

What do they know when?

Tips for touring children at
the JSMA

How do I keep them engaged?



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Kindergartners





Kindergartners:

When looking at a work of art, they are able to:

- Pick out an object that is different from the rest.
- Distinguish between bright and light, as well as dull and dark, colors.
- Recognize basic shapes: squares, triangles, and circles.
- Identify types of lines, such as long and short, thick and thin, and straight and curved.



Approach on tour:

- Have students engage in exercises to identify the elements of art.
- A guided-looking activity could focus on the elements of color, shape, and line.
- Asking questions that call on students to compare things that are alike and different is very effective at this grade level.

1st grade/2nd grade





They can:

- Analyze similarities and differences.
 - Learn/use new vocabulary.
 - identify details.
 - identify artistic media.
 - discuss how color relates to feelings and moods.
- describe various types of lines.
- find basic geometric shapes and forms in their world—plants, animals, figure etc.

1st/2nd grade



When looking at a work of art, students are able to:

- These students like ideas that have emotional appeal and encourage their imagination.
- Asking students to imagine that they are a part of a work of art can be effective. They enjoy sharing their ideas and feelings with others, and inquiry that taps into this can lead to fruitful discussion if the teacher keeps discussion to one concept.
- These students also like to learn and use new vocabulary. Describing elements in a work of art orally will develop their effective use of new words.

1st/2nd grade

3rd grade/4th grade





When looking at a work of art, students are able to:

- find examples of line repetition and pattern.
- understand viewpoint, such as "bird's eye" (something depicted as if from a very high vantage point) and "worm's eye" (something depicted as if from a very low vantage point).
- explain basic perspective using foreground, middle ground, and background.
- identify genres such as portrait, still life, and landscape; and media such as marble, paint, photography, wood, etc.

3rd/4th grade



Tour suggestions:

- VTS thrives at this age
- They are able to interpret and speculate about meaning, interact as a group, and respond to questions.
- Discussions in which students articulate how a work of art makes them feel and what they like or do not like about it will build critical thinking skills and vocabulary.

3rd/4th

5th grade/6th grade





When looking at a work of art, students are able to:

- identify light sources and discuss depiction of light and shadow.
- identify positive and negative space.
- analyze how an artist achieved a textural effect.
- recognize genres and media.
- speak to the impact a work of art has on their emotions.
- recognize works of artists based on style

5th/6th

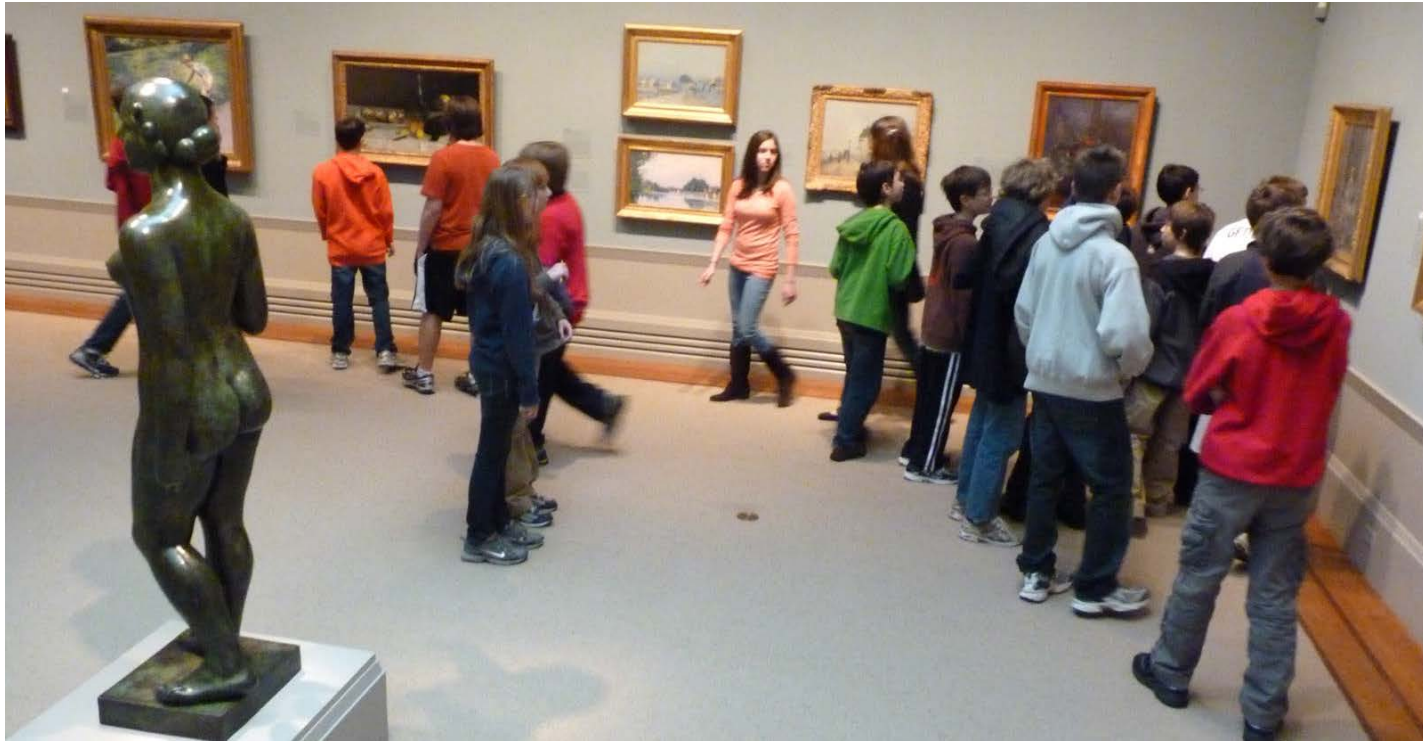


Suggestions for Discussion

- Ask students to compare and contrast style, materials, processes, and techniques in artworks.
- Students will be eager to discuss their opinions and personal responses.

5th/6th

7th grade/8th grade





THEY CAN

- Speculate on the historical and cultural context surrounding works of art.
- Look for symbolism or hidden meaning

7th and 8th



SUGGESTIONS FOR YOUR TOUR:

- Students at this age are social and want to be treated as adults.
- Discussion in small groups will give them some autonomy.
- Students also enjoy discussions that solicit their opinion or personal response.

7th and 8th

9th grade-12th grade





THEY CAN:

- Recognize and name certain artists by looking at the style of their work.
- Speculate on the historical context and reception of a work of art.
 - Look for symbolism or hidden meaning.
- Discuss the value of an original versus that of a reproduction.
- Explain the reasoning behind their own artistic choices and those of other artists.

9TH-12TH GRADE



SUGGESTIONS

- They are able to discuss all aspects of a work of art: production, composition, history, context, & meaning
- However, they are highly susceptible to peer criticism and are reluctant to speak out in a group, especially when discussing questions that require speculation or which do not have a single correct answer.

9TH 12TH GRADE
lesson.