

ArtReach Teacher Preparation Checklist

Collecting

Before the Visit, Please

- ❑ Do the Pre-Visit Activity: ART TALK.
- ❑ Let the students know an educator from the Boise Art Museum will be visiting the classroom.
- ❑ Make large nametags for the students with their first names only and have students wear them during the visit.

An ArtReach Educator will contact you prior to the visit to discuss ways in which the experience can be tailored to your classroom curricula.

During the Visit, Please Provide

- ❑ Your normal classroom discipline.
- ❑ 90 uninterrupted minutes for the program.
- ❑ An electric power source and projection screen (a white board or paper-covered wall will work)
- ❑ Space for discussion and a hands-on activity.
- ❑ The nametags in a visible place on the students.

After the Visit, Please

- ❑ Complete and send in the evaluation card that you will receive from the ArtReach educator. Your comments are important in helping us tailor our programs to suit your needs.
- ❑ Do the enclosed **Make It!** activity.
- ❑ Consider using related ideas listed in Curricular Connections.

Thank you for participating in the *Collecting* ArtReach visit!

ArtReach Visit Vocabulary

Collecting

- Collection** A selection of objects grouped together based on some common characteristic(s).
- Curator** The person responsible for taking care of a museum's collection, and for deciding how it should be displayed. Curators are in charge of collecting and caring for objects, as well as explaining their meaning and importance to visitors.
- Medium** A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved: *the medium of lithography*. The materials used in a specific artistic technique: *oil as a medium*.
- Media** The plural of medium.

ArtReach Pre-Visit Image



Lucinda Parker
(b. 1942)

Ledge and Swamp, 2000

Acrylic on canvas

60" x 145" (two panels)

Permanent Collection,

Purchased with funds provided by Howard and Dottie Goldman and Ross Pirasteh

ArtReach Pre-Visit Image



David Shaner
(1934-2002)
Stoneware Slab, 1969
stoneware
18" x 18" x 2 ½"
Permanent Collection
Gift of John Takehara

ArtReach Pre-Visit Activity: ART TALK

Collecting

Please view the two reproductions with your class and lead a discussion using the following questions as guidelines. There are no “right” answers. The questions are meant to guide the group discussion. Students will re-visit and discuss these works as well as others during the ArtReach visit. The vocabulary in this packet will aid discussion.

Research and experience have shown that students feel more comfortable when they can connect with something familiar when the Museum educator conducts the program. The students enjoy sharing their insights from the pre-visit discussion with the educator.

The *Collecting* visit focuses on ceramics as well as two-dimensional works of art in Boise Art Museum’s Permanent Collection. Students will talk about the formation and importance of collections and generate their own artful collections in the hands-on project. A distinguishing characteristic of BAM’s Permanent Collection is the inclusion of more than 650 works in various media by northwest regional artists.

Lucinda Parker (b. 1942)

Ledge and Swamp, 2000

Acrylic on canvas, 60” x 145” (two panels)

Permanent Collection

Purchased with funds provided by Howard and Dottie Goldman and Ross Pirasteh

- What colors do you see? What kinds of lines do you see?
- Does this painting remind you of anywhere you’ve been before? Where?
- Close your eyes, open them and look at the painting. What part of the painting do your eyes go to first?
- Do you think the artist was in a real place while she painted or do you think she was painting from her imagination? Why?
- Do you think the artist took a long time to do this or do you think she did it quickly? Why?
- Is this a painting you would collect? Why?

David Shaner (1934-2002)

Stoneware Slab, 1969

Stoneware, 18” x 18” x 2 ½ “

Permanent Collection

Gift of John Takehara

- What is the first thing you notice when you look at this piece?
- What do these works of art have in common? How are they different?
- This piece is made from clay and hangs on the wall. Do you think this should be called a painting or a sculpture? Why?
- How would this piece change if it had colors like Lucinda Parker’s painting?
- Why do you think the Boise Art Museum collected these two works of art?

ArtReach Curricular Connections

Collecting Across the Curriculum

Teachers can adapt the following curricular connections to meet the needs of any grade level.

Careers/Economics

- Determining the value of a collection is an important part of museum work. Discuss with students the difference between monetary value and sentimental value. Are collections only important if they are worth money? Consider auctions - objects that may not be worth a lot of money sometimes sell for quite a bit because someone at the auction is willing to pay for them. Sentimental objects are very important and special to the owner. Visit: www.smithsonianeducation.org/educators/lesson_plans/150th/lesson1.html
- Ask students to name the people who work in a museum or other fields related to collecting. Guide them through making a list of careers and briefly discuss the responsibilities of each position. Have students choose a job that they will research. Have their research focus on finding a well-known or particularly influential person from that field.

Writing/Reading

- Knowing the story behind historical objects and artwork is important to curators and collectors. Have students select an item that has special meaning to them and write the history of the object: how they got it, who made it, who bought it, where it came from, etc. This is also known as an artwork's provenance.
- Find an interesting artwork or historic artifact. Without revealing all the important details, give students some general information about the piece. *Example: This is a ceramic bowl. It was first found by a farmer, but now it belongs to a museum.* Ask students to write an imaginary history of the piece based on their observations. Make sure to note that it is more important for students to be able to justify their conclusions than it is for them to be factually correct about the object.
- Work on reading comprehension and descriptive writing. Ask each student to select one work of art from a classroom set. Students should then write a detailed description about the piece on a notecard. Collect the notecards and put the images around the room. Redistribute the notecards to the students making sure that no one gets the same card they wrote. Have students walk around the "gallery" trying to match the description to the artwork. Alternatively, each student may read a description out loud while other students guess which work of art they described.
- Have students collect original source material for a research paper/project related to your curriculum.

Social Studies

- Collections can tell us about the past. Think about what you can learn about someone by looking at what they carry in their backpack. Consider what a collection of kitchen utensils and dishes can tell us about the person who owns them. Are they messy? Do they cook a certain type of food? Do they have matching dishes or a lot of different ones? Is this because they break them a lot? Try collaborating with school faculty and letting students identify the mystery person – the principal, the cafeteria worker, the nurse – from a collection of objects from that person's desk.

Foreign Language

- Have students choose a simple object and ask them to make a collection of words from other languages that mean the same thing. They can then sort and group the words by country, sound, or appearance.
- Have students collect cognates in a notebook. Begin by writing the English word and then list the cognate from your language of study. Students can choose how to organize their words either by subject, meaning, or spelling.

Math

- Explore symmetry and asymmetry by arranging and rearranging objects for a display. Consider choosing some objects that are identical and some that are similar. Also explore fractions and division as students try to make objects fit into different sized displays. *Example: How many different ways can 12 cups fit in a display with 3 shelves? Can you fit them symmetrically or not?*
- Using graph paper, magnets, transparencies, or the white board have students arrange artwork of varying dimensions on the “gallery wall” according to specific instructions. Younger students can physically place them on the wall with tape while older students can use rulers and graph paper to draft their layout. *Example: If the wall is 12 feet long and 10 feet high determine how many 1 foot by 1 foot paintings you can fit on that wall. Keep in mind that curators generally do not hang paintings 1 foot from the ceiling or the floor (no one would be able to see them).* Your rules and instructions should include things like the minimum amount of space between each piece, how many rows are allowed, which pieces can be used, how many pieces, and how much space should be left at the top and the bottom of the wall.

Geography/Science

- Have students bring in something they own that came from another city, state, or country. Have students share information about the object with the class and mark the place of origin on a map. Students with items from the same areas can sit in a group to discuss the similarities and differences between their objects and how they came to own them.
- Discuss what tools are necessary for collecting scientific specimens. Have students create their own collecting kit that might include a bag, a pencil and a notebook, a magnifying glass, etc. Send students out to collect objects or natural materials related to your science curriculum.
- Learn about sorting, classifying, organizing, comparing and labeling by giving students collections of rocks, minerals, bones, leaves, shells, nuts, or seeds to arrange into a display. Once each student has displayed his or her collection, have students walk from desk to desk to visit other collections. Encourage students to ask each other about how they went about organizing their display. Hint: Egg cartons are great for displays.
- Have students collect scientific data and create an organizational chart to explain their findings.

Other

- Have students bring an item from their personal collections to share with the class. Have them explain what the common characteristic of their collection is, how it is displayed at home, and why they started collecting the items.
- Use words related to collecting as part of vocabulary and pronunciation lessons. Examples: www.factmonster.com/ipka/A0769637.html (*names of people who collect certain things*)

Related Web Sites

For Students

http://www.smithsonianeducation.org/students/idealabs/amazing_collections.html (Smithsonian Kids – informational site for students and teachers)

<http://smartmuseum.uchicago.edu/smartkids> (from the Smart Museum of Art, University of Chicago – a completely interactive site with educational games for kids and resources for teachers based on museums)

<http://www.diduknow.info> (games related to collecting, collections and museums: The Exhibitionists, Conkers Collectibles, and Agents of Deterioration)

For Teachers

<http://www.42explore.com/collect.htm> (website for educational resources about collection topics)

<http://projects.edtech.sandi.net/kearny/artist> (lesson plan for learning about art history through a team game)

<http://www.bls.gov/ooh/Education-Training-and-Library/Curators-and-museum-technicians.htm> (Bureau of Labor Statistics, detailed information about museum jobs)

<http://www.conservation-us.org/index.cfm?fuseaction=Page.viewPage&pageId=472> (American Institute for Conservation – how to take care of different types of objects)

<http://www.bellaonline.com/articles/art31080.asp> (article titled “What is a Curator?”)

http://lewisandclarkexhibit.org/4_0_0/page_4_1_3_2_3_2.html (lesson plan for connecting collections to Lewis and Clark expedition)

<http://biology.arizona.edu/sciconn/lessons2/Barber/overview.htm> (lesson plan for plant collecting)

ArtReach Post-Visit Activity: MAKE IT!

*To extend the ArtReach experience
and connect the visit to your curriculum,
please consider using or adapting this suggested lesson.*

Collecting

Image Collecting and Picture Journals

Introduction

This activity can be applied to almost any subject, requires only a few supplies and can be used throughout the year. It helps students of all ages build decision-making, analytical and organizational skills. It also promotes individuality and connects visual and verbal expression.

Materials

Standard composition notebook with lines or grids (Available at Staples for less than \$1.00 each)
Scissors
Glue
Pencils
Newspapers, magazines, photocopies, things that can be cut and pasted

Activity

Students collect, organize, catalog, and maintain their own book of images. Images can be taken from any appropriate source and organized however you or your students decide. Below are some suggestions that show how versatile this activity can be. Journals can be used for images only or a combination of images and writing. Student journals can be started at the beginning of the year, added to throughout the year, and used for several different assignments. Encouraging students to use images that they have collected based on their interests creates built-in connections to the assignment and enables students to better understand their own likes and dislikes. Remember to schedule short periods of time throughout the month for students to organize and paste their images.

Applications

Writing and reading

After students have had a chance to collect a few images and put them in their journals have them write a short response about what their images mean, why they collected those specific images and where they found them. Focus on how the images connect to each other.

Use the journal as a starting point for weekly writing, a creative writing unit, show and tell sessions, poetry workshops, homework assignments, or independent reading.

Have students write descriptive words next to each catalogued image to help build vocabulary, and then have them find a common word or phrase to describe all of the images. This word can be the title of a chapter, a poem, a story, or a research paper.

Science, Geography and History

Have students collect images that are examples of your current science unit. As students learn more about the topic they will make more complex connections between their images and the subject. For example, weather is easy to visually identify. Students can collect pictures of clouds, storms, sunshine, rainy days, wind-blown trees, and snow. As students learn more about what causes certain types of weather they can start to write specific information next to each image that includes what part of the weather cycle it comes from or how it is formed.

Students learning about animals can find an image of an animal, research it, and list the animal's kingdom, family, genus and/or species. Teachers can ask students to find an image of an animal from a certain family as a homework assignment.

Images can add depth when studying different countries or cultures. Chart cultural items or objects from different countries. Postcards from historic museums are very helpful.

Mapping historical events in a timeline that pairs images with facts will help students remember important dates and events, especially when they choose images with meaning for them.

Visual Art

Collecting images based on particular elements of art is a simple way to help students learn how to categorize, organize and make decisions based on visual similarities and differences. For example, asking students to find images that illustrate the use of line and pattern can help students identify that element in artwork, nature and everyday objects.

Ask students to collect pictures of things that are their favorite color and arrange them based on how the colors relate to each other. Have them create a system to name or number the colors they find. This will help students learn to identify and describe subtle differences in colors. For example, if the first color collected is light blue and the second color is navy blue students can use those two colors as the ends of their system and compare and place additional colors according to their relationship to the light and dark ends. Creatively naming and numbering each color will reinforce the differences as well. (sky-blue, gray-blue, after-the-rain-blue, etc.)

Sketches can be added to the journal in response to certain images or groups of images or an entire art project can be based on a page of the journal. Creating a journal can also help inspire students who “don't know what to do.”

Games

Younger students can create their own *I Spy* books and trade them with other students. Have students collect images based on a theme and collage them on a page. Then have them write a list of things to find on the facing page. (Hint: You can easily make an answer

key by photocopying the page and having the student circle the items as he/she makes the list.) Finally, have students trade their books and search for their partner's hidden objects.

Ways to Organize

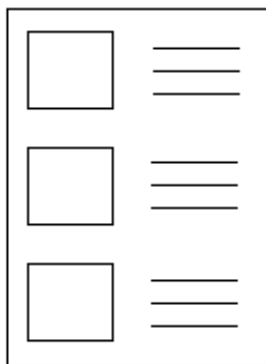
Catalog – Images are arranged with specific information about the image listed in a consistent format.

Chronological – Can be sorted based on date found, date entered, time of day shown in image, etc.

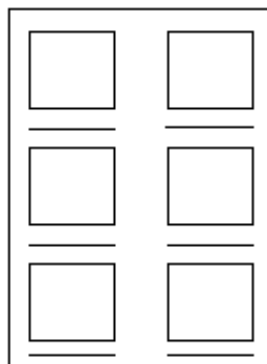
Collage – An “organic” method can be grouped by colors, subjects, themes, or be completely random.

Chart – Any type of grid where there is a connection between one image and the next.

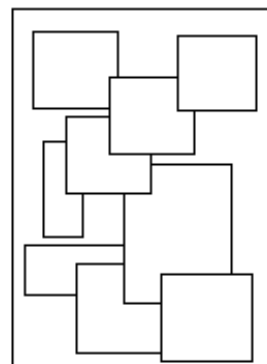
Chapters – Divide the notebook into sections and create titles for each group of images. Pages within each chapter can be arranged differently depending on the goal of the project.



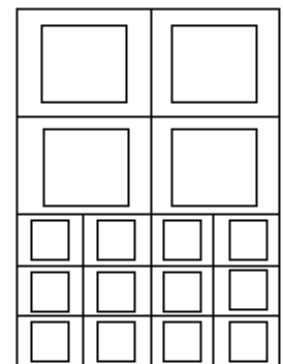
Catalog



Chronological

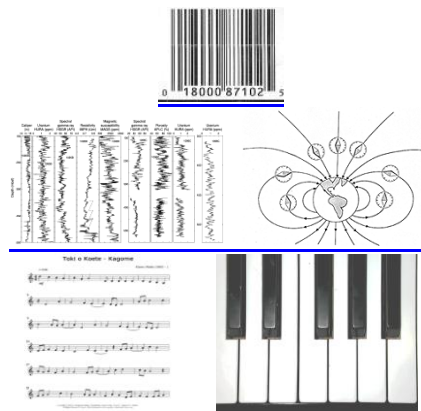


Collage



Chart

Below is an example of a chart for the use of lines and patterns.



**Post-Visit
Activity**

ArtReach Bibliography

Collecting

Preschool

- *Hannah's Collections* by Marthe Jocelyn; Dutton Juvenile, 2000.
- *Look-Alikes* by Joan Steiner; Little, Brown and Company, 1998.
- *Treasures of the Heart* by Alice Ann Miller; Thomson Gale, 2003.

Pre-K through 3rd Grade

- *Anna's Table* by Eve Bunting; Northwest Press, 2003.
- *Can You See What I See?: Cool Collections* by Walter Wick; Cartwheel, 2004
- *Collect This: A Cool Guide to Collecting for Kids* by Donna Guthrie and Christy Zatzkin; Price Stern Sloan, 2001.
- *I Spy* by Jean Marzollo and Walter Wick; Cartwheel, 1992.
- *The Kid's Guide to Collecting Statehood Quarters and Other Cool Coins* by Kevin Flynn, Ron Volpe, Kelsey Flynn; Whitman Coin Products, 2000.
- *Let's Go Rock Collecting* by Roma Gans; HarperTrophy, 1997.

4th – 6th Grade

- *Collecting Gems and Minerals: Hold the Treasures of the Earth in the Palm of Your Hand* by Chris Pellant; Sterling Pub Co Inc, 1998.
- *Collecting Passions* by Susan Macleod O'Reilly and Norman Eyolfson; Key Porter Books, 2001.
- *Kidcollectors: The Incredible Collecting Book* by K.D. Kuch; Lowell House, 1997.
- *Kids Collect: Amazing Collections for Fun, Crafts, and Science Fair Projects* by Dan Hubley; Bluefish Bay Publishing, 2002.

Junior High – High School

- *The Banana Sculptor, the Purple Lady, and the All-Night Swimmer: Hobbies, Collecting, and Other Passionate Pursuits* by Susan Sheehan and Howard Means; Simon and Schuster, 2002.
- *The Nobel Book of Answers: The Dalai Lama, Mikhail Gorbachev, Shimon Peres, and Other Nobel Prize Winners Answer Some of Life's Most Intriguing Questions for Young People* by Bettina Stiegel; Atheneum, 2003.
- *The World Almanac and Book of Facts 2005* by Ken Park; World Almanac, 2004.

Resources For Teachers

- *Things: Collecting for Kids and Their Families – Over 20 Collectibles Covered* by Arthur Bochner; Wealthbuilder Publications, 2000.