



ART START



TEACHER GUIDE

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Open Tuesday – Sunday 9 a.m. – 5 p.m.



Cultural Services Department, City of Albuquerque, Richard J. Berry, Mayor

ABOUT THIS GUIDE

This classroom guide is designed for early childhood classrooms and is organized in conjunction with Albuquerque Museum's exhibition *Common Ground*. The guide includes lesson plan ideas that focus on select artworks in the exhibition.

The classroom guide is designed to help prepare children for their visit to the museum. The guide provides opportunities for children to practice looking at art, learn new vocabulary, and experience art concepts and art making.

How the Guide is Organized

The classroom guide is divided into five lessons. Each lesson includes background information on the artworks, ideas for classroom questions and discussions, and suggestions for small and large group related activities.

Lesson 1: What is art?

Lesson 2: People

Lesson 3: Places

Lesson 4: Lines, Shapes, Colors

Lesson 5: Visit to Albuquerque Museum

Art Start Rubric

Resource List

Images

Teachers can choose to focus on one or two lessons each week prior to the museum visit. Teachers should also practice using an image of a red light to demonstrate not touching the artwork. Use a green light for touching the objects in the centers.

Vocabulary Words: Each lesson provides vocabulary words that teachers can introduce to the children in both small and large group classroom activities.

Small Group Experiences: Each lesson provides suggestions for small group experiences as part of classroom centers. These experiences are opportunities for teachers to engage with the children in small groups or opportunities for children explore on their own.

Large Group Experience: Each lesson provides suggestions for how to introduce the artwork that will be viewed at the art museum. Teachers can share the artwork with the large group on a promethium board or projected on a screen. Full-sized images are located at the back of the guide, organized alphabetically by artist last name. The images should be revisited and shown more than one time to the children. Sharing images of the artwork prior to the museum visit allows the children an opportunity to become familiar with work they will see in the museum. The questions that go along with each artwork are divided into two different strategies:

Descriptive Questions: these questions are designed to look at the elements the artist used, such as color, shape, lines, etc.

Interpretive Questions: these questions follow the descriptive questions and ask children to look further. These questions ask the children to interpret what they see. Children are asked to move their body a certain way or to interpret what a person in the painting is thinking. In addition, there are some questions that ask children to connect their own experiences with the artwork. A physical and emotional connection with the subject matter increases the memorability of the learning experience.

Rubric: The rubric is designed as a tool for teachers to assess learning both before and after the tour.

Resources: At the end of the guide is a list of resources that can be used to supplement the small and large group activities.

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LESSON: WHAT IS ART?

The emphasis in this lesson is on the people who make art and the different kinds of artwork they create.

Vocabulary Words:

Artist: A person who makes artwork for their career.

Artwork: Artwork can be drawings, paintings, photography, and sculptures. Artwork can be made using lots of different kinds of materials.

Sculpture: A work of art that you can see from all sides.

Sculptor: An artist that makes sculptures.

Small Group Experiences:

Art Center: Provide found objects in the center for children to explore and create sculptures. Emphasize that they are creating **sculptures**, an artwork that can be seen from all sides.

Large Motor: Provide a space inside or outside the classroom where children can pretend to be sculptors and sculptures. One of the children can be the sculptor. The other children can create a pose with their bodies. The sculptor redesigns their poses by gently moving the other children's bodies in different positions. Have the children take turns being the sculptor and sculpture.

Viewing Art Large Group Experience

Display the artwork on a large screen during large group experience.

Information to Share: Ask the children to brainstorm ideas about what an artist is and what is art. Write down the children's ideas on piece of large paper that can be displayed and revisited with the children. The children can add to the list as they begin to learn more about the artwork.



Felipe Archuleta, *Coyote*

Image: Felipe Archuleta, *Coyote*

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name.

Information to share: This artwork is called a sculpture, and the name of it is **Coyote**. A **sculpture** is an artwork that is not flat and you can walk around it. You can see it from all sides. The artist is a **sculptor**. A sculptor is a person who makes sculptures. His name is Felipe Archuleta. He liked to use different kinds of materials to make his artwork.

Descriptive Questions: What animal do you see? How do you think it was made? (marbles he used for the coyote's eyes and the inner-tube rubber for the claws).

Interpretive Questions: Pretend that you are the coyote. Where do you think you would live? If the coyote could talk, what do you think he would say?

LESSON: PEOPLE

The emphasis in this lesson is that artists create artwork about themselves and people around them. Artists can show what people look like, how people feel, and what people like to do.

Vocabulary Words:

Portraits: A portrait is an artwork of a person or an animal that shows only the face or head and shoulders.

Self Portraits: A self-portrait is an artwork that an artist makes of themselves.

Small Group Experiences

Art Center: Place mirrors in the art area for children to explore their faces. Ask the children to explore what their face looks like when they are happy, sad, surprised, etc. Provide drawing materials and/or paint for children to create an image of themselves. Emphasize the word **self-portrait**. The child is like an artist when they create a picture of themselves; a self-portrait.

Art Center: Invite children to draw and/or paint an image of the face of a friend, family member, or animal. Emphasize the word **portrait**. The child is like an artist when they create a picture of someone else, a portrait.

Viewing Art Large Group Experiences

Display the artwork on a large screen during large group experience.

Image: Emil Bisttram, *Pueblo Girl (Juanita)*.

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name.

Information to Share: This painting is an example of a **portrait**. A portrait means that the artist painted a picture of someone. The artist's name is Emil Bisttram. The painting is called *Pueblo Girl (Juanita)*. The name of the girl in the painting was Juanita.

Have you ever painted a picture of someone? Who did you paint a picture of?

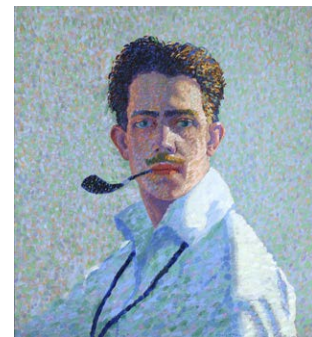
Descriptive Questions:

What do you see in this painting?

What shapes do you see in the paintings? Where do you see those shapes?



Emil Bisttram, *Pueblo Girl (Juanita)*



Raymond Jonson, *Self Portrait*

What colors do you see in the painting? Where do you see those colors? Have you seen these colors before? Where have you seen them? Is the girl in the painting close up or far away? How do you know that?

Interpretive Questions:

What do you think the girl in the painting is thinking about? How do you think she feels? If she could talk to you, what do you think she would say?

Image: Raymond Jonson, *Self Portrait*.

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name.

Information to Share: This artwork is called a **self-portrait**. A **self-portrait** means that an artist creates a picture of themselves. The artist that created this artwork is named Raymond Jonson.

Descriptive Questions

What do you see in this painting? What shapes do you see in the paintings? Where do you see those shapes? What colors do you see in the painting? Where do you see those colors?

Interpretive Questions

Why do you think the artist painted a picture of himself? What is he showing himself doing? What would you be doing in your self-portrait?

LESSON: PLACES

The emphasis in this lesson is that artists create artwork about places, weather, and different times of the day.

Vocabulary

Texture: How something feels or looks like it feels when touched.

Landscape: A work of art that represents a place, natural land.

Small Group Experiences

Sensory Center: Include a variety of materials; sandpaper, velvet, a steel sponge, and objects that represent different textures. Provide children with different **textures** to explore. Place items in a bag and ask children to describe what they feel and what they think it is.

Art Center: Include a variety of materials; tempera paint in multiple colors, sand, coffee grounds, spices, crumbled natural items, Epson salt, baking soda, liquid starch, salt, and corn meal. Offer painting experiences combining paint with one of the other materials. Encourage children to use words to describe what they feel and emphasize the word **texture**.

Art Center: Give children opportunities to use some of the texture objects from the sensory center as painting tools. Emphasize the word **texture** when describing how it feels to paint with the objects and the way their paintings look.

Art Center: Invite children to create a picture of a place they like to visit. Emphasize the word **landscape** as an artwork of a place.

Block Center: Display an image of *A Shower in a Dry Year*. Provide a variety of materials including rocks, sticks, and other natural materials. Include figures such as horses, cows and people. Add objects to the block center for children to create their own 3D landscape design. Pay attention to the stories they create with the objects. Emphasize the word **landscape** as they create their own scenes.

Viewing Art Large Group Experiences:

Display the artwork on a large screen during large group experience.



Peter Hurd, *A Shower in a Dry Year*

Image: Peter Hurd, *A Shower in a Dry Year*

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name

Information to Share: The name of the artist who painted this picture is Peter Hurd. Peter Hurd named this painting *A Shower in a Dry Year*. This painting is called a **landscape**. A landscape is an artwork that shows a large area of land at one time.

Descriptive Questions

What colors did the artist use? Have you seen these colors before? What shapes do you see? Where do you see smaller shapes and larger shapes? How do you know what is close up and what is far away?

Interpretative Questions

Choose a spot in the painting. What would it feel like to be in this spot? What sounds might you hear? (Encourage children to make the sounds that they hear).

LESSON: SHAPES, LINES AND COLORS

The emphasis in this lesson is that artists create artwork using different kinds of lines, shapes, and colors. Artwork does not have to look like the real world to be considered art.

Vocabulary

Lines: Artists use different kinds of lines to create artwork. Lines can have different meaning in an artwork.

Shapes: Artists use different shapes to make works of art. Sometimes they use shapes we recognize like circles and squares. Sometimes they use shapes that do not have specific names.

Colors: Artists use different colors in artworks to show different feelings or ideas.

Abstract: Artists who make artworks that look different than the real world.

Artist Tools: paint brushes, canvas

Small Group Experiences

Art Center: Provide the children with different size brushes. Ask them what kinds of lines they can paint with a big brush. What kinds of lines can they paint with a small brush? What kinds of lines can you make when you move your brush fast or slow? Show the image, *Juarez* by Elaine de Kooning for inspiration.

Manipulative Center: Provide the children with geometric shapes made out of foam or paper. Ask them to create images using shapes. Show the children the image, *Sacred and Pro Fame* by Frederick Hammersley.

Science Center: Provide materials including a salad spinner, paper, liquid watercolor paint. Place a piece of paper underneath a salad spinner to mix colors. Set out three cups of liquid watercolor for each child to choose from. Each cup should have a different color. Children use the droppers to put the desired color and number of drops onto their paper. Ask the children to describe the new colors they made.

Viewing Art Large Group Experiences

Display the artwork on a large screen during large group experience.

Image: *Juarez* by Elaine de Kooning.

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name.



Elaine de Kooning, *Juarez*



Frederick Hammersley, *Sacred and Pro Fame*

Information to Share: This painting is by an artist named Elaine de Kooning, and it is called *Juarez*. The artist made this painting after she took a vacation to Juarez, a city in Mexico.

This painting is an abstract artwork. It is called **abstract** when an artist makes an artwork that looks different than the real world. This painting shows the artist's idea of a place that she visited.

Descriptive Questions

What colors do you see in this painting? Look at the brush strokes that the artist made. Are they big or small? Did she paint fast or slow? What kinds of lines do you see? Ask the children to stand up and demonstrate how they think the artist painted.

Interpretative Questions

What do you think the artist painted a picture of? What colors do you see? How does this painting make you feel?

Image: Frederick Hammersley, *Sacred and Pro Fame*

Look for full-sized image in the back of the guide. Images are organized alphabetically by artist last name.

Information to share: The name of the artist that painted this is Frederick Hammersley. He combined different lines, shapes, and colors to create this work of art.

Descriptive Questions

What shapes do you see? What colors did the artist use? How did the artist combine the shapes and colors to make the painting?

Interpretative Questions

If you were using the same colors and shapes, how would you combine them to create your work of art?

LESSON: VISIT TO ALBUQUERQUE MUSEUM

The emphasis in this lesson is that art museums are places where people can visit to see lots of different kinds of art. There are rules and ways to behave when people visit art museums.

Vocabulary Words

Art Museum: A museum that has a collection of artworks.

Docent: A person that works at the museum and tells people about the artwork.

Collections: A group of certain kinds of artworks, such as artwork from a certain place, by certain artists, or of certain things.

Small Group Experiences

Art Center: Create an art museum from children's artwork and/or reproductions of famous artworks. The artwork can be organized into categories or collections such as, portraits, landscapes, and abstract art. Practice providing tours of the museum. Practice looking and not touching the artwork. Emphasize the words **docents**, **collections**, and **art museum**.

Viewing Art Large Group Experience

Display the artwork on a large screen during large group experience.

Images: Lobby, museum exterior, Common Ground Gallery

Information to Share: Ask the children to brainstorm ideas about what is an art museum. Write down the children's ideas on piece of large paper that can be displayed and revisited with the children after the visit to the art museum.

Leading up to the visit to the art museum, share images of the inside and outside of the museum. Ask the children to describe what they notice in the images. What do they think they will see at the art museum?

Museum Visit Preparation

1. Briefly discuss special rules for visiting museums before the trip. Introduce the concept of a stoplight, green for okay to touch and red for no touching. The art museum is similar to visiting a library. There is no running, eating, or shouting.

2. Divide the children in three groups before they come to the museum. Provide each child with a nametag.

3. When the children arrive, the museum will seem big to many of them. Let them absorb the atmosphere. The docent will point out the large windows and also mention that there are several different rooms in the museum.



TOP TO BOTTOM: The museum exterior, the lobby and the Common Ground Gallery.

Ask them what is familiar to them? What have they seen before?

ART START RUBRIC

Use the rubric before and after the tour to assess student learning.

Category	Emerging = 1 point	Proficient = 3 points	Advanced = 5 points	Total Score
What is art? What do artists do?	Few or none of the children are able to identify what is an art work. An artist with terms unrelated to the profession.	At least half of the children are able to identify what is an art work using terminology like drawing and painting. An artist is described as someone who creates art work using at least two different media.	More than half or most of the children are able to describe an art work as using different media and representing feelings, places, and people. An artist is described as someone who creates art work using a wide range of media.	
Art Vocabulary	Few or none of the children are knowledgeable of vocabulary words: portrait, self-portrait, landscape, sculpture, sculptor, texture, lines, shapes, and colors.	At least half of the children are knowledgeable of vocabulary words: portrait, self-portrait, landscape, sculpture, sculptor, texture, lines, shapes, and colors. They are able to use the words appropriately some of the time when describing art work, their own or someone else's.	More than half or most of the children are knowledgeable of vocabulary words: portrait, self-portrait, landscape, sculpture, sculptor, texture, lines, shapes, and colors. They are able to use the words appropriately most of the time when describing art work, their own or someone else's.	
Art Museum	Few or none of the children are knowledgeable of art museums. They do not know the difference between an art museum and other kinds of museums.	At least half of the children are knowledgeable of art museums. They know that an art museum is where people can view art work.	More than half or most of the children are knowledgeable of art museums. They know that an art museum is where people can view art work. They are able to describe different kinds of art work that are found in an art museum, such as paintings and sculptures.	

RESOURCES

Books About Art and Artists

Art, Patrick McDonnell

Art: A World of Words, Doris Kutschbach Prestel

Exploring Landscape Art with Children (Come Look With Me), Gladys S. Blizzard

Emily's Blue Period, Cathleen Daly; Illustrations by Lisa Brown Roaring Brook Press

Ish, Peter H. Reynolds

Maybe Something Beautiful, F. Isabel Campoy, Theresa Howell

Mouse Paint, Ellen Stoll Walsh

My Name is Georgia: A Portrait by Jeanette Winter, HMH Books for Young Readers

The Art Lesson, Tomie De Paola.

Vincent van Gogh and the Colors of the Wind, Chiara Lossani and Octavia Monaco

Books About Art Museums

Jack in Search of Art, Boehm, Arlene. Niwot: Roberts Rinehart Publishers, 2001.

Museum 123, *Museum ABC* and *Museum Shapes*, The NY Metropolitan Museum of Art

Museum Trip By, Barbara Lehman

The Museum, Susan Verde

You Can't Take a Balloon into the Metropolitan Museum (Part of the You Can't Take a Balloon... Series), Jacqueline Preiss Weitzman

Videos About Visiting Art Museum

Museum Etiquette <https://www.youtube.com/watch?v=fHTPeEipNO0>

Museum Manners at the Milwaukee Art Museum https://www.youtube.com/watch?v=Jn7K4_HFTXo&t=8s

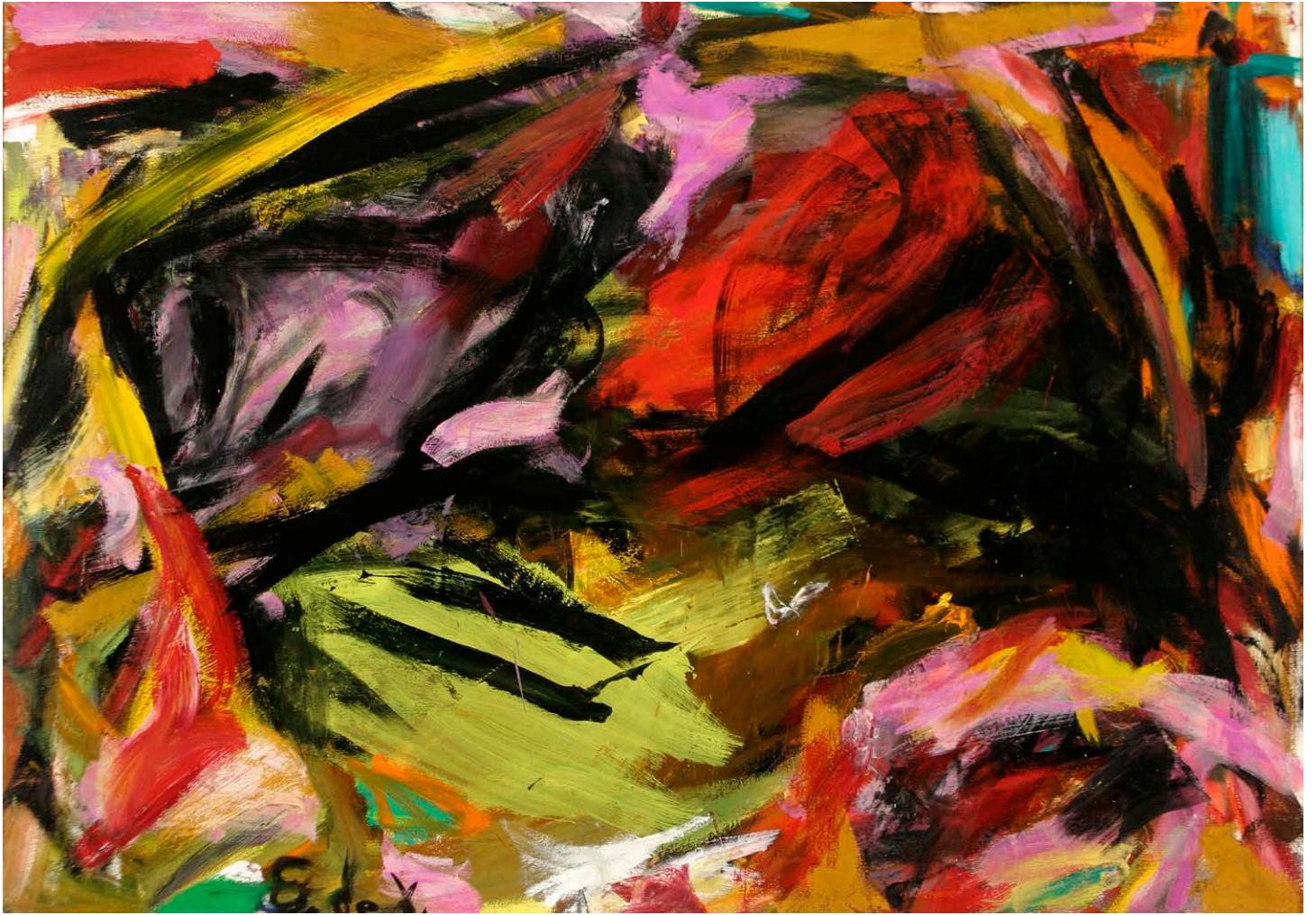
Museum Rule! KQED <https://www.youtube.com/watch?v=AozRXE2ssyM>



Felipe Archuleta
Coyote
1977
carved and painted wood with glass marbles and rubber
Gift of Mary and David Corley



Emil Bisttram
Pueblo Girl (Juanita)
1934
oil on canvas
Lent by the Veterans Administration Medical Center



Elaine de Kooning
Juarez
1959
oil on canvas
Museum purchase, 2005 General Obligation Bonds



Frederick Hammersley
Sacred and Pro Fame
1978
oil on canvas
Museum purchase, 1982 General Obligation Bonds,
© 1978 Frederick Hammersley Foundation



Peter Hurd
A Shower in a Dry Year
1969
egg tempera on birch panel
Museum purchase, 1985 General Obligation Bonds



Raymond Jonson
Self Portrait
1917
oil on canvas
Museum Purchase, 1983 General Obligation Bonds



Lobby



Museum exterior



Common Ground Gallery