

The *ArtSpace* Museum



Visual Art

- Draw and paint with the same materials or processes of a favorite artist.
- Create exhibits of children's artwork in the classroom.
- Use the art area to make posters and brochures of the latest classroom exhibit.



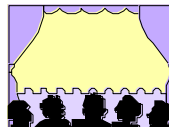
Literacy Links

- Display and label children's artwork in the classroom.
- Create a book of museum images for the reading corner. Print images from "The Studio" or "The Children's Gallery" in various sizes and laminate them. Use double sets for matching games or for more complicated games. The images can also be put together into a class book of favorites, or into books for individual children, depending upon interest. Scan children's artwork and print it out to make an art book. Make a group book of the artworks the children made in the classroom for use on the library table. The books may be group efforts or books made by individual children. Include commercial books about art and artists in the reading corner, too.
- Collections of images from *ArtSpace* can be discussed. Search for the collections shown under "Categories," then identify reasons why they were included.



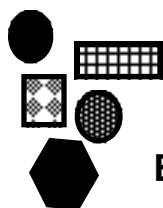
Music and Movement

- Play a wide variety of music as children engage in art activities.
- Invite children to "loosen up" and "feel" jazzy music as they paint.
- Listen to "boogie woogie" music when showing Piet Mondrian's *Broadway Boogie Woogie*.



Dramatic Play

- Encourage children to dress up as an artist as they paint or draw.
- Create an Art Gallery in the classroom. Feature a child as the "artist" of the week.
- Provide props in the dramatic play area so children can play at taking on the various roles of people who are found at an art museum. Include blocks, toy people, and a small table with "gift shop" items.
- Role-play many museum jobs. Many people oversee the day-to-day operation of a museum: the director, the curators (or keepers), the educators or tour guides, security officers, people who work in the cafeteria or restaurant, people who sell things in the bookstore or shop, conservators (who take care of the objects), publicity and publication staff, and the registrar. Visitors are also important to a museum. Without them, where would a museum be?
- Although *ArtSpace* does not include a museum shop, children who have visited a museum may decide to set up a shop in a part of their museum or in another part of the classroom. Dramatic play might include deciding on appropriate merchandise, "selling" works of art, using pretend money and cash registers, making change, deciding on prices, stocking shelves, and planning appealing displays. In real life, class products such as t-shirts (with iron-on designs made with a computer and printer or painted on designs with washable paint) might be "sold" in the shop.



Blocks/Manipulatives

- Create matching games from inexpensive art postcards, old calendars, or magazine photos of artwork. If no duplicate images can be found, invite children to match by color, subject, or theme.
- Create puzzles using old art calendars.



Social Studies

- Make a classroom museum. If space permits, connect several large cartons or movable screens to make a child-size art museum for dramatic play. Include the people seen in a museum (e.g., other visitors, security people, tour guides, shop keeper, the director, a curator, and others). Make the museum space accessible to children in wheelchairs. Decide what to put into the museum for its opening. Children may decide to include their original artwork, printouts from “The Studio,” art posters from museums, three-dimensional work, or other objects.
- Visit an artist’s studio or invite artists to come into the classroom to share their work and ideas. Ask the artists to demonstrate a short process. For example, if the artist is a potter, ask him or her to make a coil pot with clay. Prepare the artists ahead of time, requesting that they simplify the processes they show, without talking down to the children. Answer any questions the artists may have about the visit. Children prefer doing to watching others do; if possible, extend or follow up the artist’s visit (on another day) with an activity related to the demonstration. If the activity or project takes several days, invite the artist back to see the children’s finished work.



Sensory

- Introduce children to tactile collage materials used by artists on the CD-ROM.
- Invite children to paint with different sized brushes or make monoprints with fingerpaints.
- Use clay to create sculptures.



Science and Math

- Develop the concept of “collectors” and what might be included in a collection.
- Children may want to establish their own “collection” of art or the artwork of others in a book. Other kinds of collections may also be displayed, including objects from nature walks.
- Place prisms in windows or under a light. What happens when light goes through glass? What colors do you see?
- Look closely at Seurat’s pointillist work, “Sunday Afternoon on the Grande Jotte,” in *ArtSpace* and let children experiment with mixing colors and dabbing different colors next to each other.



Math

- Look in the “Categories” section of *ArtSpace* for artwork featuring animals, birds, flowers and plants, trees and forests, water, and weather and seasons.
- Use children’s collections to create interest in sorting by categories, groups, and attributes.
- When arranging collections on an “exhibit” table, objects to consider might be groups of block sculpture, clay images, materials to make marks with, books, seashells, plants, toy trucks, dolls, or any number of groupings that interest children.



Software Connection

- Collect other museum software on CD-ROM such as *With Open Eyes* from the Art Institute of Chicago or *look what i see* from the Metropolitan Museum of Art.
- Use the software in conjunction with *ArtSpace*, providing further information about art and extending the number of images viewed by children and adults.



Internet Sites

- www.nga.gov
- www.brightring.com/books
- www.giverny.org/gardens
- www.metmuseum.org
- www.guggenheim.org
- www.vue.org
- www.naea-leston.org
- www.artswire.org
- www.artmuseums.com



Extensions Beyond the Classroom

Schedule a field trip to an art gallery. After the field trip, encourage children to talk about what they saw. Encourage discussions and comparisons of their “real” museum tour and both the adult and children’s galleries in *ArtSpace*. Talk about the people they saw at the museum.



Outdoor Play/Motor

After looking at the artwork of Jackson Pollack, go outdoors and try splatter painting.



Family Connections

- Museums often have special opening parties for a new exhibit. When children finish their museum, or mount a new exhibit, have a real opening, inviting families or another class of children, or have a pretend opening for class members only. An opening is a good time to explain the importance of art to families. Decide on special music or any special effects you may be able to secure for the opening. Children can take the role of docents, taking guests on a tour of the museum exhibit. Incorporate a snack into the opening party. Children might dress in fancy costumes from the dramatic play area for the opening. Encourage “opening parties” during free choice time. After a real opening, children may want to relive it with a “pretend” opening. With the teacher beginning the narrative, the whole group can participate. Each child can add to the narrative, acting out the sequence of events of the opening.
- If a family member is an artist, ask them to visit the classroom to demonstrate processes used to make their artwork.



Cooking/Snacks

- Have a tasting party, focusing on foods seen in *ArtSpace*: bananas, onions, pumpkins, watermelons, and squash.
- Talk to children about line and form as they decorate cakes and cookies.



Resources: Related Books, Poems, Music, and Software

Children's Literature

- Anderson, L., & Björk, C. (1993). *Linnea in Monet's Garden*. Stockholm, Sweden: Rabén & Sjögren Publishers.
- Belloli, A., & Godard, K. (1994). *Make your own museum*. New York: Ticknow & Fields Books for Young Readers & Malibu, CA: The J. Paul Getty Museum.
- Blizzard, G. (1992). *Come look with me: Animals in art*. Charlottesville, VA: Thomasson- Grant.
- Blizzard, G. (1992). *Come look with me: Exploring landscape art with children*. Charlottesville, VA: Thomasson-Grant, Inc.
- Dionetti, M. (1996). *Painting the wind*. New York: Little, Brown and Company.
- Ewing, P., & Louis, L. (1999). *My life in the paint*. New York: Abbeville Publishing.
- Florian, D. (1991). *A potter*. New York: Greenwillow Books.
- Hurd, T. (1996). *Art dog*. New York: HarperCollins.
- Johnson, C. (1955). *Harold and the purple crayon*. New York: Harper & Row.
- Lionni, L. (1995). *Little blue and little yellow*. New York: Mulberry Books.
- Micklethwait, L. (1992). *I spy two eyes: Numbers in art*. New York: Greenwillow Books.
- Micklethwait, L. (1993). *A child's book of art*. New York: Dorling Kindersley.
- Micklethwait, L. (1994). *I spy a lion: Animals in art*. New York: Greenwillow Books.
- Micklethwait, L. (1996). *A child's book of play in art*. New York: Dorling Kindersley.
- Moss, S. (1995). *Peter's painting*. New York: Mondo Publishing.
- Pacovská, K. (1995). *Flying*. New York: North-South Books.
- Seymour, R. (1994). *The National Gallery ABC*. New York: Universe Publishing.
- Waters, E., & Harris, A. (1993). *Painting: A young artist's guide*. New York: Dorling Kindersley.
- Yenawin, P. (1991). *Lines*. New York: Delacorte Press.

Children's Software

- ArtSpace* (2001). Macomb, IL: Center for Best Practices in Early Childhood Education.
- Blocks in Motion* (1995) Don Johnston
- Crayola Make a Masterpiece* (1998) Edmark
- Disney's Magic Artist* (1997) Disney Interactive
- Gryphon Bricks* (1996) Gryphon Software Corporation
- HyperStudio* (1996) Knowledge Adventure
- Kid Pix series* (1994) Brøderbund
- look what i see* (1996) Metropolitan Museum of Art
- The Louvre Museum* (1996) Voyager
- Thinkin' Things* (1995) Edmark
- With Open Eyes: Images from the Art Institute of Chicago* (1995) Voyager

Children's Music

- Bradetich, J. (1990). *Hear we go!* Evanston, IL: Studiomedica.
- Fiedler, A., Gould, M., & Munch, C. (1978). *Tchaikovsky's greatest hits, Vol. 1*. New York: RCA.
- Kitabayashi, D., & Pinkus, M. (1999). *Classical fantasies for kids*. Los Angeles: Flashback Records.
- Prokofiev, S. (1994). *Peter and the wolf*. New York: RCA.
- Rimsky-Korsakov, N.A. (1984). *The flight of the bumblebee*. Hollywood, CA: Angel.
- Saint-Saens, C. (1993). *Carnival of animals*. Columbus, OH: Madacy Music Group, Inc.
- Shakked, R. (1998). *Classics for kids*. Los Angeles: Delta Music.
- Vivaldi, A. (1993). *The four seasons. On Mad about Vivaldi*. Hamburg, Germany: Deutsche Grammophon.