Lesson Overview
This lesson encourages children to connect with works of art in personal and playful ways. During this program, students will read *They All Saw a Cat* by Brendan Wenzel, explore the galleries via an interactive, activity-based tour with a teaching artist, and engage in an art-making activity inspired by what they saw in the museum. Through facilitated, guided play in this lesson, children can make sense of new imagery and concepts with creativity and thoughtfulness.

Learning Objectives
*Essential Questions*
- How do artists use line, shape, and color to create meaning?
- How can I identify with works of art?
- How can I interpret a work of art?

*Students will be able to . . .*
- Identify how artists use line, shape, color, and texture
- Speculate about the narrative of a work of art by making observations and inferences
- Demonstrate inventiveness, imaginative play, and creative thinking to create works of art

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

Mini Glossary
- **Color**: how we describe something based on how it reflects or emits light (e.g., red, blue, yellow)
- **Community**: a group of people living in the same place or who share something in common
- **Different**: a person or thing that is unlike something else
- **Emotions**: strong feelings often accompanied by a physical reaction
- **Line**: a mark that has both direction and length
- **Narrative**: a spoken or written account of connected events; a story
- **Shape**: the form or outline of an object (e.g., circle, triangle, square)
- **Similar**: a person or thing that looks like something else without being identical
- **Texture**: the way something feels when touched

Materials (for Galleries)
- *They All Saw a Cat* book
- Touch objects that correspond with works of art on display

Materials (for Workshop)
- Visual schedule
- Visual timer
- 9 × 12 tagboard
- Construction paper (strips, shapes)
- Adhesive shapes
- Glue sticks
- Crayola art sticks
- Foam shapes
**Advanced Prep**
- Prepare touch objects for tour.
- Cut construction paper shapes.
- Prepare table bins with appropriate materials (glue sticks, thick colored pencils/crayons, etc.).
- Print out images of artworks visited during tour.

**Procedures**

**Introduction (5 mins)**
This 90-minute program takes place in both the galleries and the art-making workshops at the High Museum of Art. Greet students in the museum’s Robinson Atrium and discuss the following:
- What is an art museum? Ask students if they collect anything, and if so, what? What do they do with their collection? The museum also collects art!
- Review museum manners. A sloth plush doll is an available tool in the galleries that reminds young students to look slowly and move carefully and provides a visual reminder of how far away from a work of art students should stand.

**Story Time (10 mins)**
Seat students in an ideal corner of the galleries and read aloud the book *They All Saw A Cat* by Brendan Wenzel.

**Exploration (40 mins)**
Take students through the galleries to explore the different types of art on display. Students will be able to look and make connections to *They All Saw a Cat* while exploring the similarities or differences between objects they see in the museum across various collecting areas. The teaching artist might say, e.g., “Let’s walk through the museum with our whiskers, ears, and paws. What do we see?” Possible comparisons include the following:
- Painting vs. Sculpture (American/European collections)
- Decorative Arts sculpture vs. Contemporary sculpture (Skyway Level)
- Quilts vs. Found-Object Sculpture (Folk Art)

**Workshop (30 mins)**
Lead students from the galleries to a classroom for a guided art-making workshop. Introduce the activity by asking students to reflect on their time in the galleries, show them printed images of select works they saw on their tour, and ask them the following type of questions:
- What types of art did we see in the museum?
- How is this image different from this one?
- What was your favorite work of art in the museum? Why?

Show an example artwork and give the students instructions for the art-making activity. Students should feel inspired by their walk through the museum to create their own work of art by drawing and gluing with simple paper shapes, stickers, and thick colored pencils or crayons. Chaperones will help pass out tagboard paper and assist students with writing their names. The following prompts may be used:
- Using the materials in front of you, make your own work of art. Think about what your favorite thing was in the museum. Can you make something that looks similar?
- We will use glue sticks to stick the paper shapes onto our paper. (Demonstrate to students how to twist the glue stick and apply it to the back of what they want to glue; show them that they don’t need a lot!)
- We will cut the paper strips at our table into smaller pieces. (Demonstrate to students how to hold the scissors, with your thumb going into the small hole.)
- We will draw on our paper with the colored pencils at our table. We can think about how color, shape, and line are important for making a work of art.

Cleanup (5 mins)
Allow time for students to put their materials away and wipe down the tables.
Pre-K Georgia Early Learning and Development Standards (GELDS)

Physical Development and Motor Skills:
- PDM3 - The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.
- PDM4 - The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.
- PDM5 - The child will demonstrate gross motor skills.
- PDM6 - The child will demonstrate fine motor skills.

Social and Emotional Development:
- SED1 - The child will develop self-awareness.
- SED2 - The child will engage in self-expression.
- SED4 - The child will develop relationships and social skills with adults.
- SED5 - The child will develop relationships and social skills with peers.

Approaches to Play and Learning:
- APL2 - The child will demonstrate interest and curiosity.
- APL3 - The child will sustain attention to a specific activity and demonstrate persistence.
- APL5 - The child will demonstrate a cooperative and flexible approach to play and learning.

Communication, Language, and Literacy:
- CLL1 - The child will listen to conversations and demonstrate comprehension.
- CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.
- CLL3 - The child will use nonverbal communication for a variety of purposes.
- CLL4 - The child will use increasingly complex spoken language.
- CLL5 - The child will acquire meaning from a variety of materials read to him/her.
- CLL9 - The child will use writing for a variety of purposes.

Cognitive and Development and General Knowledge:
- CD-CR2 - The child will create and explore visual art forms to develop artistic expression.
- CD-CR4 - The child will use dramatic play to express creativity.