

Honolulu Museum of Art

Discover Your Art Museum 1.5 hrs Grades 4-8

DRAFT Date 7.10.13

Tour Goal

Goals based on HI Visual Arts benchmarks

Students will understand art as a visual language that reflects universal or personal ideas and interpretation.

Use and recognize and describe the elements of art seen in a work of art that to communicate an idea or mood.

Make an informed judgment using properties, personal response and information.

Explain how art reflects life, culture, attitudes and beliefs of the artist.

Enduring understandings and essential questions

Art is a means to convey a variety of moods and ideas

Artists use elements and principles to create art and express ideas.

Art reflects culture

Art can convey personal ideas or opinions

Art can be interpreted in a number of ways.

Art can be representational or nonrepresentational

Why is art created?

How would this look in another media?

Interesting to study.....

Goals based on National Visual Arts standards

Students experience, analyze and interpret art and other aspects of the visual world.

Visual imagery throughout one's culture influences one's understanding of and response to the world.

Art communicates about and helps viewers understand the natural and constructed world.

Enduring understandings and essential questions

- Visual imagery throughout one's culture influences one's understanding of and response to the world.
What is an image? How do images influence our views of the world? Where and how do we encounter images in our world?
- People gain insights into the meanings of artworks by analyzing subject matter, compositional elements, use of media and context.
How do artworks convey meaning? How can the viewer "read" a work of art? How does knowing and using visual arts vocabularies help us understand and interpret works of art?
- Engaging in Art Criticism promotes understanding of how people can interpret art differently depending on their knowledge of and experiences with art and life.
What can we learn from our responses to art? How do life experiences influence the way you relate to art? How do visual arts experiences enhance the ability to understand art?
- Understanding the historical and cultural context of an artwork can influence how people respond to it.
How does art help us understand how people lived in different times, places, and cultures? How does knowing how people lived in different times and places influence our response to the art?
- People evaluate art based on various criteria.
How does one determine criteria to evaluate a work of art? How and why might criteria vary?
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of the natural and constructed world.
How do people engage in the visual arts throughout their lives? How does learning in the arts help us build relationships with others? How do your choices in life and engagement with the world evolve as you grow in your knowledge and interaction with the visual arts?

DOE Benchmarks

FINE ARTS

Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and

understand how the visual arts communicate a variety of ideas, feelings, and experiences

4	FA.4.1.1	Use and recognize the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood
4	FA.4.1.3	Use properties, personal response, and research to make informed judgments about artwork
4	FA.4.1.4	Explain how art reflects life, culture, attitudes, and beliefs of the artist
5	FA.5.1.2	Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art
5	FA.5.1.3	Analyze, using evidence, the characteristics of representational and/or non-representational art
5	FA.5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline
5	FA.5.1.5	Analyze works of art from selected historical periods

6-8	FA.6-8.1.2	Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art
6-8	FA.6-8.1.3	Use art vocabulary when evaluating intent and content of works of art
6-8	FA.6-8.1.4	Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions
6-8	FA.6-8.1.5	Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas
6-8	FA.6-8.1.6	Use subjects, themes, or symbols from life experiences to convey personal ideas
6-8	FA.6-8.1.7	Compare the characteristics of artwork from various historical periods and/or cultures
6-8	FA.6-8.1.8	Analyze, using evidence, how cultural factors have affected works of art now and in the past
6-8	FA.6-8.1.9	Analyze, using evidence, why specific works of art were created

Required works of art

Painting and sculpture to compare

Penelope CC

Guan Yin 19

Pacific sculpture 12

Contemporary outdoor sculpture PC

Islam ceramic painting 26

Western painting – 6.7.8

Asian painting 16,20

Contemporary painting – 27,13

****Overall Tour Activity:**

? Passport like small booklet

6 pages with art images

After tour students can put country, media, idea, element

Gallery Rotations

18 minutes

Gal 6,7, 8

18 minutes

Gal 16,18

18 minutes

CC, PC, KC, outdoor sculpture

18 minutes

Gal 12, 26

18 minutes

Group activity in gallery 27 (MAYBE? MAYBE NOT?)

Gallery 27

Art work

Students will select the artwork.

Gallery Goal

Students will see art can be interpreted different ways.

Tour Bag Materials:

- Laminated cards with emotions or feelings
Cards with ideas to find illustration for personal interpretation
– art expresses ideas

Find a work of art that makes you feel happy

Find a work of art that makes you feel sad

Find a work of art that reminds you of someone you know

Find a work of art that is ambiguous

Find a work of art that you would like to own

Find a work of art that you dislike

Find a work of art that is scary

Find a work of art that is funny

Find a work of art that makes you wonder

Find a work of art that feels like home

Etc....

- Question to consider why artist made this work??

Vocabulary

Activity **Required Activity**

Pass out cards to all students; be sure each student has one. Give them 3-4 minutes to read their card and find a work of art that represents the idea they have on the card.

If there are several students at the same work of art, give them a minute to discuss why they chose this work of art.

What do they see that expresses that idea?

What elements of art did the artist use to express this?

Have each group report to the group about the piece they have chosen. Be sure they use the art vocabulary learned on the tour.

Gallery 6,7,8

Art work

Gallery Goal

Students will understand that artists have different reason/styles for painting (from realism to abstract expressionism)

Tour Bag Materials:

Vocabulary

Activity

Let them go to a work of art they like best and tell the group why it appeals to them. Acknowledge their choices. Support and add language and vocabulary.

Gallery 16, 18

Art work

Gallery Goal

Students will understand a variety of meaning behind art. (Buddhism, shintoism)

Tour Bag Materials:

Vocabulary

Required Activity

Art work -

Gallery 12, 26

Art work

Gallery Goal

Students will understand art reflects a culture and can be functional as well as decorative.

Tour Bag Materials:

Vocabulary

Activity **Required Activity**

Courtyards

Art work

Penelope

Gallery Goal

Students will understand a variety of meaning/concepts/stories behind art.

Tour Bag Materials:

Vocabulary

Activity **Required Activity**

Conclusion

How does an artist communicate and how is meaning universal or individual?

What are the different reasons that art is created? (culture and/or ideas and/or function)

Can art be interpreted in many ways? (personal interpretation)

How does looking at art help us understand others and ourselves?