

**PreView**  
**2025-2026 School Year**  
**Grades: Preschool, PreK**

### **Lesson Overview**

Through facilitated, guided play, students will use creative thinking and close looking to explore new imagery and artistic concepts.

### **Learning Objectives**

#### *Essential Questions*

- How can students identify with and interpret works of art?
- What do students notice around them when they look closely?
- What makes art similar to or different from one another?

*Students will be able to . . .*

- Infer the narrative of a work of art by making observations and through close looking.
- Demonstrate imaginative play and creative thinking to create works of art.

### **Performance Tasks**

- Inquiry-based observation
- Art-making exploration

- Color
- Community
- Different
- Emotions
- Gather
- Line
- Materials
- Narrative
- Observe
- Shape
- Similar
- Texture

### **Picture Book Inspiration**

- [Next to Me by Daniel Salmieri and Sophia Haas](#)

### **Materials**

- 9" x 12" white tagboard and colorful cardstock
- Precut construction paper shapes (squares, rectangles, circles, half circles, stars, hearts), one inch in size
- Glue sticks
- Art sticks
- Markers
- Scissors

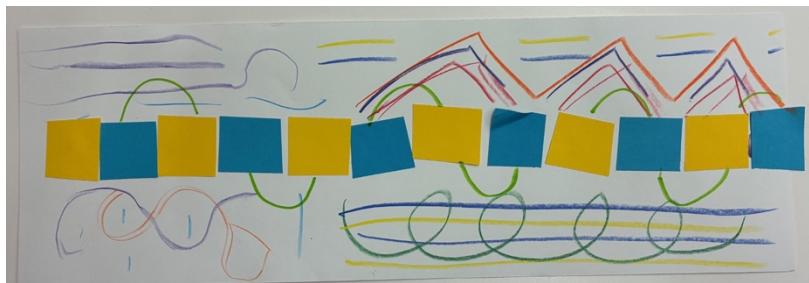
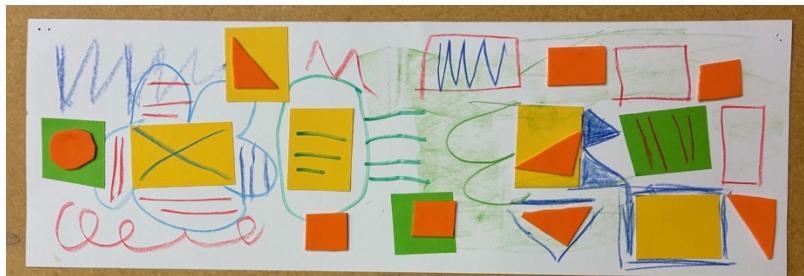
### **Vocabulary**



## High Museum of Art Collection Connection

- [Stanley Whitney, Indian Country](#)
- [Nabil Nahas, Peekaboo](#)
- [Mose Tolliver, Chinese Fruit Basket](#)

## Sample Works of Art and Set-Up Images



## Procedure

### Storytime (10 minutes)

Read aloud the book *Next to Me* by Daniel Salmieri and Sophia Haas. Where do students notice objects next to each other? What shapes and colors do they notice? How does the main character explore their world?

### Exploration (40 minutes)

Take students through the High's galleries to explore different types of art. Students will look and make connections to *Next to Me* while exploring the similarities or differences between objects in various collecting areas.

### Art-Making Introduction (30 minutes)

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 printed images of select works they saw on their tour, and ask them the following type of questions:

- *What types of art materials 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?*

#### Art Making (20 minutes)

Remind students of the gestures and feelings that the colors in the galleries inspired. Ask them to think about what their favorite thing was at the museum. Can they make something that looks similar?

Each student will receive a piece of cardstock at their seat as well as scissors and glue sticks. A material table will be available for them to grab three to five supplies to take back to their table. Using the materials they have gathered, students will make their own work of art. After they are done creating their work, they can return their supplies or gather new supplies as needed from the selection of art materials.

Explain to students that they will use the glue sticks to adhere paper shapes on to their papers. **Demonstrate to students how to twist the glue stick and apply it to the back of what they want to glue.** When appropriate, let the students know of what else they can do with their paper. They could cut paper strips available into smaller pieces, draw on the paper with colored pencils, or do other mark making with provided supplies. As they are working, note their use of color, shape, and line.

#### Extension

Demonstrate to students how to fold paper into fourths. Have them repeat the process to create an accordion fold.

#### Cleanup (5 minutes)

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.