The Museum: An Integrated Look at Art Education

An Honors Creative Project (HONRS 499)

By

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Abstract

In a three and one half week unit plan, entitled The Museum, the students of Mr. Purtlebaugh’s fourth-grade class at Mitchell Elementary School studied art lessons integrated with their daily subjects. The culminating project for this unit was to create a classroom museum and display it for the community’s enjoyment. In this project, the students were assigned to a specific group, in which they were responsible for researching and presenting a different aspect of the museum. The students either worked in the mathematical gallery in painted butterflies or tessellations, in the historic gallery in Native American clothing or cave art, in the landscape gallery in photography or the mural, or on the publicity committee. In order to explain this project, I have included a brief description of the event, ten detailed lesson plans taught during the unit, a pictorial look at the museum and model pieces of artwork that I created, and additional resources and activities used during the unit.
Acknowledgments

-I want to thank Dr. Laurie Lindberg for advising me through this project. Without her help, encouragement, and caring, I would have been lost.

-I would also like to thank Ms. Cindy Iavagnilio and Mr. Ron Purtlebaugh for allowing me to complete this project at Mitchell Elementary School.
The school where I did my student teaching is Mitchell Elementary School, one of twelve elementary schools in the Muncie Community School Corporation. Mitchell had the honor of being a four star school from 1994-2000 and in 2002-2003. The majority of the students come from a high socioeconomic level and live within walking distance from the school. Mitchell is a neighborhood school, including Ball State University’s married student housing complex. The housing complex draws students from all socioeconomic backgrounds and from foreign countries.

I was placed full-time in Mr. Purtlebaugh’s fourth-grade class. There were twenty-six students in our self-contained classroom. I taught all subjects: Language, Spelling, Reading, Math, Social Studies, and Science. Despite the large number of students, small group instruction and one-on-one attention continued to play a large role in several lessons. The students had a strong desire for learning and loved all hands-on activities, but I wanted to introduce them to something completely different from their monotonous daily routine. I decided to expose the children to a highly developed study of art because they had not received much art education. In a three and one half week unit plan, entitled The Museum, the students studied art in several forms and created six integrated art projects for the opening of their classroom museum.

The purpose of The Museum was to introduce students to the concept of determining what is beautiful and who decides artworks’ beauty. In addition, this unit is an integrated look at art education in a general education classroom. In this unit, the students learned about several varieties of media, artists, and techniques for creating art. They planned and created their own art museum to demonstrate their appreciation for art and artists. Four galleries were dispersed throughout the school and the students displayed a wide variety of artwork within these galleries. While each student created six individual works of art to be displayed in the galleries, a maximum of three students worked together to research and teach visitors about their gallery. In addition, the students produced the museum to share with the Mitchell Elementary School community. To accomplish this, the students created and rehearsed oral presentations to properly inform others about their individual topics.

Four main objectives were formulated to aid the students in the development of the museum. The objectives were these: the students would create at least three different
types of art; the students would advertise their museum by using a publicity committee; the students would research their separate topics using books, the internet, and magazines; and the students would write and present oral presentations for the separate sections of the museum. I presented these objectives to the students in the form of a video and written will and testament of Virginia Ball who bequeathed one million “classroom” dollars for the development of an art museum following the previously mentioned requirements. With a plan in place, the students took a pretest to assess their present knowledge of art and art museums.

The results of the pretest were as expected. Most of the students were unfamiliar with artistic terms and techniques, as they had not received an extensive art education. According to the pretest graph, the students collectively performed poorly. While this may seem like a failed attempt at a test, I was extremely pleased with the results. At first I was not certain that the students would learn a lot of information about art and museums; however, once the pretests were given, I knew the students would successfully learn a great deal from this unit. At this point, I was eager to begin working with the students on the unit and I anticipated a large jump from the pretest scores to the posttest scores.

To begin The Museum unit, I created ten well-developed lesson plans to present to the students. These lessons were presented to the students each day during the three weeks allotted for the unit. While some lessons were directly integrated into pre-scheduled subject areas, others were presented in the one-hour allotted museum time after lunch. I used my own work to provide models for all of the art projects used throughout the museum. The first lesson, which was presented on Tuesday of the first week, introduced the museum to the students using the video and written will and testament of Virginia Ball as a basis. In addition to the visual introduction, I explained the four separate galleries/groups to the students. The students then brainstormed ideas for the museum by making a list in each of six small groups. The students then collaborated in combining their ideas into one large classroom list that was displayed in the classroom for the duration of the unit.

The first integrated lesson plan combined mathematics and art education. The lesson, Grid Paper Math, tested the students’ knowledge of fractions. This part-to-whole
activity used graph paper, just as artists do, to find a part-to-whole ratio among common fractions. The students created the worksheet using grid-paper, scissors, glue, and markers, then compared answers with other classmates. The students were evaluated on their neatness and completion of the worksheet and had the option of earning extra credit for extra attention to detail and creativity.

Groups and Jobs was a lesson presented to the students on Thursday of the first week. In this lesson, the students learned of their individual groups and the jobs associated with them. The students filled out small note cards expressing their preferences for groups. Once tallied and determined, the results were presented to the students. A publicity group would accommodate ten students who would work on pamphlets, sign-in-sheets, posters, and invitations. Five students would work in the mathematics group with three in tessellations and two in painted butterflies. The historic gallery would house the cave art and Native American clothing sections, with a total of five students presenting in the gallery. The final gallery, the landscape gallery, had six students who presented photography and a mural. Each group had a leader who was responsible for his/her own time management and effort. This person also made sure the group stayed on track and finished all responsibilities. Each additional group member was responsible for his/her own time management and effort throughout the completion of the museum. In addition to determining the groups, the students completed a KWL (what you Know, what you Want to know, and what you Learned) in reference to their individual galleries. This would be used later to determine the amount of information each student had learned about his/her own topic.

On Thursday the students created portfolios to house all of the art projects and research they would complete throughout the following weeks. This simple lesson tested the students’ ability to follow detailed instructions, as it was taught in a modeling format. I would complete the first step of the process, and expect the students to follow what I did. These oversized portfolios were constructed using poster board, hole punches, string, and markers, and were color-coded to the separate groups the students were pre-assigned to. These portfolios definitely came in handy because the students knew exactly where they were stored and would retrieve them when it was time to work on the museum.
The following day, I introduced the students to the standard way of taking notes with a lesson entitled “Note Taking with Vincent van Gogh.” In this lesson the students studied an overview of the artist from Art Connections, a school-wide art curriculum book. Together we studied the information on Vincent van Gough visualized on the overhead and collectively took notes on the chalkboard. I read the opening paragraph out loud to the students and drew name sticks, which are simply craft sticks with each of the students’ names written on them, to test the students’ comprehension of note taking. Once the notes were taken, the students re-read the paragraph to ensure all important pieces of information were covered.

On this same day, the student also began their mural piece for the museum. In this lesson the students learned about oil-pastels and the techniques used to apply the medium onto paper. The students were then given a 6 ¾ inches by 10 ½ inches piece of paper that would receive the oil-pastel treatment. In addition, the students were given a piece of the mural puzzle. Each student worked on one small piece of the mural without seeing the final painting. This was done so the students would focus on the relationships of color on their small piece instead of worrying about where their piece fit into the puzzle. I also activated the students’ prior knowledge of the grid paper math lesson and demonstrated the use of grids to help guide their placement of color on the paper. Once finished, the students put all thirty pieces of the puzzle together to present one large version of an original piece of artwork by the Indiana artist Don Russell. This mural was displayed in the landscape gallery, and three students later discussed elements of landscapes and the process of creating the mural.

Throughout the week, I accompanied students outside to take pictures of Mitchell Elementary School for the landscape gallery of the museum. The students learned how to properly use a thirty-five millimeter, manual Minolta XC camera. The students had to apply their knowledge of composition and landscapes to take quality photographs. The students were responsible for turning the camera on, making sure it was on the proper setting, focusing, zooming, and taking and naming the photographs. Three students researched and presented information on photography and the process they followed in using the camera and taking their pictures.
The second piece of artwork the students created was the painted butterflies. These mathematically inspired pieces were created after the students studied symmetry. The fantastically symmetrical elements of these painted butterflies were only a small portion of the projects’ scope. The students studied on a worksheet the symmetry of the letters of the alphabet, classroom objects, and common drawings. Once this was completed, the students ventured into the world of paint. Here the students had great fun in squirting small amounts of red, blue, and yellow paint onto one half of an eleven by thirteen sheet of paper. The students then folded the paper in half and rubbed the paint around the innermost part of the paper (closest to the crease). They then opened their paper to reveal a magical splash of all colors of the rainbow in perfect symmetrical form draped across their papers. These painted butterflies were then displayed in the mathematical gallery and two students were assigned to present elements of symmetry as well as explain how their creations were made.

Tessellations were the second element of the mathematical gallery and were begun on Monday of the second week. In this lesson, the student already had some knowledge of symmetry from the painted butterflies and just further developed their understanding. The students studied the famous artist M.C. Escher and his mathematical works of art. They learned several terms, including congruent figures, translations, polygon, reflection, symmetry, tessellations, and tile. The students were then instructed how to create the symmetrical tiles using note cards, scissors, and tape. Once the students were completed with their tiles, they then traced and cut out at least nine tessellating tiles of contrasting colors to glue into a checkerboard pattern. The students had to take great care in their tessellations to ensure there were minimal gaps and overlaps between the tiles. This lesson tested the students’ abilities to follow directions, use care and caution when tracing and cutting, and create a smooth transition between alternating colored tiles. Three students presented the topic of tessellations to family, friends, and fellow students using their newly learned mathematical terms to explain the creation of the project.

In the historic gallery, the students created two projects—cave art and Native American clothing. The cave art required brown paper bags, chalk, and hairspray. The students had been studying for several days in their Indiana history textbooks the Native
Americans that inhabited the Indiana regions. In this lesson the students used their knowledge of the tribes to create phrases in picture-writing form. I gave each of the students a list of common Native American pictures found in caves and on clothing. Then each student created his/her own phrase using the pictures and wrote them on crumpled paper bags with chalk. Hairspray coated the chalk to reduce smearing and the pictures were ready to hang. The students translated their phrases and used Microsoft Word to type their translations. Three students presented these pictures as they described Native Americans of Indiana and the process of creating the cave art.

The final project displayed in the historic gallery was Native American clothing. Each of the students, divided into groups of three or four, chose one or two pieces of Native American clothing to create. I provided several handouts that gave detailed instruction on how to create the replicas of Native American attire using common household items such as string, plastic bottles, or paper bags. Two students then wore the clothes and accessories and shared them with all museum visitors.

Each student was responsible for an oral presentation. Each of the four main groups had specific areas to research and discuss prior to the opening of the museum. The three galleries had several students who researched their area and presented accordingly. The publicity committee also wrote and gave oral presentations, acting as the docents, or tour-guides for the museum. These students studied and researched museums throughout the world prior to the museum’s opening and gave an opening presentation to all visitors. Through their research and a visit to the Ball State Museum, the students discovered some helpful tips given to visitors, such as “do not touch the artwork.” The publicity committee, as a group, then created one common speech that they would each memorize and present at the beginning of each tour. All of the oral presentations tested the students’ abilities to speak clearly, use complete sentences, maintain posture, eye contact, and volume, and include quality content. A rubric, reflecting all of these areas, was used to assess these oral presentations.

Once the students finished all of the projects, wrote and practiced their presentations, publicized the event, and created the museum, it was time to name it. The students voted on The Mitchelltonian Institute of Art, using the Smithsonian Institute of Art as their inspiration. With a name in place, the students were ready to display the
results of their hard work for the community’s enjoyment. The twenty-six students of Mr. Purlebaugh’s fourth grade class designed, created, and presented all of their museum to the community members. On Thursday night of the third week, the students presented their work to parents, family members, and friends. The next day during the afternoon, the students allowed classes from Mitchell Elementary School to tour the museum and learn about their artwork.

At the culmination of the museum project, the students took a posttest, and as I had predicted, scored much higher. Every student improved by at least ten percent of his or her original score. Some students had even improved sixty percent at the completion of the unit. I was thoroughly impressed with the knowledge these students had gained in the three-week unit. The hands-on approach to an integrated art education definitely proved to be a success. Not only did the students learn a lot about art and artists, but they also had a lot of fun doing it, which I hope left them with a good feeling about art and bode well for future connections.

For different parts of the museum, several methods of evaluation were used. Perhaps the most important element of the evaluation was the three grading rubrics. The rubrics assessed the students’ abilities to create a painting, use collaborative work skills, and give an oral presentation. Each of the rubrics used a four, three, two, one grading system in which points were given for the quality and effectiveness of work, with four being the highest in each area. In addition to the three rubrics, the students’ post-test scores contributed to their final grades for the museum. This post-test score was worth twenty points for a combined total of eighty-eight points.

Several parents and faculty members commented on the smooth combination of math, history, and English with the much too overlooked art education. Parents and other faculty members were impressed with the amount of student work that had gone into the creation of the final museum. They loved the way the students acted as the publicity committee, docents, and presenters at the grand opening of the Mitchelltonian Institute of Art. The most talked about portion of the museum was the mural. Everyone enjoyed the students’ collaboration in creating the large version of the Indiana painting. In addition, the visual element of the blending of the colors added a lot to the appeal of the museum.
In creating the unit a second time, I would do a few things differently. First of all, the actual presentation for the parents was a great success; however, it was quite crowded as the parents attempted to move through the tour. The layout of the museum was confined to one classroom and a portion of the hallway. Several tours were taking place at one time and parents continually bumped into each other. In addition, it was far too loud in the room for parents to hear the students. In correlation to this, students did not speak loudly enough for listeners to completely understand them. In order to fix this problem, I might try posting the galleries in different spaces throughout the school. In addition, I would rearrange the refreshment center and layout of the museum to give the parents, families, and friends enough walking space.

This unit would work better with an extra week of teaching and preparation time, too. The students were able to grasp most concepts and projects; however, some students still struggled with the English/Language Arts standards. I would give the students more practice with summarizing paragraphs as well as oral presentations because I noticed that as the students repeated their presentations to students and parents, they became more confident in speaking. In addition, they were able to remember their speeches better without relying on their note cards. I should have given the students an extra day to practice their speeches so I could watch them as they struggled with voice control and eye contact. Given more practice, the students would have gained more confidence before the museum was actually open to the community. Perhaps rehearsing their speeches in front of the class with student evaluations would have helped, as well. The pre and post-test questions were in direct correlation to each other and were worth the same amount of points. I would have changed the type of questions on the post-test, using fewer many multiple-choice questions.

Throughout this final project, the students learned a lot about art and a lot about themselves. The integration of art into the general education classroom was a very manageable task and can be completed with minor accommodations in most classrooms. Art education is a very important element in the growth of the creative mind, and with the collaboration of subjects, it is possible to introduce students to a highly effective unit without disturbing the everyday lessons and standards. This unit has been copied for the classroom teachers at Mitchell Elementary School and may be used in years to come.
Mr. Purtlebaugh’s twenty-six fourth-grade students learned about the world of art in a short period of time and were exposed to a world of opportunities. I had hoped to touch these students’ lives with the gift of art, and hopefully they will take their new knowledge and explore it. Overall, this unit ran very smoothly and the students gained a lot of knowledge as proven in their comparison chart.
The Museum

A three-week unit

Mitchell Elementary School
Fourth Grade
Unit Purpose

The purpose of The Museum is to introduce students to the concept of determining what is beautiful. In this unit, the students will learn about several varieties of medium, artists, and techniques for creating art. They will plan and create their own art museum to demonstrate their appreciation for art and artists. Four galleries will be dispersed among the students to develop a wide variety of art. While each student will create each piece of artwork displayed in the gallery, a maximum of three students will work together to research and teach about their gallery. In addition, the students will produce this museum to share with the Mitchell Elementary School community. To accomplish this, the students must create and rehearse oral presentations to properly teach others about their individual topics.

Unit Objectives

- The students will create at least three different types of art.
- The students will advertise their museum by using a publicity committee.
- The students will research their separate topics using books, the internet, and magazines.
- The students will write and present an oral presentation for the separate sections of the museum.
Main Standards and Indicators:  
Thematic Unit—*The Museum*

Mathematics: Grade 4: Standard 4  
Geometry

*Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.*

4.4.5 Identify and draw lines of symmetry in polygons.

Mathematics: Grade 5: Standard 4  
Geometry

*Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.*

5.4.6 Identify shapes that have reflectional and rotational symmetry.

English/Language Arts: Grade 4: Standard 4  
WRITING: Process

*Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.*

4.4.5 Quote or paraphrase information sources, citing them appropriately.

4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes

English/Language Arts: Grade 4: Standard 7  
LISTENING AND SPEAKING: Skills, Strategies, and Applications

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question
4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

4.7.12 Make informational presentations that:

- focus on one main topic.
- include facts and details that help listeners focus.
- incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

RESPONDING TO ART: History

Standard 1

_Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues._

4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made (focus: Indiana history).

4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture (artifacts from Indiana).

4.1.3 Identify symbols or icons in works of art (icons of Indiana).

Standard 9

_Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning._

4.9.1 Identify differences between media and the visual characteristics of each medium (see below).

4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoal
Processes: contour line, rendering, sketching, value, shading, crosshatching

PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting

PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil
Processes: collograph, relief, frottage (rubbing)

CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam
Processes: carving, additive, subtractive, modeling, constructing

FIBERS:
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

4.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
Bibliography

**Teacher Resources:**


**Teacher and Student Resources:**


**Websites:**


March, 2004

Dear Families:

In the month of March, your child will participate in the creation of a classroom art museum. It will be a lot of work, but it will be very enjoyable. This museum will help satisfy the fourth grade academic standards for art, English, and mathematics.

The students will visit the Ball State Art Museum during the second week to brainstorm ideas for their own museum. The students will be creating artwork to display in three galleries throughout the museum. In addition, each student will be a part of a group that will research and present information on a given topic. The students will be required to complete each of six art projects, research his/her topic, write and practice a speech, and work cooperatively in a group. Upon the completion of these projects, the students will host a grand opening for their classroom museum. Families will be invited to attend the museum on Thursday, March 18, 2004 at 6:30 pm. The museum will also be open Friday, March 19, 2004 for all students.

I look forward to seeing all of you at our grand opening on the 18th of March. If you have any questions, feel free to email me at slhoffmann@bsu.edu or call (847) 452-2724. Thank you again for your help and cooperation.

Sincerely,

Miss Hoffmann
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<td>Math: Symmetry (painted butterflies) pg 532-533</td>
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<td>Cave Art Projects</td>
<td>Math: Symmetry (painted butterflies) pg 532-533</td>
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<td>Native American Clothes</td>
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The Museum Pre-Test Questions

1. The following diagrams are displaying lines that are ____________.

   ![Diagram of intersecting lines]

   A. Diameters  
   B. Parallel  
   C. Perpendicular  
   D. Symmetrical

2. Tessellations are similar to ____________.

   A. Clay Pots  
   B. Mosaics  
   C. Dresses  
   D. Computer Games

3. An artist who was fascinated with dividing the picture plane into regularly repeating, similar shapes is ____________.

   A. M.C. Escher  
   B. Susan B. Anthony  
   C. T.C. Steele  
   D. Vincent Van Gough

4. Match the following art projects with the necessary tools.

   - Mural  
   - Photograph  
   - Native American Attire  
   - Cave Drawing  
   - Propaganda

   A. Language  
   B. Grid Paper  
   C. Light  
   D. Pitch  
   E. Cloth

5. Match the following art projects with the necessary medium.

   - Mural  
   - Photograph  
   - Native American Attire  
   - Cave Drawing  
   - Propaganda

   A. Fiber  
   B. Chalk  
   C. Tempra  
   D. Disposable camera  
   E. Computer
6. Medium is known as ________________.
   
   A. The material used in an art techniques  
   B. The person who display art work  
   C. The creator of the art work  
   D. The type of art being created  

7. The act, process, or occupation of creating information to gain public interest is known as ________________.

8. Which of the following should an informational presentation include?
   
   A. Focus on one main topic  
   B. Include facts and details that help listeners focus  
   C. Incorporate more than one main source of information  
   D. All of the above  

9. Read the following passage and summarize the main points on the lines provided.

   Indiana has been home to many painters. The most famous were called the Hoosier Group. They painted landscapes, trying to capture Indiana’s beauty on canvas. The best-known painter of the Hoosier Group is Theodore Clement Steele. T.C. Steele and his wife built a house on top of Brown County hill in 1907. Other artists began following the Steeles and soon an “artist” colony was formed in Brown County.
Based on the graph information, how did the students perform collectively on the pre-test?

Based on the graph of information, the students collectively performed poorly. While this may seem like a failed attempt at a test, I am extremely pleased with the results. I am not certain that the students are going to learn a lot of information about museums and art. On average, the students knew twenty-six percent of the questions for the mathematical standards 4.4.5 and 5.4.6. These standards and indicators deal with symmetry, both reflective and rotational. These topics are clearly not familiar to the students. In addition, the students knew forty-one percent of the visual arts questions on average. This is very interesting because these standards are the center of the whole unit. The English/Language Arts standards had an average score of thirty-eight percent. I anticipate this score will rise greatly due to the extensive practices we will do with note taking and summarizing.
The Museum Post-Test Questions

1. Symmetry means...
   A. Items on both sides of a line are upside-down
   B. Items on both sides of a line are mirror images
   C. Items on both sides of a line are either a number or a letter
   D. Items on both sides of a line are nothing alike

2. M.C. Escher creates...
   A. Tessellations
   B. Dresses
   C. Mosaics
   D. Paintings

3. Congruent and symmetrical shapes are associated with...
   A. Vincent Van Gough
   B. Susan B. Anthony
   C. T.C. Steele
   D. M.C. Escher

4. Match the following tools with the matching art projects.
   _____ Pitch  A. Murals
   _____ Cloth  B. Photographs
   _____ Grid Paper  C. Cave Paintings
   _____ Light  D. Native American Attire
   _____ Language  E. Propaganda

5. Match the following art projects with the necessary medium.
   _____ Mural  A. Glass beads
   _____ Photograph  B. Computer
   _____ Native American Attire  C. Oil Pastels
   _____ Cave Drawing  D. 35 millimeter camera
   _____ Propaganda  E. Chalk

6. The material used in art techniques is known as...
   A. Galleries
   B. Docents
   C. Medium
   D. Will and testament
7. What does a publicity committee do?

8. When giving a speech, one should make sure he/she ________________?

   A. Focuses on one main topic
   B. Includes facts and details that help listeners focus
   C. Incorporates more than one main source of information
   D. All of the above

9. Read the following passage and summarize the main points on the lines provided.

   Maurits Cornelis Escher was born in Leeuwarden, in the northern region of The Netherlands. He was not a good student in high school, and it was his outstanding work in art that enabled him to graduate. His father, a hydraulic engineer, sent him to architectural school, and he immediately transferred to the graphic arts department. After school he traveled through Europe before returning to Holland in 1935. During his travels he was influenced by the mathematical variations in the patterns he sketched in the Alhambra, a Moorish palace in Spain. He saw how he was going to express his ideas about time and space. After 1936 he traveled little. For years he worked on his own, almost unknown, making prints depicting a fantastical world full of impossible situations and weird creatures. His work was ignored by art critics until the mid 1950s. By 1968 his prints were known all over the world.
Museum Unit Post test

Scores (percents)

Students

- Math 4.4.5, 5.4.6
- Visual Arts 1, 9
- English/Language Arts 4.4.5, 4.7.9, 4.7.12
Museum Unit Total Score Comparison

Students

Pre test  Post test
Museum Post test Reflection
March 30, 2004

What would you do differently?

I would do a few things differently if I ever taught this unit again. First of all, the actual presentation for the parents was a great success; however, it was quite crowded as the parents attempted to move through the tour. In addition, it was far too loud in the room for the parents to hear the students. In correlation to this, the students did not speak loudly enough as they presented to completely understand them. In order to fix this, I might try posting each gallery in different spaces. In addition, I would rearrange the refreshment center and layout of the museum to give the parents, families, and friends enough walking space.

What would you change in relationship to instructional strategies, amount of teaching time, type of student project, and pre and post test questions?

This unit would work a lot better with an extra week of teaching time. The students were able to grasp most concepts and projects; however, some students still struggled with the English/Language Arts standards. I would give the students more practice with summarizing paragraphs as well as oral presentations. As the students repeated their presentations to students and parents, they became more confident with their speaking abilities. In addition, they were able to remember their speeches more without relying on their note cards. I should have given the students an extra day to practice these speeches so I could watch them as they struggled through voice control and eye contact. With more practice, the students would have gained that confidence before the actual museum was open to the community. Perhaps rehearsing their speeches in front of the class with student evaluations would have helped as well. The pre and post test questions were in direct correlation to each other and were worth the same amount of points. I would have changed the type of questions on the post test, as I had too many multiple choice questions. Overall, this unit ran very smoothly and the students gained a lot of knowledge as proven in their comparison chart.
Assessment

Throughout the museum unit, several methods of evaluation will be used. Perhaps the most important element of the evaluation is the three grading rubrics I will use. The first rubric, Creating a Painting, will be used in grading the students' mural pieces. Five categories will be assessed, use of materials, time/effort, color, application of oil pastels, and blending. These five skills were addressed with the class before beginning the mural, and should be followed through to the best of the students' abilities.

The second rubric, Collaborative Work Skills, assesses six areas. These areas include: contributions, quality of work, time-management, attitude, focus on task, and working with others. These six areas are important for any student to successfully complete group work. The students received a copy of the rubric before group work began. This way, the student knew what was expected of him/her. The final rubric, Oral Presentation Rubric, assesses six areas as well. These areas include: preparedness, speak clearly, uses complete sentences, posture and eye contact, volume, and content. These areas were heavily addressed in the oral presentation lesson and the students were given a copy of this rubric before they began working on their speeches.

In addition to the three rubrics, the students' post-test scores will add to their final grade for the museum unit. As the students did not do well at all on their pre-tests, I anticipate the students' post-test scores will greatly help their final score. All of the information the students will learn is brand new, yet hands-on and interactive. This post test will be worth twenty points and generate approximately twenty-three percent of the students' final grades.
## Collaborative Work Skills: The Museum

**Teacher Name:** Ms. Hoffmann  
**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4: Routinely provides useful ideas when participating in the group and in classroom discussion.</th>
<th>3: Usually provides useful ideas when participating in the group and in classroom discussion.</th>
<th>2: Sometimes provides useful ideas when participating in the group and in classroom discussion.</th>
<th>1: Rarely provides useful ideas when participating in the group and in classroom discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
</tr>
<tr>
<td>Time-management</td>
<td>Never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).</td>
</tr>
<tr>
<td>Attitude</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
</tr>
<tr>
<td>Focus on the task</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion.</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion.</td>
</tr>
</tbody>
</table>
# Creating a Painting: The Museum

**Teacher Name:** Ms. Hoffmann

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of materials</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student typically keeps materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.</td>
</tr>
<tr>
<td>3</td>
<td>Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.</td>
</tr>
<tr>
<td>2</td>
<td>Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.</td>
</tr>
<tr>
<td>1</td>
<td>Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.</td>
</tr>
<tr>
<td><strong>Time/effort</strong></td>
<td></td>
</tr>
<tr>
<td>Class time was used wisely. Much time and effort went into the planning and design of the mural.</td>
<td>Class time was used wisely. Some time and effort went into the planning and design of the mural.</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td></td>
</tr>
<tr>
<td>Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.</td>
<td>Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.</td>
</tr>
<tr>
<td><strong>Application of oil pastels</strong></td>
<td></td>
</tr>
<tr>
<td>Oil pastels are applied in a preplanned, logical, and sequential manner.</td>
<td>Oil pastels are applied in a careful, logical manner. Colors remain sharp and texture is evident.</td>
</tr>
<tr>
<td><strong>Blending</strong></td>
<td></td>
</tr>
<tr>
<td>Colors are blended together to reflect the student's mural tile.</td>
<td>Colors are somewhat blended to reflect the student's mural tile.</td>
</tr>
</tbody>
</table>
Oral Presentation Rubric: The Museum

Teacher Name: Ms. Hoffmann

Student Name: _______________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-85%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-85%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (64-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-85%) speaks in complete sentences.</td>
<td>Sometimes (70-70%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the group during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the group during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Stouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
</tbody>
</table>
Lesson Plans
Introduction to The Museum

Standard:

RESPONDING TO ART: History

Standard 1
Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

Indicator:

4.1.3 Identify symbols or icons in works of art (icons of Indiana).

Materials:

- Virginia Ball video will and testament
- Last will and testament

Objective:

To introduce and motivate students about the upcoming two and a half week art unit entitled The Museum.

Motivation:

Show video will of “Virginia Ball.” At the end of the video, “Virginia Ball” turns things over to her lawyers (played by Mr. Purtlebaugh and Miss Hoffmann) to read the details of her will. At this time, pass out last will and testament to students.

Goal for Learner:

Today we are going to learn about our requirements for the Museum Unit.

Content:

- Read will and testament.
- Make list of requirements for students to see and copy.
- Describe the four separate groups that students will be divided into.
  - Publicity—good for students interested in working on the computer.
  - Math—good for students interested in math and symmetry.
- Historic—good for students who like to make clothes, and use a separate language.
- Landscape—good for students who like photography and landscapes.

**Practice/Application:**

Brainstorm ideas for the Museum the students will be creating. Make list on the chalkboard of ideas the students come up with.

**Evaluation/Closure:**

Check students for understanding as they help brainstorm ideas for the Museum.
Grid Paper Math

Standard:

Grade 4: Standard 4: Geometry

Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Grade 5: Standard 4: Geometry

Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

Indicator:

4.4.5 Identify and draw lines of symmetry in polygons.

5.4.6 Identify shapes that have reflectional and rotational symmetry.

Materials:

• Grid paper math worksheet (from Art Connections)
• Grid paper
• Scissors
• Glue
• Pencil
• Crayons

Objective:

Students will create fractions using grid paper and the concept of parts to whole.

Motivation:

When creating murals, artist often use grid paper to transfer a drawing onto a larger surface. You will be working on this on Friday in art class. Grid paper can also be used in mathematics to represent fractional parts of a whole.

Goal for Learner:

Today you will be using grid paper to create fractions.
Content:

Parts to whole:
- The number in the denominator represents the number of the whole.
- The number in the numerator represents the number of the part.

Practice/Application:

Complete Grid paper worksheet.
Directions: Use grid paper to represent the meaning of the following given fractions. Cut out the number of blocks shown in the denominator. Then, use a pencil to shade the number of blocks indicated by the numerator. Paste the model on another sheet of paper and write the correct fraction next to it.

Evaluation/Closure:

Evaluate grid paper worksheet for neatness and completion. Students may earn extra credit for additional attention to creativity.
USING GRIDS TO REPRESENT FRACTIONAL PARTS OF A WHOLE
Groups and Jobs

Standard:

RESPONDING TO ART: HISTORY

Standard 9
Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Indicator:

4.9.1 Identify differences between media and the visual characteristics of each medium (see below).

Materials:

- Group Name Plates
- KWL Chart
- Rubrics
  - Oral Presentation
  - Mural Piece
  - Group Work

Objective:

Students will learn about individual groups and the jobs associated with them. Students will complete a KWL chart based on their group topic.

Motivation:

Have students enter the room with desks prearranged into groups. Students are to stand in the front of the room until asked to sit. They will be put into groups for Unit. Once students have been seated, place group name plates in center of desks to introduce students to each group.

Goal for Learner:

Today we are going to learn more about the museum we will create and the different jobs we will be required to do.
Content:

Explain groups to everyone and describe job descriptions. Assign group leaders to students.

GROUPS

- Publicity
  - Pamphlets (three students)
  - Sign in sheet (one student)
  - Posters (three students)
  - Invitations (three students)

- Mathematics
  - Tessellations (three students)
  - Painted Butterflies (two students)

- Historic
  - Cave Art (three students)
  - Native American Clothing (two students—one girl and one boy)

- Landscape
  - Photography (three students)
  - Murals (three students)

JOBS

- Leader:
  - This student is responsible for their own time management and effort. This person is also to make sure the group stays on track and finished all responsibilities

- Group Member:
  - This student is responsible for their own time management and effort.

Practice/Application:

Students will fill in the K and W on the KWL chart. If a student is a member of the cave art group, he/she will write out what he/she knows about cave art and what he/she wants to know about cave art.

Evaluation/Closure:

Evaluate the types of questions students are interested in on their KWL charts. Also pass out rubrics to each student and review each one. These will help the students understand his/her individual responsibilities and how to earn an A for the unit.
PORTFOLIOS

Standard:

RESPONDING TO ART: HISTORY

Standard 9
Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Indicator:

4.9.1 Identify differences between media and the visual characteristics of each medium (see below).

Materials:

- Cardboard or poster board of different colors
- Art Bins (4)
  - String
  - Hole punches
  - Markers
- Group name plates

Objective:

Each student will use new tools and medium to create his/her own portfolio.

Motivation:

Show students a pile of colorful poster board. Explain to the students that the pieces of poster board will soon become a portfolio. (Show students a finished portfolio.)

Goal for Learner:

Today we are going to create a folder (portfolio) for our art unit specific jobs and art projects. Each of you will develop a number of pieces of art so you will need a portfolio to keep them from wrinkling and ripping.
Content/Practice/Application:

- Hand out the large sheets of poster board to each student. Color-coordinate the specific groups if possible so that all students in the same group have the same color portfolios.
- Instruct the students to fold the poster board in half while the teacher places “Art Bins” in the center of each desk. These “Art Bins” have hole punches, string, and markers in each one.
- Allow students to try and punch holes in the poster board. Show them where to punch the holes. If the students cannot punch the holes, help them one at a time.
- Show students how to tie the string through each of the holes so that they end up with two bows on each side of their portfolio.
- Instruct the students to write their name and group number on the front of their portfolios. (Remind students that the open end of the portfolio should be facing up when they write on the front of it.) Encourage the students to decorate their covers with the markers provided.

Evaluation/Closure:

Note in the grade book that each student completed a portfolio.
Note-Taking with Vincent van Gough

Standard:

RESPONDING TO ART: History
Standard 1
Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

English/Language Arts: Grade 4: Standard 4
WRITING: Process
Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Indicator:

ART
4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture (artifacts from Indiana).

ENGLISH/LANGUAGE ARTS
4.4.5 Quote or paraphrase information sources, citing them appropriately.
4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.

Materials:
• Vincent van Gough overhead
• Note cards
• Twenty-six copies of Vincent van Gough About the Artist (from Art Connections pg 56)

Objective:

Students will learn and produce proper techniques of note-taking we will use to take notes on research topics.
Motivation:

Pass out note cards to each student. Show the students the lined side and the blank side. Brainstorm how these note cards might be used. Explain that these note cards are often used to take notes when doing research.

Goal for Learner:

Today we are going to learn the proper ways to take notes and summarize.

Content:

- When taking notes, put the name of the topic at the top of the page.
- For each bullet you write, try and use as few words as possible to get the point across.
- Summarizing is used to reword the most important points of the topic without copying it word for word.
- When using books or the internet to research, be sure to look at all pieces of information and write down the most important pieces.

Practice/Application:

Use the Vincent van Gough overhead (*About the Artist* from *Art Connections* pg 56) to practice summarizing. Read the first paragraph out loud and use name sticks to choose students to find the most important elements of the paragraph and summarize it.

Evaluation/Closure:

Use name sticks to ask higher order thinking questions. Check students for understanding as questions are asked.
Vincent van Gogh  
(vin sent' van go')  
(1853 – 1890)

About the Artist

Even as a boy in Holland, van Gogh cared about other people very much. He tried many jobs, including being a teacher, minister, and social worker. However, he had problems getting along with nearly everyone except his younger brother, Theo. At the age of 28, van Gogh decided that the best way he could serve others was through art. He expressed his deep feelings about people through his paintings. As he moved from place to place, he left many of his works behind. Some were burned in fireplaces for heat or even used to patch holes in walls. Van Gogh was quite poor his entire life and often went hungry so that he could buy painting supplies. He died at age 37.

About Art History

Even though van Gogh sold only one painting in his lifetime, today he is considered the greatest nineteenth-century Dutch artist. He was one of the first to express his feelings through painting. This new school of art is now called Expressionism.

About the Artwork

Van Gogh painted many different subjects, from portraits to landscapes. He once lived in France near fields of golden wheat and sunflowers, which he painted many times. He wrote that his sunflowers symbolized his gratitude toward others, especially his brother, one of the few people who encouraged him to paint.

About the Media

During the ten short years that van Gogh worked, he created hundreds of oil paintings, along with many drawings in ink, crayon, chalk, and charcoal.

About the Technique

Van Gogh wanted to show energy and motion in his work. He often put complementary colors, such as red and green, next to each other to add power to his paintings. He applied oil paints in thick layers, sometimes straight from the tubes. His thick layers, slashing brush strokes, and swirling shapes gave his paintings strong patterns that reflected his strong feelings.
The Mural

Standard:

**Standard 9**
Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Indicator:

4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

**DRAWING:**
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoal
Processes: contour line, rendering, sketching, value, shading, crosshatching

**PAINTING:**
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting

**PRINTMAKING:**
Media: found objects, printing ink, styrofoam, stencil
Processes: collograph, relief, frottage (rubbing)

**CERAMICS:**
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

**SCULPTURE/ARCHITECTURE/JEWELRY:**
Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam
Processes: carving, additive,subtractive, modeling, constructing

**FIBERS:**
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs

Materials:
- Oil pastels
- Paper
- Painting
- Cut up pieces of main painting
- Pencil
- Newspaper (for easy cleanup)
- Paper towel

Objective:

Students will recreate a section of a painting into a larger scale using grids to create a mural.

Motivation:

Activate prior knowledge of a grid by reminding the students about the grid paper math assignment.

Goal for Learner:

Today we are going to make our own classroom mural using a class grid.

Content:

- Medium:
  - a material used in making art
- Oil Pastels:
  - Pastel means chalk
  - Oil pastels are chalk sticks mixed with oil
  - Oil pastels will never dry out
• Blending:
  o This is a technique used to make two colors mix together
  o Use a paper towel to blend your colors together
• Shades:
  o To make a color lighter or darker, use white or black to create a shade

Practice/Application:

Allow students time to work on mural pieces. Walk around and monitor students as they work, providing some advice on how to make their mural pieces more realistic.

Evaluation/Closure:

Evaluate mural pieces using rubric created for the students. Be sure all students have seen the rubric before they begin so they know exactly what to do to receive a good grade.
Painted Butterflies

Standard:

Grade 4: Standard 4: Geometry
Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Grade 5: Standard 4: Geometry
Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

Indicator:

4.4.5 Identify and draw lines of symmetry in polygons.

5.4.6 Identify shapes that have reflectional and rotational symmetry.

Materials:
- White paper
- Tempera paint (red, blue, and yellow)
- Small paint containers
- Pencil
- Alphabet overheads
- Symmetry worksheets

Objective:

Students will create a painted butterfly for the museum while exploring line symmetry.

Motivation:

Show students a picture of a butterfly and ask them what they notice about the patterns on the wings. Probe the students with higher order thinking questions until they come up with the answer of symmetrical.

Goal for Learner:

Today we are going to learn about symmetry and will create a butterfly painting.

Content:
Symmetry
- A figure is symmetrical if it can be divided in half so that the halves are mirror images of each other.
- We can observe symmetry in nature.
- A butterfly is symmetrical, and our bodies are generally symmetrical.

Line Symmetry
- Divided a figure into two equal mirror image parts.
- A rectangle has two lines of symmetry.
- A square has four lines of symmetry.
- Fold a piece of paper in half and this is your line of symmetry.

Practice/Application:
- Letters of the alphabet
  - Use name sticks to call students up to the overhead to draw a line of symmetry on the letters of the alphabet.
  - Remind students there may be more than one line of symmetry for a letter, or there may be no lines of symmetry for a letter.
- Symmetry worksheet
  - Complete worksheet together.
- Painted butterflies
  - Fold a white piece of paper in half (hamburger way).
  - Add paint to one side of the paper.
    - Be sure not to add too much paint or the design will be brown.
    - Be sure not to add too much paint at the edges of the paper or it will spill out.
    - Remember to keep paint in the crease of the paper to make the best design.
  - Re-fold paper and spread paint on paper with fingers.
  - Open paper and reveal design.

Evaluation/Closure:
Evaluate the knowledge of the lines of symmetry on the letters of the alphabet. Evaluate the completion of the painted butterflies and determine if the students followed all the directions correctly.
Symmetry Worksheet

1. Which of these butterflies have symmetrical wings?

![Butterfly Images]

2. Which of these ladybugs have symmetrical wings?

![Ladybug Images]

3. Which snowflake is symmetrical?

![Snowflake Images]

4. Look around the classroom and write down a list of things that are symmetrical.

5. On the back of this paper, draw three of the objects that are symmetrical. Draw the lines of symmetry through your three pictures.
Tessellations

Standard:

**Grade 4: Standard 4: Geometry**
Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

**Grade 5: Standard 4: Geometry**
Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

Indicator:

4.4.5 Identify and draw lines of symmetry in polygons.

5.4.6 Identify shapes that have reflectional and rotational symmetry.

Materials:
- Construction paper (two contrasting colors)
- Scissors
- M.C. Escher poster
- Instructor (Scholastic) pg 32 and 33
- Glue sticks
- Note cards
- Tape

Objective:

Students will create tessellations using construction paper that have few gaps and do not overlap.

Motivation:

Show students the M.C. Escher poster and explain that today we are going to make on of these designs (called tessellations).

Content:

- Terms
  - Congruent figures:
    - Figures that have the same size and shape.
Translations:
- Any movement of a geometric figure.

Polygon:
- A simple closed figure in a plane formed by three or more line segments.

Reflection:
- A transformation that moves a figure by flipping it over a line of symmetry to create a mirror image.

Symmetry:
- A figure is symmetric if there is a transformation that, when applied to the figure leaves it unchanged.

Tessellation:
- A repetitive pattern of polygons that fit together with no gaps or overlaps.

Tile:
- A two-dimensional figure that tessellates.

Practice/Application:

- Directions
  - Make a tile using a note card.
    - Students cut into the left side of the square and remove a shape.
    - They drag this shape straight across to the right side of the square, taping it to the outer edge.
    - Repeat the process with the top and bottom.
  - Make multiple tiles.
    - Students select two contrasting colors of construction paper.
    - Hold the template firmly in place and carefully trace the template tile.
    - Make multiple pieces of the tile.
    - Cut out the pieces.
  - Arrange tiles.
    - Alternating between the two colors, paste cut tiles onto plain paper background.
    - Work to fill the whole background and cut the remaining white paper away from design.

Evaluation/Closure:

Evaluate tessellations for gaps and overlaps. Check to make sure students used time wisely and followed directions.
Name: Shellie Hoffmann

Grade: Fourth Grade

Subject: Math

Date: Thursday, March 11, 2004

Cave Art

Standard:

RESPONDING TO ART: History

Standard 1
Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

Indicator:

4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made (focus: Indiana history).

4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture (artifacts from Indiana).

4.1.3 Identify symbols or icons in works of art (icons of Indiana).

Materials:

• Brown paper bags (26)
• Chalk (brown, black, red, and white)
• Hairspray (aerosol can)
• Picture writing packet (from Native American Activity Book)

Objective:

Students will recreate a section of a painting into a larger scale using grids to create a mural.

Motivation:

Who knows the different ways we use language? How many different types of languages are there in the world? What other types of language are there other than the spoken language? Where might you find written language?
Goal for Learner:

Today, you are going to use a picture language to compose your own version of a cave painting.

Content:

• One of the most ancient forms of art and communication is the art of cave painting.
• Ancient man kept records and communicated with others by painting simple symbols of important events that occurred on the walls of his home, which was cave.
• Cave paintings often told of hunting and fishing feats.

Practice/Application:

To create a cave painting, follow these steps:

• Think of an important event that could have happened in the life of an ancient caveman or cavewoman.
• Using the picture writing packet, determine symbols that could illustrate the event that you have come up with.
• With your pencil, draw the symbols in a left-to-right line or a top-to-bottom line. Use more than one line if you need it.
• Crumble up your paper and then smooth it out to give a worn or leather look.
• Trace over your pencil with chalk.
• Spray the design with hairspray to set in.

Evaluation/Closure:

Evaluate cave drawing and translation of cave drawing. Check for originality and creativity. At least three symbols must be used in cave drawing.
Cave painting—optional

One of the most ancient forms of art and communication is the art of cave painting. Ancient man kept records and communicated with others by painting simple symbols of important events that occurred on the walls of his home, which was a cave. Cave paintings often told of hunting and fishing feats.

You are to compose your own version of a cave painting. Follow the steps listed below to complete your cave painting.

Materials needed

1. Brown paper bag
2. Pencil
3. Crayons or colored chalk
4. Hairspray to set the colored chalk—optional

Making a cave painting

1. Think of an important event that could have happened in the life of an ancient caveman or cavewoman.
2. Determine symbols that could illustrate the event that you have come up with.
3. With your pencil, draw the symbols in a left-to-right line the way you would write a sentence. Use more than one line if you need it. (See the example your teacher will give you. Note how it has a sun, water, fish, hunters, bows and arrows, and a buffalo.)
4. Trace over your pencil designs with crayon or colored chalk. If you use chalk, spray the design with hairspray to set it.
5. Crumble up your paper and then smooth it out to give it a worn or leather look.
SAMPLE CAVE PAINTING

ONE SUNNY DAY BY LAKE
HUNTERS KILLED BUFFALO
To the Native American a symbol was more than a design, it was a way of communicating and expressing beliefs. Symbolic designs were applied to their horses, bodies, homes, arts and crafts. They were placed on weapons with the belief that should the weapon itself not protect them from harm, the symbol would. Symbols enabled individuals to communicate and a tribe to write their history. Symbols varied from tribe to tribe. Those shown here are suggestions for use with various projects throughout the book.

MORNING  NIGHT  DAY  GOOD  BAD

RAIN  SNOW  HOT  COLD  FLOOD

LAKE  HILLS  WATER  OCEAN  DESERT

PLAINS  MOUNTAINS  FEAST  DANCE  HUNT
Oral Presentations

Standard:

English/Language Arts: Grade 4: Standard 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator:

4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.

4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

4.7.12 Make informational presentations that:

- focus on one main topic.
- include facts and details that help listeners focus.
- incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

Materials:

- Note cards
- Research books (see bibliobraphy)
- Clock or watch
Objective:

Students will produce and present a one to two minute long speech regarding their topics of study. Students will follow all oral presentation rubric guidelines.

Motivation:

Pass out note cards to each student. Show the students the lined side and the blank side. Remind students that we have already used these note cards in taking notes during research time.

Goal for Learner:

Today we are going to learn the proper ways to write and present a speech.

Content:

- Assess how much time your speech should take. If you don't have a time limit, try to keep your speech brief yet informative.
- Think about your audience and let your perception of the audience shape the tone of your speech as you write it.
- Begin with an introduction that establishes who you are, what your purpose is, what you'll be talking about and how long you're going to take. You may want to include a joke, anecdote or interesting fact to grab the audience's attention.
- Organize your information into three to seven main points and prioritize them according to importance and effectiveness.
- Delete points that aren't crucial to your speech if you have too many for your time frame.
- Start with your most important point, then go to your least important point and move slowly back toward the most important. For example, if you have five points with No. 5 being the most important and No. 1 being the least important, your presentation order would be 5-1-2-3-4.
- Add support to each point using statistics, facts, examples, anecdotes, quotations or other supporting material.
- Link your introduction, points and conclusions together with smooth transitions.
- Write a conclusion that summarizes each of your points, restates your main purpose and leaves the audience with a lasting impression.

Practice/Application:

Use research books, internet, and magazines to look for information on individual topics. Help students answer questions relating to topic to make it informative for museum guests. Edit and revise speeches as necessary.
Content:

- Stand up straight with your feet shoulder-width apart. Look at the audience, pause and begin speaking. If there is no microphone, project from your diaphragm, not your throat.
- Set the tone in your introduction with appropriate facial expressions and diction, and a specific mood (such as folksy or hard-hitting).
- Make eye contact with people in different parts of the audience, including the back row.
- Pause briefly after you state key points to allow the audience time to absorb the information. Also, use natural and relaxed hand gestures and facial expressions to emphasize certain points.
- Pronounce your words clearly and vary your rate, pitch and volume to keep the delivery lively.
- Refresh your memory by periodically glancing at your notes, but avoid reading from your notes directly unless you are reading a long quotation.
- Close your speech by thanking the audience and then confidently exiting the stage.

Practice/Application:

Using clock or watch, have students time each other as they practice their speeches. Be sure that speeches run one to two minutes in length. Students should practice for proper volume, eye contact, and confidence.

Evaluation/Closure:

Use oral presentation rubric to assess each students’ speech. On the night of the museum, use video camera to record each student at least once. Use this video to help grade students.
The Mitchelltonian Institute of Art

The final project
Description

The culminating project for this unit was to create a classroom museum and display it for the community’s enjoyment. In this project, the students were assigned to a specific group. Each group was responsible for researching and presenting a different aspect of the museum. The students either worked in the mathematical gallery in painted butterflies or tessellations, in the historic gallery in the Native American Clothing or cave art, in the landscape gallery in photography or the mural, or on the publicity committee. It was vital that the students completed their assigned jobs to the best of their ability. Without the students’ hard work, the museum would not have been a success.

The following pages illustrate the design and layout of the Mitchelltonian Institute of Art. Each gallery contained but was not limited to twenty-six pieces of artwork. Each student learned how to use the separate media used to create the artwork. A select group of three to four students worked on each specific gallery, researching and gaining knowledge. The separate galleries reflect the creativity and hard work of each of the students.

In addition to the physical artwork, the students prepared and presented speeches to give both parents and students. These one to two minute presentations allowed the students to inform community members on the type of art they created. In addition, the students were able to answer questions any visitor might have had. The students named, designed, publicized, created, and presented their museum to the community members.
Mural

Photography
Painted Butterfly Example

This is an example of the students’ painted butterfly. This was displayed in the mathematical gallery of the Mitchelltonian Institute of Art. This piece of artwork demonstrates the students’ knowledge and comprehension of symmetry. The students had to carefully place paint on one side of a folded sheet of paper. Then, they had to fold the paper and rub the paint onto both sides of the paper. When the student opened the paper, he/she revealed a beautifully symmetrical painted butterfly.
Tessellation Example

This is an example of the students’ tessellation. This was displayed in the mathematical gallery of the Mitchelltonian Institute of Art. This piece of artwork demonstrates the students’ abilities to create a symmetrical and repeating pattern. The students had to apply their knowledge of symmetrical terms and concepts to create a tessellating tile. The students were responsible for creating a tessellating pattern that consisted of two contrasting colors and at least nine tile pieces.
Photography Example

This is an example of the students’ photography. This was displayed in the landscape gallery of the Mitchelltonian Institute of Art. This piece of artwork demonstrates the students’ abilities to use a thirty-five millimeter camera. The students had to apply their knowledge of composition and landscapes to take a quality photograph. The students were responsible for turning the camera on, making sure it was on the proper settings, focusing, zooming, and taking and naming the photograph.
Mural Piece Example

This is an example of the students’ mural piece. This was displayed in the landscape gallery of the Mitchelltonian Institute of Art. This piece of artwork demonstrates the students’ abilities to create a piece of a mural using oil pastels. The students had to learn how to apply to medium and match the colors to their tile as best as they could. The students were responsible for taking care of the materials, closely matching the colors, blending the medium, and completing their tile to be displayed in a larger classroom mural.
Cave Art Example

This is an example of the students’ cave art. This was displayed in the historic gallery of the Mitchelltonian Institute of Art. This piece of artwork demonstrates the students’ abilities to translate today’s English language to the ancient Native American picture writing language. The students had to apply their knowledge of Native American history to determine acceptable phrases to translate.
Additional Resources/Activities
Dear Parents,

Mr. Purtlebaugh's fourth-grade class will be attending the Ball State Art Museum on Wednesday, March 10, 2004 for Miss Hoffmann's unit plan, *The Museum*. Students will be leaving Mitchell at 9:30 a.m. and returning approximately at 10:45 a.m.

Please sign and return the permission slip to Miss Hoffmann by Monday, March 8, 2004.

Thank You,

Miss Hoffmann

___________________________ has my permission to attend the Ball State Art Museum on Wednesday, March 10, 2004. Students will travel by bus.

Parent/Guardian Signature

___________________________________________

Date
Our Trip to the Ball State Art Museum

1. What types of publicity does the museum have?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What information is posted near every piece of art?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What are two different things that often appear in landscape paintings?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What types of materials/media are used in creating Native American Attire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What are patterns? Give the title of a work of art that includes patterns.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. What is 3-D art? What are two examples of 3-D art in the museum?

7. What do you notice about the separate galleries?

8. What is your favorite piece of art? Why?

9. Did you enjoy your trip to the Ball State Art Museum? Why or why not?

10. How can we use this information to produce our own museum? What elements of the Ball State Museum would you like to see in our museum?
Houghton Mifflin English

**KWL Chart**

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Museum

1. An art museum is...
   A. A place where artists gather to work.
   B. A place where art is displayed.
   C. A place where art is destroyed.
   D. A place where people watch theatrical plays.

2. A lecturer or tour guide in a museum is called a _________.
   A. Entrepreneur
   B. Gallery
   C. Docent
   D. Curator

3. Separate sections of a museum are called ___________.
   A. Hallways
   B. Galleries
   C. Areas
   D. Groupings

4. Has your attitude towards art changed?
   YES    NO

5. Why or why not?
   ___________________________________________________________
   ___________________________________________________________

6. Do you enjoy making art?
   YES    NO

7. Why or why not?
   ___________________________________________________________
   ___________________________________________________________
MORE THAN MOCCASINS

A Kid’s Activity Guide To Traditional North American Indian Life

Laurie Carlson
## METRIC CONVERSION CHART

Refer to this chart when metric conversions are not found within the activity.

<table>
<thead>
<tr>
<th>Volume</th>
<th>Metric Conversion</th>
<th>Temperature Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 tsp</td>
<td>1 ml</td>
<td>350°F = 180°C</td>
</tr>
<tr>
<td>2 tsp</td>
<td>2 ml</td>
<td>375°F = 190°C</td>
</tr>
<tr>
<td>1 tsp</td>
<td>5 ml</td>
<td>400°F = 200°C</td>
</tr>
<tr>
<td>1 Tbsp</td>
<td>15 ml</td>
<td>425°F = 216°C</td>
</tr>
<tr>
<td>4 cup</td>
<td>60 ml</td>
<td>1 inch = 2.54 cm</td>
</tr>
<tr>
<td>3 cup</td>
<td>80 ml</td>
<td>1 foot = 30 cm</td>
</tr>
<tr>
<td>2 cup</td>
<td>125 ml</td>
<td>1 yard = 91 cm</td>
</tr>
<tr>
<td>1 cup</td>
<td>250 ml</td>
<td>1 mile = 1.6 km</td>
</tr>
</tbody>
</table>

1 oz. = 28 g
1 lb. = .45 kg

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COMMENTS

What did you like or what worked well?

What did you dislike or what did not work well?

SUGGESTIONS