

# University of Alaska Museum of the North

## Directed Discovery Field Trip

### Exploring Art

#### 2<sup>nd</sup>-6<sup>th</sup> Grade Field Trip

1½ hours

#### **Introduction, Welcome & Rules (15 minutes)**

Gather the class in the Education Center to welcome them to the museum, remove coats, review museum rules, & divide into groups.

Introduce yourself and other docents. Tell the class what will happen during the tour. Remind them of gallery rules and ask them to keep their eyes open for things that look interesting to them. Inform them that there will be time at the end for drawing an artwork that they like. Use this time as an opportunity to refresh your memory about grade level differences. Gear questions during the field trip appropriately.

Show objects like a rock, piece of wood, blank canvas, pelt, moosehide, piece of photo paper, loose beads, paint, license plate, etc. Ask if these materials are art. Discuss with students how these objects can become art when someone with imagination and skill works with them. Tell them that they will see artworks today made from all of these things. Ask if they are ready to go and see some art. Then, divide up into 2 groups (with docents) and proceed upstairs.

#### **I. Art Elements and Mediums (25 minutes)**

##### **★Main Idea:**

Students will recognize and discuss elements and principles of art including texture, line, color, perspective, movement, balance and emphasis. Students will reflect on personal preferences towards artworks.

Begin by discussing paintings with the group. Focus discussion on elements of art and personal response to artworks. Then, students will spend a little time exploring on a scavenger hunt. Be sure to allow time for both parts of the station.

##### **Elements of Art (~12 minutes)**

Have the group sit near the group of paintings and spend the time discussing and looking for elements and principles of art including shape, texture, line, color, perspective, movement, balance and emphasis. Encourage students to reflect on personal preferences towards artworks.

It is useful to cover the painting titles and to not read them until the very end.

These artists all used similar materials to create their art (paint, canvas, etc). There also used “building blocks” of art that all artists utilize no matter what materials they work with. All of the artists used the art elements (line, shape, color, and texture) in their paintings. Let’s review what they are and then look to see them in the paintings. Use the picture boards throughout your discussion to explain line, shape, color, and texture.

Example questions:

- Find a painting that uses a lot of the primary colors: red, yellow and blue.
- Which paintings have a lot of texture and what does the texture describe?
- Which of the artists has done something unusual?
- Which painting looks realistic but also looks like no place on this earth?
  - Across the Void. Discuss: Where are you standing in this painting (perspective)?
- Which painting has very fuzzy brush strokes (texture and movement)?
  - Rescue Dog. Discuss: What is the main color used in this painting? What does this color represent? Look carefully, what is happening in this painting?
- Which painting is the most realistic of all four paintings?
  - Intertidal Pools. Ask students: Describe what you see. Are the colors bright or dull?
- Where is the point of interest in each painting (emphasis)?
- Where do you seem to be standing in each painting (perspective)?

If time allows, ask students to choose one or two paintings and create new titles. Share these within the group. Finally, read the titles given by the artists. If time is short, just tell them the titles.

### **Scavenger Hunt (~12 minutes)**

Pass out scavenger hunt sheets, writing boards, and pencils.

This scavenger hunt is within the back of the Rose Berry Alaska Art Gallery (“A Sense of Place” and “Art as Process” sections). Keep students within this area. Students have different versions of the scavenger with the same questions in different order. This makes it so that they are not all converging on one artwork at the same time.

It is ok if students do not finish! If they seem to struggle, pair them up or read questions aloud.

## **II. Art in Many Forms (25 minutes)**

### **★Main Idea:**

Art comes in many forms. Students will practice being interpreters and critics of art.

Practice interpreting art together and discussing opinions about art. First look at a variety of pieces and then spend time discovering *The Place Where You Go to Listen*.

### **Forms and Moods (~12 minutes)**

Explore artworks near the gallery entrance together. The focus is on artworks in different forms and the ideas and moods they evoke.

1. Find a painting.
  - What does it look like?
  - How does it make you feel?
2. Find a sculpture of people in a boat.
  - What is the boat made of? (read the label)
  - Where do you think the people are going?
3. Find the “Iron Eskimo” sculpture.
  - What mood do you think of when you look at it?

- What is it made of? (read the label)
4. Even buildings can be art. Look at the colors of the gallery walls.
    - What do they make you think of?
  5. Look out the windows.
    - If you had to describe today with a color, what color would it be?

### **The Place Where You Go to Listen (~12 minutes)**

In this experience and discussion, focus on the many forms art can take and personal responses to art. Keep discussion about the 'science' of the Place limited.

Gather students in the Living Room to talk first. With a small group you can use the couches (be sure the TV is switched off). With larger groups, set up a stool in the corner near the window and have the students sit on the floor in front of you.

We are going to see and hear a special art work called The Place Where You Go to Listen, a sound and light environment by Fairbanks composer John Luther Adams. We will be explorers with our ears and eyes. The sounds and colors are being played by information about things happening here in interior Alaska.

Let's go in quietly for about 2 minutes first. Just listen and look. Try listening with your eyes closed and open.

Gather students outside again. Ask questions and discuss student observations.

•Why is this here? •Why is it in the museum? •What did you see? •What did you hear?

What makes the sounds in a piece of music? The instruments or voices. In The Place, the instruments are played by the earth and sky. The art in the Rose Berry Gallery and in The Place is about Alaska. In The Place, there are streams of scientific information coming into a computer from many sources. Changes affect the sounds and colors. Some of these changes happen over a long period of time so the changes are slow or subtle.

Briefly discuss the instruments:

1. Choirs of Day and Night: Voice-like sounds rise and fall in relation to rhythms of day and night. The day choir has a bright major sound and the night choir has a dark minor sound. Depending on time of year and of day, one will be more prevalent than the other. The colors also respond to the changing length of day and night. Day colors are more yellow while night is dominated by red. There is also some natural light coming in through the glass wall.
2. Solo Moon Voice: Voice rises and falls, circles the sky according to the current position above or below the horizon and the phase of the moon. The spread of sound is at its widest when the moon is full. When the moon is new, it disappears.
3. Aurora bells: High pitched bell or chime sounds in the Place are controlled by variations in the magnetic field of the earth. Activity in the magnetic field affects the aurora and will create shimmering veils of sound across the ceiling of the room.
4. Earth Drums: The earth drums respond to seismic data provided by Alaska Earthquake Information Center from 5 stations across interior Alaska. During small and large earthquakes,

sounds will “rumble and echo” through The Place as seismic vibrations are recorded at different times and places and in different intensities.

Now let's go back in and listen again.

**Sketching (20 minutes)**

The whole class will participate in this. The docents working with the 2 halves of the class should pass out drawing boards, paper and pencils. Allow and encourage students to explore the whole gallery and draw whatever they like. They can copy a piece or draw something new based on what the art makes them think of. If they aren't drawing, that's ok. Let them sit and look. This is their gallery experience.

**Wrap-up (5 minutes)**

Gather students back together. Collect writing boards, pencils and drawings. Give any papers to the teacher to carry back to school. Have students walk downstairs and put on coats.