

Tiny Art Adventures

Educator Resource Package

Pre-School- Grade 1

Search, move, play and discover in this interactive Gallery visit. *Tiny Art Adventures* introduces young students to art and the museum through a variety of interactive, multi-sensory exercises. Students explore the Gallery to discover lines, shapes, colours and textures through discussion, play and movement activities. This program focuses on building early literacy skills, environmental and community awareness as well as creative expression in a fun, child-centred way!

This package will help to prepare your class for their visit and provide in-class activities to further engage with the key concepts explored during your visit to the Art Gallery of Alberta.

Big Ideas

- Introduction to looking at art through play, movement and experimentation
- Exploration of line, shape, colour, texture
- Investigation of how artists use art to tell stories and send messages
- Focus on early literacy, environmental awareness, and creative expression



Before your visit

Work with your students in the classroom to explore looking at art before visiting the AGA. Use the games below to practice looking at art through movement and play.

Big Questions: What is art?

Work with students to discuss the question: “what is art?”

What is art? Where can we see art around us?
What makes something a work of art?
What tools do artists use to make art?

Your Turn! Look, Listen, Move and Share

Activity: Soundscapes

When young children investigate art work encourage them to express how certain elements in the work (line, shape and colour) would sound. Have each child – individually – isolate an element of the art work (perhaps choosing the part they like the best). **Is the element they’ve chosen something that moves quickly or slowly? How would that movement sound? Is it something that makes loud sounds or quiet ones?** Start by making an action that mimics the element they are trying to describe. Once a child has a movement, encourage him/her to find a corresponding sound.

Once each student has had a chance to come up with a sound (and action) inspired by the art work, present the Soundscapes as a group. Start with one student and have everyone else join in, one at a time. By the end, everyone should be making their sound in unison, creating a ‘musical’ piece to correspond to the image.

Activity: Eye Spy

This activity aims to develop visual learning skills. What line and shapes do students see? Are they organic or geometric? How are they combined? How do the proportions and scale affect the composition? What do the shapes remind them of? Allow students to make up some of the eye spy questions as well.

Examples of Eye Spy Questions

I spy, with my little eye...

- Lines that are twirly, swirly and very organic.
- Lines that are hard, strong and long, long, long!
- A picture with many, many, many small shapes and one HUGE shape

Activity: Colour 'Dance'

Have each student choose a colour from the work and develop their own movement for that colour. Is it a fast colour? A slow colour? A bouncy colour or a smooth colour? Then form the group into a big circle and have each child

- A) demonstrate their movement
- B) have the group 'dance' all together

Activity: Interview with a Portrait

Introduce the students to the idea of 'reading' a portrait and how their interpretation of the image depicted is shaped by the sitter's gestures, body language, dress, props, expression, etc. Looking at all of these things, get each student to answer interview questions as if they were the portrait it which they are looking. Examples of Interview Questions:

What are three words that best describe you?
What is your favourite kind of music?
What are some things you like to do on the weekend?
What is your biggest secret?
Other examples:

Activity: Story 'Writing'

For this activity, focus on the story being told in the work chosen. Begin by asking what students see? Focus on the idea of characters and how the pictures tell a story about the people within. What is the setting for the work? What time of day is it? Who are the characters? What are they thinking? With each question, following the children's answers, ask how they know from the work ie: don't just accept what they say, ask them to prove it from what they see.

Following the above analysis, **choose a work of art as a group** and have children come up with a story for that work. Go through a similar procedure of examining the piece but come up with a more complete story. Record the story that the students have created making sure to paraphrase what they say and add logical connectors.

Extension: When this is complete, students can create a 'character' puppet to represent something/someone in the story they created together. Some students may complete the puppets, while others can create the 'sets'.

Alberta Education Program of Study Connections

Early Literacy

- Students will share personal experiences prompted by oral and printed media texts (images) in order to talk about ideas, experiences and familiar events.
- Students will consider the ideas of others by listening to experiences and feelings shared by others.
- Students will construct meaning from texts and talk about the actions of characters portrayed in oral and printed media texts (images)
- Students will appreciate the artistry of texts by experimenting with sounds, words, word patterns, rhymes and rhythms.

Environment and Community Awareness

- Students will become aware of the five senses and how they are used to explore, investigate and describe the world
- Students will describe a variety of natural and manufactured materials and objects
- Students will develop an awareness of colours, shapes, patterns and textures in the environment

Creative Expression

- Students will explore and express ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement
- Students will respond to and interpret visual images, by viewing natural forms, everyday objects and artworks
- Students will participate in action songs, singing games and poems and experience movement to respond to a variety of stimuli; e.g., art images
- Students respond to and appreciate the art, music, movement and drama of own and other cultures by viewing, discussing and creating.