

TERRIFIC TRAVELING TOUR

ART AND CAREERS

GRADE LEVEL: 5

OBJECTIVES

- Students will learn that a museum curator is an art expert who collects, researches, displays, interprets, and writes about art.
- Students will create hand-copied, well-known works of art that will be correctly labeled and mounted on tag board.
- Student will create a gallery guide for each individual artwork and artist.
- Students will create a “traveling exhibition” of art.

MATERIALS

tape
18 x 18 inch sheet tag board
scissors
ruler
sheet drawing paper, approximately 9 x 12 inch
9 x 12 inch sheet construction paper
thumb tacks
color pencils, crayons, oil pastel
reproduction of a specific well-known work of art
examples of gallery guides
resources: art history and other relevant texts
available in the classroom, library, and internet.

VOCABULARY

museum curator	traveling exhibition
gallery guide	landscape
portrait	still life.

CONCEPT

A museum curator is an art expert who collects, researches, displays, interprets, and writes about art. This lesson focuses on the displaying and interpreting aspects of this career. It also teaches the different subject matter in art, including landscapes, portraits, and still lifes. Students will become acquainted with well-known artworks within each one of these areas.

After hand-drawing one well-known artwork, each student will become a curator by mounting it on tag board, which serves as the museum wall, and creating a gallery guide to accompany the artwork. The gallery guide will address pertinent overarching themes or stories that connect the artwork and artist in a manner that helps visitors better understand the work. The “walls” will be taped together and toured or exhibited to classrooms and/or other schools or sites.

PROCEDURE

GROUPS

1. Divide the students into three equal groups.
2. Assign each group one of the following subject matters: landscape, portrait, still life.
3. Each group will define their subject and clearly write that definition out for display.

THE ARTWORK

4. Within each group, each student will select or be assigned a specific well-known artwork.
5. Look carefully at an accurate color reproduction of the original. Being accurate and neat, hand-copy it on a piece of drawing paper and “frame” it so that the frame best shows off the artwork.
6. Make a label that includes: the title, date, artist, medium, size, and country of origin.
7. Make the gallery wall by carefully mounting the artwork on the tag board. Place the label next to it on the right.

THE GALLERY GUIDE

8. First page: a color reproduction of the artwork that includes the following: title, date, artist, medium, size, country of origin. (The reproduction may be downloaded from the internet, or may be a color photocopy. Also locate images on

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postcards and calendars or in unwanted magazines.)

9. Tell the story: write about the specific artwork and artist and identify the subject matter. This should include information about the style, historical setting, at least five interesting or important facts about the artwork and/or artist, and open-ended questions that guide the viewer to better see the artwork. SEE THE GALLERY GUIDE OUTLINE.

GROUPS

10. Tape the individual “walls” together in their appropriate subject matter groups. Display the subject matter definition. (Display suggestions: try tacking them to a corkboard with thumb tacks and attach the gallery guides, or display them on a table with the gallery guides next to them.)

EXTENSIONS

- Make an audiotape for each artwork.
- A coloring handout: make a black line tracing of the color reproduction, then photocopy it. Do the same for another famous artwork.

RESOURCES/BIBLIOGRAPHY

BOOKS

- American Psychological Association. *Concise Rules of APA Style*. Washington, DC: American Psychological Association, 2005.
- Baillet, Y. and C. Maucler. *Impressionists, Art for Children*. New York: Chelsea House Publishers, 1995.
- Cunningham, Antonia. *Essential Impressionists*. United Kingdom: Foundry Design and Production, 2000.
- Martin, Judy. *Impressionism, Art and Artists*. New York: Thompson Learning, 1995.
- Taillandier, Yvon. *Monet*. Naefels, Switzerland: Bonfini Press, 1987.
- Wilson-Bareau, Juliet. *Manet, Monet, and the Gare Saint-Lazere*. New Haven: Yale University Press, 1998.

WEB SITES

- Mid-continent Research for Education and Learning, “Content Knowledge,”
Mid-continent Research for Education and Learning,
<http://www.mcrel.org/standards-benchmarks.html>
- University of Georgia, “The Chicago Manual of Style,” University of Georgia,
<http://www.libs.uga.edu/ref/chicago.html>
- Education World, “State Standards for Kentucky,” Kentucky Department of Education,
<http://www.educationworld.com./standards/state/ky/index.shtml>

CRITICAL THINKING QUESTIONS

1. Why is art valuable? Art museums?
2. How does a museum curator help viewers to better see and understand the art they are seeing?
3. Why are traveling tours or exhibitions valuable?

CURRICULAR CONNECTIONS

VISUAL ARTS

This lesson teaches knowledge of three subject matters (landscape, portrait, and still life); specific, well-known examples within those categories; and the meaning conveyed through those artworks. The student will mount on a piece of tag board a hand-drawn, well-known artwork representative of one subject matter, and explain it and the artist through the vehicle of a gallery guide.

ART HISTORY

This lesson develops an understanding of historical and cultural contexts of specific artworks and artists through the writing of a gallery guide. The gallery guide will identify the subject matter and overarching themes relevant to specific artworks and artists.

LANGUAGE ARTS

This lesson teaches prewriting strategies by introducing and providing an outline and by showing the student how to organize information by type and purpose, for example by subject matter. The student will also learn this by organizing the books and reference materials into groups according to subject matters.

Editing and publishing strategies are taught through the gallery guide format. The student will write for the specific purpose of providing information about an individual artwork and artist, incorporate the relevant visual art example, write at least two correctly edited paragraphs,

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and use reference materials and available technology to compose and publish the gallery guide.

ASSESSMENT

Circle the number that best shows how well the student did. 4 is the highest score.

1. A well-known artwork was accurately and neatly hand copied and framed.	4	3	2	1
2. The artwork was mounted and correctly labeled with the title, date, artist, medium, size, and country of origin.	4	3	2	1
3. The first page of the gallery guide had a clear, color reproduction of the artwork that included the title, date, artist, medium, size, country of origin.	4	3	2	1
4. The second page included:				
at least two correctly edited paragraphs.	4	3	2	1
general information about the artwork and artist.	4	3	2	1
the correctly identified subject matter (landscape, portrait, or still life).	4	3	2	1
the correctly identified style and/or historical setting.	4	3	2	1
at least five interesting or important facts about the artwork and/or artist.	4	3	2	1
at least one open-ended question that guide the viewer to better see the artwork.	4	3	2	1
Total Score:	4	3	2	1

NATIONAL STANDARDS

VISUAL ARTS

Standard 3-Knows a range of subject matter, symbols, and potential ideas in the visual arts

Level 3 (grades 5–8)

2. Knows different subject matters, themes, and symbols (through context, value and aesthetics) which convey intended meaning in artworks

Standard 4-Understands the visual arts in relation to history and cultures

Level 3 (grades 5–8)

2. Understands the historical and cultural contexts of a variety of art objects

LANGUAGE ARTS

Standard 1. Uses the general skills and strategies of the writing process

Level II (Grade: 3–5)

1. Prewriting: uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing)

2. Editing and Publishing: Uses strategies to edit and publish written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; uses reference materials; considers page format [paragraphs, margins, indentations, titles]; selects presentation format according to purpose; incorporates photos, illustrations, charts, and graphs; uses available technology to compose and publish work).