ArtScapes

Young At Art Museum’s pre- and post-visit packet contains information for field trip planning and classroom activities aligned with Florida Standards.

This packet was developed to help you guide your students through an arts-integrated learning process. Please feel free to print it out and integrate it into your classroom instruction before or after your visit to the museum.

ArtScapes is a fantasy and fun-filled journey where you can examine art, make art, and take part in the creative process that has engaged artists throughout time, histories, and cultures. Here your students can become a portrait-maker, nature-lover, slide-sorter, message-leaver, nonsense-maker and marvel-builder.

It is a place where students can inquire and discover, dream and reflect and share their creative minds with others.
The Cave will take your students on a journey through art and time. The show begins with the caves of Lascaux, France, where nature was man’s first means of creative expression. Fast forward to modern time and then propel to the future.

At 10,000 Slides, your students will be able to sort and stack, search and select artwork to curate their own gallery. Students can select slides of famous portraits, sculptures, still-life, and landscape as they find beauty in line, color, texture, and value.

Our Gallery for Young Artists is a modern salon where students can see portraits done by young artists and experience the creative processes artists have used for centuries. DreamScapes is a maze to amaze where nonsense makes sense. Students can learn tricks about Surrealism and Dada masters as they walk through the exhibit.

Diggin’It is about archaeology. Avenue A lets students hop aboard a New York City train and enter the urban world of graffiti artists. Enter the quiet and serene Central Park for a landscape drawing. Step into the pop-surrealistic world of artist Kenny Scharf and let your students discover how found objects can turn into psychedelic day-glow art in his closet.

Learning Objectives

Students will have the opportunity to:
- Learn the history of art through an interactive journey
- Curate their own exhibit and share their artistic impressions
- Draw, construct, create, and explore their own art
- Discover ancient artifacts and evaluate their findings
Activity I: Art History Timeline “Who Am I?”

Introduction
Art History dates back to prehistoric times where people drew paintings in caves and carved rocks to express their thoughts and ideas visually. The passion to express ideas through art is unique to humans, as it reflects the moment of time, feelings, and the environment in which we live. Throughout history, people have continued to create, construct, and communicate using tools, from natural to synthetic, precious or recyclable materials.

Timeline
A timeline is a graphic representation of time. It is drawn in a chronological order with a long bar labeled with specific dates and events. Timelines are useful for studying history, since they visually present change over time.

Objectives
Students will learn an example of an art timeline, and identify artwork from different times, events, and locations.

Materials
“Who Am I?” worksheet, pencils

Procedures
1. Print out the Art History Timeline “Who Am I?” worksheet.
2. Talk about the history of art and how we use timelines to visually describe specific events in history.
3. Point to the timeline shown on the worksheet and discuss each artwork.
4. Have your students spend time in reading the descriptions on the right, and have them find the artwork that correlates with each statement. Students can work alone or in pairs. (The answers are provided below.)
5. Have your students draw their own art, and have them write about themselves.
6. Allow your students to present their art and their answers.

Starting from the top: 10, 1, 7, 2, 8, 3, 6, 5, 9, 4

Answers
Activity I: Art History Timeline “Who Am I?” Worksheet

1. Lascaux Cave
   France, 35000 BCE

2. Palace of Knossos
   Greece, 2000 BCE

3. Terracotta Army
   China, 200 BCE

4. Bird Man
   Colombia, 1000

5. Mona Lisa
   Leonardo Da Vinci, 1503

6. The Great Wave Off Kanagawa
   Katsushika Hokusai, 1829

7. The Persistence of Memory
   Salvador Dali, 1931

8. Campbell’s Soup I
   Andy Warhol, 1968

9. Matilda Hippo
   Pablo Cano, 2009

10. My Art: ___________________________________
    __________________________________________
    __________________________________________

   I’m drawn in a deep, dark cave during the Stone Age. I am one of the oldest artworks that people have ever created. They used natural materials to paint me.

   I am a famous painting from the Surrealism movement. I am my artists’ wildest dreams. I show unusual and unnatural things.

   I was built during the Minoan civilization. I was built as a huge maze. The myth of King Minos and the Minotaur took place inside me.

   I was created during the Pop Art movement. I am silk screened art. I represent an everyday object. There are many versions of me.

   We were created during the Qin dynasty for an emperor to guard his burial. We are made of natural clay. There are more than 8,000 of us.

   I am a woodblock print from the Edo period, Japan. My picture shows symbols of Japan and how nature is powerful.

   I was painted during the Italian Renaissance. I am known for having a mysterious smile. I am one of the best known works of art in the world.

   I am a Contemporary art. My artist lives in Miami. He creates marionettes using reusable, found objects. I am made out of an old guitar, store signs, and Saltine tins.

   I was created during the Pre-Columbian period. I am a pendant made by the Tairona people in Colombia. I am made from a precious metal.

Title: ______________________ Name: ____________________
Today’s Date: _____________

1. The Persistence of Memory
   Salvador Dali, 1931

2. Campbell’s Soup I
   Andy Warhol, 1968

3. Terracotta Army
   China, 200 BCE

4. Bird Man
   Colombia, 1000

5. Mona Lisa
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Introduction
Every artist has his own private inner world — the world of his imagination – his subconscious. Surrealists believe that seeing with the inner eye is more important than looking at the world outside. Do we have control over our dreams? Before we go to sleep at night, can we decide what we will dream about or do our dreams just happen? Our dreams come from our subconscious.

Surrealists create dreamlike art using their subconscious mind. Many artists chose not to be consciously involved in their work at all and left their art to chance. Salvador Dali was a Surrealist who experimented with chance by making ink blots. Ink blotting is a technique, invented by Hermann Rorschach in 1921, used in a psychological evaluation to examine the personality characteristics and emotional functioning of patients.

Objectives
Students will explore the perception of Surrealist expression by creating their own ink blot art.

Materials
white paper, tempera paint (any colors), black markers

Procedures
1. Fold paper in half and unfold.
2. Have the students choose two colors.
3. “Splat” blobs of paint near the fold of the paper.
4. Fold the paper and press, smoothing out the paint.
5. Open to reveal the art. Note the symmetry of the art.
6. What shapes have you made? What do they remind you of?
7. Discuss what the images look like to your students and why.
8. Let other students describe what they see, and note how we can see and imagine art differently.
9. Let the ink blot dry.
10. Use the black markers to add extra lines to complete what the students see.

Activity II: Art by Chance: It’s Surreal!
## Florida Next Generation Sunshine State Standards

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<tr>
<th>Grade</th>
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<th>Social Studies</th>
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<th>Language Arts</th>
<th>Science</th>
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