

Learning to Look

Educator Resource | Field Trip Series
Grades K-2

INTRODUCTION:

This lesson was originally designed to support 2nd grade Detroit Public Schools Community District educators bringing their students on a Cultural Passport field trip at the Detroit Institute of Arts. This version has been modified to provide preparation materials for any K-2 teacher planning to book the *Learning to Look* guided gallery experience. To book a field trip, visit dia.org/learning/field-trips.



LEARNING TARGET:

Through classroom and museum experiences, students will begin to develop a more well-rounded perspective of the world around them by practicing close-looking, acknowledging other viewpoints, and reflecting on how art is interwoven through all aspects of life.

STUDENT OUTCOMES:

Students will...

- observe various cultures represented within different mediums of art.
- consider and respond to the perspectives of others.
- discuss their observations, thoughts, and questions about an artwork.
- cultivate an appreciation for cultures around the world.

MATERIALS:

- Cotton balls, Model Magic, pipe cleaners, watercolor paint, or any four artmaking supplies you have on hand
- Construction paper
- Liquid glue
- Blank postcards (cardboard or cardstock)

INCLUDED HANDOUTS:

- See, Think, Wonder
- Medium Assignment
- Gallery Walk

Image above: Norval Morrisseau, *Cycles*, ca. 1985, acrylic on canvas. Detroit Institute of Arts, Museum Purchase with funds from Robert H. Gorlin and Mary Ann DeMattia, 2007.3.

STANDARDS:

Common Core:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Michigan Art Merit

ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.

ART.VA.V.2.1 Describe how art is used in everyday life.

ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs.

ART.VA.III.2.5 Reflect on how art expresses ideas, feelings, and opinions.

21st Century Learning Skills Alignment

Flexibility: Deviating from plans as needed

Leadership: Motivating a team to accomplish a goal

Creativity: Thinking outside the box

Collaboration: Working with others

Communication: Talking to others

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PRE-VISIT ACTIVITIES

Activity 1: Accountable Talk | 1 class period

1. Divide the class into groups of four. Use the **Learning to Look Image Slides** to print out an image for each group. Pass out one “See, Think, Wonder Handout” to each student. Assign a note-taker and presenter for each group.
2. Allow each student time to carefully examine the image and complete their handout.
3. Afterwards, each group member discusses their responses to the image. The note-taker writes down what the group mentions about the image.
4. Once each group is finished, ask the presenter to share their group’s observations with the class.
5. As each group presents, encourage students to respond using Accountable Talk to preface their responses. Some examples include:
 - ***Your idea reminds me of...***
 - ***Can you tell me more about that?***
 - ***What do you see that makes you say that?***
 - ***I’m noticing something similar to what you’re noticing. I’m noticing...***
 - ***I’m noticing something different from what you’re noticing. I’m noticing...***

Activity 2: Artmaking + Gallery Walk | 2-3 class periods

::This project can be done in collaboration with an art teacher::

1. Approximately two weeks before the museum visit, allow groups of students to create art projects responding to the questions, “*What makes me happy?*”
2. Divide students into groups of four again. Print out copies of the “Medium Assignment Handout” and assign a different medium for each group to use (clay, watercolors, cotton balls, pipe cleaners, or any other materials you have on hand).
 - a. Note: To encourage students to work with classmates they don’t normally work with, teachers can put the medium assignment slips in a bag and have students randomly select which medium they will use.
3. Tell students to use their materials to create something that makes them happy and brings them joy.
4. Once their artwork is complete, ask students to fill out the “Gallery Walk Handout” on one artwork of their choice as they wander around the classroom to observe the artworks of their classmates.

5. Ask for volunteers to explain how they chose to represent their response to the question, “What makes me happy?”
6. To wrap up the activity, encourage a class discussion on commonalities and differences in how students chose to represent their ideas about the same question.

DURING VISIT ACTIVITIES

Guided Tour Explanation and Rationale:

Learning To Look | Grades K–2

- Designed for our youngest learners, students will explore artwork created in different mediums made by artists from diverse cultures. Using fun hands-on activities and thinking routines like I see, I think, I wonder, students will critically look at and discuss art. 45-60 minutes.

Self-Guided Experience | 30-45 minutes

1. Before arriving at the Detroit Institute of Arts, print copies of this [Scavenger Hunt](#) in English and/or Spanish (one for each chaperone). This activity is double sided and intended to only be handled by the chaperone leading each group of students. To space out students throughout the museum, there are six (6) variations of the Scavenger Hunt. Instruct chaperones to find each art object in the order listed.
2. Distribute one sheet to each chaperone. In small groups, take students to the gallery listed next to the first prompt, read of the clues and ask them to find the art object.
3. Once an object is found, read off the questions underneath. Repeat this process until you complete the hunt.
4. During this activity, point out to students the different cultures, regions, countries, and continents represented by the art objects in front of them.
5. Challenge students to find all art objects within their 45 minute time frame!

POST-VISIT ACTIVITIES

Activity 3: Field Trip Debrief + Postcard Design Project | 1-2 class periods

1. Ask the class, “Which places around the world did you see represented at the museum? What did you notice about the art that was from those different places?”
2. If available, display a larger world map to point to and see where these places are in relation to others. Encourage students to think about the activities they engaged in during the guided tour, and the art objects they saw during the scavenger hunt.
3. Ask students to use Accountable Talk during this discussion. If needed, display and use the sentence starters below to facilitate the discussion:

Sentence Starters to display and use:

- *At the museum, I noticed...*
- *Something I really liked was...*
- *Something I'm still thinking about is...*
- *Before I went to the museum, I thought...now I think...*

Postcard Design Project

4. This activity is intended to be a summarization of the field trip experience at the museum by highlighting any places or artworks that inspired students in any way during their visit. Explain to students that they will share their experiences at the DIA by creating a postcard. On their postcard, they will draw something inspired by what they saw during their museum visit.
5. Tell students that a postcard is sent in the mail and that it is often used to send a message to a friend or family member about a place they visited.
6. Show students a postcard example and keep it displayed throughout directions and student work time.
7. Pass out the materials: blank postcards and crayons. Assist students as needed while they work.

See, Think, Wonder

Directions: Write or draw your responses to the questions below.

See <i>What do you see, or observe about this artwork?</i>	Think <i>What does this artwork make you think about?</i>	Wonder <i>What questions or wonderings do you have about this artwork?</i>

This thinking routine was adapted from Project Zero at Harvard Graduate School of Education.

Medium Assignment Handout

Group 1

Name _____

The medium you will be working with today is

Clay



Please go to the materials table and pick up your supplies and go to your work group.
Have fun!

Medium Assignment Handout

Group 3

Name _____

The medium you will be working with today is

Cotton Balls



Please go to the materials table and pick up your supplies and go to your work group.
Have fun!

Medium Assignment Handout

Group 2

Name _____

The medium you will be working with today is

Watercolors



Please go to the materials table and pick up your supplies and go to your work group.
Have fun!

Medium Assignment Handout

Group 4

Name _____

The medium you will be working with today is

Pipe Cleaners



Please go to the materials table and pick up your supplies and go to your work group.

Name _____

Gallery Walk

Stroll through our classroom gallery. Write down your ideas and feelings about the artwork. This gives the artist valuable feedback about their work!

One artwork I really enjoyed is...

When I look at this artwork, I can see...

I wonder why the artist...

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