pre-K Georgia Early Learning and Development Standards (GELDS):**

**Use of Senses**

PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
PDM3.4b Demonstrates spatial awareness through play activities.
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures, and tastes.
PDM4.4b Takes things apart and invents new structures using the parts.

**Motor Skills**

PDM5.4a Coordinates movements to perform more complex tasks.
PDM5.4b Demonstrates coordination and balance in a variety of activities.
PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.

**Developing a Sense of Self**

SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks. SED1.4d Shows independence in his/her own choices.
SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.

**Developing a Sense of Self with Others**
SED5.4b Plays cooperatively with a few peers for a sustained period of time.
SED5.4e Shows respect for peers’ personal space and belongings.

**Play**
APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.
APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.

**Receptive Language**
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4b Listens to and follows multi-step directions.
CLL1.4c Extends/expands thoughts or ideas expressed.

**Expressive Language**
CLL4.4c Describes activities, experiences, and stories with more detail.

**Geometry and Spatial Thinking**
CD-MA6.4b Combines simple shapes to form new shapes.

**People and Community**
CD-SS2 The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicities.
CD-SS3.4a Creates simple representations of home, school, and community.
CD-SS3.4b Identifies and describes aspects of his/her community.

**Visual Arts**
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

**Thinking Skills**
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.
CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.