



Kid Lit

An English Language Arts and Visual Art Tour Huntington Museum of Art

This tour integrates **Visual Art** with **English Language Arts** to create a cross-curricular program that demonstrates how these two disciplines merge. This program addresses Next Generation West Virginia Content Standards and Objectives and also employs 21st Century Learning Skills. Students will engage in active inquiry, investigations, and hands-on activities while touring the Museum's galleries. The theme of this tour is to create a book based upon the journey of touring the museum. The elements of art are the link that will connect the gallery stops and provide the content for the book. English Language Arts are addressed as the students read, write, listen and speak while creating their book. The *Kid Lit* tour lasts ninety minutes.

Please look over the following pages and share them with your students. They will help to introduce the content of the tour program to your students and prepare them for their visit to the museum. We look forward to your visit!

Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills addressed throughout *Kid Lit*:

- ELA.1.R.C1.2 retell stories and demonstrate understanding of their central message in literary texts
- ELA.1.R.C1.5 identify the main topic and retell key details of informational text
- ELA.1.R.C2.4 ask and answer questions to help determine or clarify the meanings of words and phrases
- ELA.1.R.C2.6 distinguish between information provided by pictures and information provided by words
- ELA.1.W.C9.2 write informative texts; name a topic, supply some facts and provide some sense of closure
- ELA.1.W.C11.2 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- ELA.1.SL.C13.1 participate in collaborative conversations
- ELA.1.SL.C13.2 ask and answer questions about key details in a text read aloud
- ELA.1.SL.C13.3 ask and answer questions about what a speaker says
- ELA.1.SL.C14.2 add drawings or other visual displays to descriptions
- VA.O.1.1.6 produce 2D art using a variety of media
- VA.O.1.2.01 experiment with primary, secondary, neutral, warm and cool color
- VA.O.1.2.03 create art using line quality with a variety of materials and tools
- VA.O.1.2.04 use shapes and overlapping shapes in their artwork
- VA.O.1.2.05 compare shape versus form
- VA.O.1.2.06 explore texture as a surface feeling
- VA.O.1.2.10 incorporate actual or simulated texture in their artwork
- VA.O.1.3.01 find and examine subject matter and ideas for art through observation of the environment
- VA.O.1.3.02 explore and use symbols in their artwork
- VA.O.1.5.1 recognize and discuss several reasons for creating art
- VA.O.1.5.2 discuss art that reflects an experience in daily life
- VA.O.1.6.1 recognize how a story is told through dance, music, theatre and visual art

Communication Skills- the skills needed to generate and convey messages with meaning and understanding within and across various contexts, cultures and media

Critical Thinking-the clear, precise and purposeful process of using specific cognitive skills and strategies to guide belief and action in accomplishing goals

Problem Solving-the ability to apply appropriate processes, including problem identification, information gathering, problem analysis, generating and testing alternate solutions and evaluating results in order to generate resolutions to problems

Collaboration Skills-collaboration means cooperative interaction between two or more individuals working together to solve problems, create novel products or learn or master content

Please contact Cindy Dearborn at cdearborn@hmoa.org with questions.



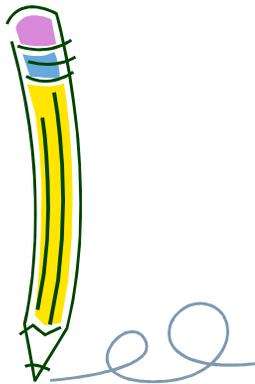
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What is art? Art can be many things...painting, sculpture, photography, even furniture. Art helps people see things in new ways. The people who make art are called artists. Artists make art for many different reasons. Some artists like to tell stories, some want to make things beautiful and some just want to remember special people or places. When making a piece of art, an artist uses lines, shapes, forms, textures and colors. These are called the elements of art.

Let's learn more about each of the elements of art.



Line

A line is a mark that has length and direction. Whenever you move the point of a pencil or crayon across paper, you are making lines. Lines can be short or long, straight or wavy, vertical or horizontal, zigzag or spiral. As you say the types of lines, have everyone draw them in the air with their finger. Look around your classroom, do you see any lines? What type of lines do you see? Have the students identify the lines.

Activity: Identify and create basic lines. Read the book *Harold and the Purple Crayon* by Crockett Johnson to the class. Ask the students to identify the lines that Harold draws. See if they can find that line on another page in the book. Give everyone a piece of string. As you call out different types of lines, have your students create them with string. Encourage the students to see how many different kinds of lines they can make with the string.

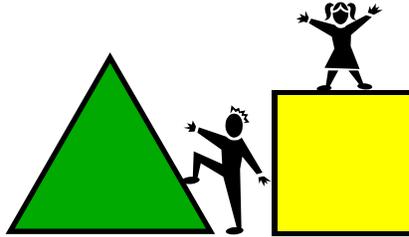




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Shape

Lines can become shapes! A shape is a line whose ends meet and make a closed space. Using a piece of string, ask the students to “draw” a straight line. Next, ask them to make the ends of the string meet. They have just made a shape. What type of shape did they make? What other shapes can they make by moving the string around? Be sure to make the ends meet. If they do not touch, the space is not closed and the shape is still a line!

Activity: Understanding how shapes are made and shape identification. Read the book *When a Line Bends...A Shape Begins* by Rhonda Gowler Green to the class. An example from the book: *A line is thin. A line is narrow – curved like a worm, straight as an arrow.* Squares, circles, triangles, and many more shapes abound in this lively book. With jaunty, rhyming text, young readers are invited to find different shapes on each busy, vibrant page. Once you start looking, you won’t be able to stop! After reading the book, take a moment to look for and discuss shapes with the students in their own environment.





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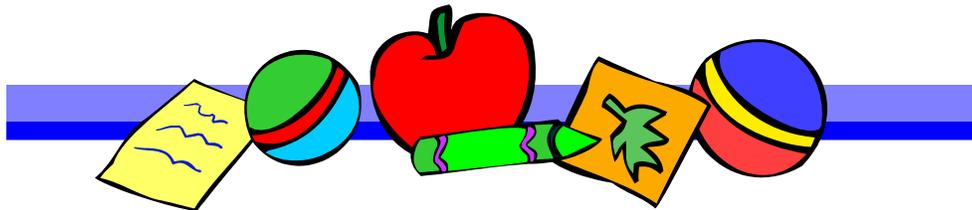
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Form

A form is three dimensional or 3D. A form is not flat; you can see a form from all sides. Forms have height, width and depth. Have students lay a sheet of paper on their desk. While the paper is laying on the desk, it is a flat shape. Ask the students to crumple their sheet of paper. They have just turned their flat shape into a 3D form! The crumpled paper now has height, width and depth.

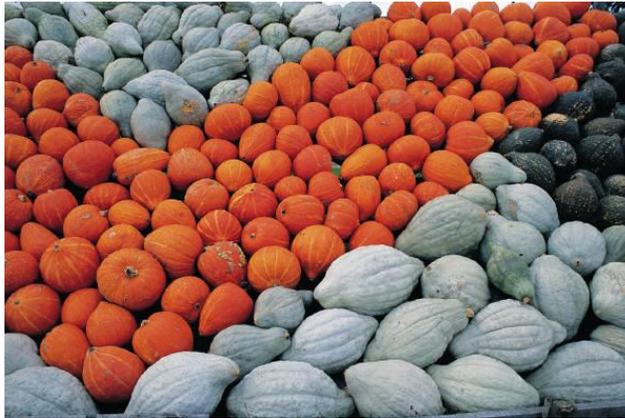
Activity: Recognize the difference between shapes and forms. Read *Big Book of Space: the Shapes, Forms, and Patterns That Make Up Our World* by William Edmonds. The *Big Book of Space* makes complex abstract ideas clear, while showing and explaining the many forms and patterns that make up the world we live in. Ask the students to locate the forms they learned about in the book in the classroom.





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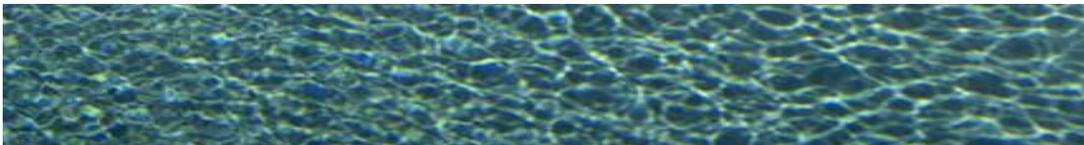
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Texture

The way something feels is called texture. Everything has a texture we can feel. Textures can be smooth or rough, fluffy or bumpy, soft or hard. Ask the students to look at the bottom of their shoes. Have them describe the texture they see. Artists create texture in their art that you can see instead of touch.

Activity: Read the book *Glad Monster, Sad Monster* by Anne Miranda and Ed Emberley. Tell the students they are going to make their own monster. Students will make the monster's body from the impressions made by the sole of their shoe and then add details such as arms, legs, eyes, teeth, and horns to create their monsters. Demonstrate how to make a crayon rubbing. Hold a piece of paper over a textured object. Rub the side of a crayon over the object. Have the students put a sheet of paper over one of their shoes, rub the side of a crayon over the shoe. This is the monster's body. Finish creating the monster using lots of details.





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Color

There are three primary colors. Can you guess what they are? *Red, yellow and blue.* When two primary colors are mixed they become a secondary color. Red mixed with yellow makes *orange*. Yellow mixed with blue makes *green*. Blue mixed with red makes *purple*. The secondary colors are orange, green and purple. Ask the students to identify the colors of the pinwheel as you point to each one. Identify whether the color is primary or secondary. Watch this video to see how the secondary colors are made. <http://www.youtube.com/watch?v=eGrGkJtSLsk> After viewing the video, ask the students to tell you how each secondary color is made.

Activity: Learn to mix colors. Read *Mouse Paint* by Ellen Stoll Walsh. In this book a gang of mice learn to mix colors and count. Look around the classroom. Can the students find examples of the colors mixed by the mice from the story? Ask the students to tell you their favorite color. Is it a primary or secondary color? How is it made?

