Lesson Overview:

This lesson encourages students to be close lookers, experimenters, and innovators. During the 90-minute program, students will have the opportunity to view artworks in the High Museum of Art’s collection, explore movement in the galleries, engage in interactive activities and extend their understanding of how they can be like artists and scientists.

Learning Objectives:

Essential Question:

• How am I like an artist and a scientist?

Students will be able to...

• Closely observe details in works of art and the world around them
• Experiment with line, shape, color, and balance
• Create a balanced sculpture based on what they observe in permanent collection artworks

Performance Tasks:

Inquiry-based observation of artworks, gallery games, and art making

Mini Glossary

Line: A geometric mark that extends along the path of a single point and has both direction and length
Shape: An area defined by an edge on a 2-D surface plane
Color: A quality caused by a phenomenon of light—such as red, blue, or yellow—that you see when you look at something
Texture: The way an artwork feels when touched
Balance: A state in which opposite forces are equal or the state of being steady in body or mind

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 works of art!
   • Museum manners- The Teaching Artist will review museum manners. Mirror or Slow-looking sloth are optional tools.

2. Galleries - The Teaching Artist will lead students through a variety of movement-based, interactive activities in the museum to explore line, shape, color, and balance. Texture may also be explored if time allows. The artworks in the table below are just suggestions. Feel free to use your own favorite pieces to explore the themes.
<table>
<thead>
<tr>
<th>Tour Stop</th>
<th>Materials</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>None</td>
<td>Students will examine works of art to find lines, then recreate those lines with their bodies: “Can you make a straight line with your whole body? Can you make a wiggly line with your arms?”</td>
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<tr>
<td></td>
<td></td>
<td>Julie Mehretu, Chris Martin, Medord Johnston, Unknown African American Maker</td>
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<tr>
<td>Shape</td>
<td>None</td>
<td>Students find shapes that they recognize in the artworks, then recreate those shapes with a partner or small group: “Make a circle with your arms with your partner. Make a square with your bodies with your group.”</td>
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<td>Terry Adkins, Yacouba Bonde, Frank Lloyd Wright, Fernando Campana/Humberto Campana</td>
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<tr>
<td>Color</td>
<td>-Scarves and/or colored acetate slips</td>
<td>Students will get into small groups of 3 and experiment with layering the acetate slips to create new colors. Then they will find those colors in the artworks.</td>
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<td>Borna Sammak, John La Farge, Mary Heilman, Kehinde Wiley</td>
</tr>
<tr>
<td>Balance</td>
<td>None</td>
<td>Students will use their bodies to explore balance in front of artworks. Invite students to stand on one leg, hold out one arm to the side, lean sideways, etc.</td>
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</tbody>
</table>
3. **Art Extension (30 minutes):** Return to the workshop. Students will each receive a wooden stick with a corrugated paper square on each side. Students will then use various materials, including wiki stix, cut-out shapes, acetate stickers, pipe cleaners, cardboard, scissors, and glue to create a balanced sculpture. They will add elements to each side of the sculpture until the sculpture is physically and visually balanced. Encourage students to test their sculpture’s balance as they work by balancing its middle on 1 or 2 fingers. [see example at right]

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

**Advance Prep:**
- Prepare wooden sticks with corrugated paper squares on ends
- Prep materials for bag for galleries
  - Colored scarves
  - Colored acetate slips
- Put out materials on classroom tables
  - Scissors
  - Glue
  - Cut out shapes and paper
  - Pre-cut cardboard
  - Acetate stickers
  - Wiki stix
  - Pipe cleaners
- Display visual schedule
- Display visual timer

**Cleanup:**
- Put away supplies
- 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.