



Museum Discovery Kit

Need:

The Worcester Art Museum's Fourth Grade Leap Museum Discovery Program fulfills a need to provide an immersive, interactive, and inquiry-based art education experience for District 4th Graders. As students explore the galleries of the Museum, they learn about the work that goes into preserving and presenting the Museum's collection to the public. Students examine object labels and gallery guides (maps and images that help visitors know more about the works, their creation, and the time periods they represent). Students see highlights of our permanent collection, as well as works within special exhibitions at the Museum. All students can visit the American, Asian, Contemporary, European, and Medieval galleries in small groups with a WAM docent. The student visits focus on specific works of art in each gallery. Students are asked to think about how the artworks fit within the larger gallery and within the Museum's overall collection. Students engage in dialogue about works of art with their classmates.

Curriculum Description:

As students examine the different galleries, they relate artistic ideas and works to societal, cultural, and historical contexts to deepen their understanding of artwork from around the world. During their VTS discussions, students look closely at and analyze art works. They interpret intent and meaning in what they are seeing. As the students tour the galleries, they can sketch and make notes on a VTS booklet they can keep after their visit. (Booklet sent as an attachment)

NCAS Standards Addresses:

Cr.2.1.4a: Explore and invent art-making techniques and approaches.

Pr.3.1.4a: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

PR.5.1.14a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Pr.6.1.1.4a: Compare and contrast purposes for art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Re.8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Re.7.2.4a: Analyze components in visual imagery that conveys messages.

Re.7.1.4.a: Compare responses to a work of art before and after working in a similar media.

Re.9.1.4a: Apply one set of criteria to evaluate more than one work of art.

Cn.11.1.4a: Through observation infer information about time, place, and culture in which a work of art was created.

MA Visual Arts Standards

Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish one's own preferences in art from those of others (e.g., friends or family). (3-4.V.Co.10)
Reading Literature Connection: Students are asked to distinguish their point of view from the author's. [RL.3.06]
2. **Relate artistic ideas and works to societal, cultural, and historical contexts to deepen understanding.** Describe ways art is different from other objects in everyday life and why that matters. (e.g., what the role of artistic intent is in visual arts). (3-4.V.Co.11)
HSS Connection: Students examine Native American pottery of the Wampanoag and describe its artistic qualities. (HSS.3.T2.03)
 - objects and figures, and movement and gesture.

Essential Questions: *For the teacher to consider when designing the unit. (Essential questions prompt the student in deeper inquiry, have multiple responses and often generate more questions).*

- How can we the viewer “read” a work of art?
- How do works of art collected, preserved, and displayed encourage an appreciation and understanding?
- What do we the visitor gain from viewing these works in a museum setting?
- How does art help us understand the lives of people of different times, places, and cultures?

Suggested Activities:

- Visual Thinking Strategies: What is going on in this artwork? What do you see that makes you say that? What more can we find?
- Responding exercise: Think, Pair Share, Project based activities
- Curating Exercises: Student group works according to various criteria and create a summary of their collection
- I Wonder Questions: Students brainstorm questions they have for the artist(s), characters in the works, or questions the characters would ask one another.