Lesson Overview:
This lesson encourages students to be creators, experimenters, and close observers. During the 90-minute program, students will have the opportunity to view artworks in the High Museum of Art’s collection while engaging in interactive activities in the galleries and create their own art in an exploratory and playful manner.

Learning Objectives:

**Essential Questions:**
- How do artists explore and create with different materials?
- How is an artist like a scientist?

**Students will be able to...**
- Examine how artists use a variety of materials to create artwork.
- Explore and solve changing forms and materials to expand their understanding of art.
- Create a work of art with materials that change qualities through experimentation.

Performance Tasks:
Inquiry-based observation of artworks, gallery activities, and art making.

**Mini Glossary**
*Artist:* a person who creates original art  
*Change:* to make something different from what it was  
*Materials:* the substance a thing is made of  
*Color:* A quality caused by a phenomenon of light, such as red, blue, or yellow.  
*Line:* A geometric mark that extends along the path of a single point and has both direction and length  
*Museum:* a building where special objects are kept  
*Overlap:* to place one thing over another  
*Shape:* An area defined by an edge on a 2-D surface plane  
*Texture:* The way a work of art feels when touched

**Materials (for galleries)**
*Note not all necessary, pick three*
- *Nota Box* Book with taped up cardboard box  
- color scarves  
- Felt or cardboard shapes  
- Bag for Drawer building (drawers and handles)  
- Squares of colored paper – one for each student  
- Wiki stix (one per student) plus one or two pieces of acetate
Materials for Workshop
- Tag paper/heavy cardstock
- Small cups of water (students will use finger tips to add water)
- Water soluble oil pastels
- Bleeding tissue paper

Instructions:
1. Introduction - This 90-minute program takes place in the galleries and in art-making workshops at the High Museum of Art. The Teaching Artist will greet students in the lobby of the museum. The Teaching Artist will introduce the following:
   - What is an art museum? Teaching Artist will ask students if they collect anything. If so what do they collect? What do they do with their collection? At the High Museum, we collect artwork.
   - Museum manners - The Teaching Artist will review museum manners. Mirror or Slow-looking sloth are optional tools.

2. Galleries - In the museum Teaching Artist will lead students through a variety of interactive activities and Visual Thinking Strategies to engage students with the works of art and the differing materials used to create them.

Possible Tour Stops
Listed below are possible tour stops, start with VTS and add engagement strategies where/when you like.

<table>
<thead>
<tr>
<th>Wieland Skyway</th>
<th>Cloud designers Ronon &amp; Erwan Bouroullec</th>
<th>You Can’t Lay Down Your Memory</th>
<th>Remains of the Sun (Sonnenreste)</th>
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</thead>
<tbody>
<tr>
<td>Coronation Theme: Organon</td>
<td>Engagements</td>
<td>Engagements</td>
<td>Engagements</td>
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<tr>
<td>Nadine Robinson</td>
<td>Identify shapes, objects. Try placing cardboard shapes to recreate this. How would you change it?</td>
<td>What materials did the artist use? How can you tell? How did they make it? Use folded paper to create and connect together</td>
<td>Tactile: mini canvas Look from the front and side, notice the texture and thickness, and the mixture of materials How did the artist change the canvas? What do you imagine the surface to be like?</td>
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<tr>
<td><strong>Stent 3rd floor</strong></td>
<td><strong>Tampa Clay Piece 3</strong></td>
<td><strong>Butterfly Mask</strong></td>
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<td><strong>First African American Family and President in the White House</strong></td>
<td>Robert Rauschenberg</td>
<td>Yacouba Bonde</td>
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<td><strong>Engagements</strong></td>
<td>Try crushing a Box + Read Not a Box</td>
<td>Engagements</td>
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<td>How might the artist have made this?</td>
<td>Shape your body into different boxes- long crunched in on one side, square with a flap torn...</td>
<td>Engagements</td>
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<tr>
<td>What do the doors look like at your home or your school?</td>
<td>What might this feel like?</td>
<td>How did the artist change this piece of wood?</td>
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<td>How did the artist change a door?</td>
<td>(Bring in bottle caps as touch objects)</td>
<td>Identify shapes, lines, color chosen</td>
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<td>What was added? Left out?</td>
<td>What sound might this sculpture make if it moved?</td>
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<tr>
<td><strong>Untitled (Barker and Crowd)</strong></td>
<td>Robert Rauschenberg</td>
<td>Joseph Stella</td>
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<td><strong>Engagements</strong></td>
<td>Use pipe cleaners or wiki stix with acetate to create line sculpture. Make lines with your body- straight, curved, zigzag, directional-vertical, horizontal, diagonal</td>
<td>Engagements</td>
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<td>How might the artist have made this?</td>
<td></td>
<td>Where might this person live? How can you tell?</td>
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<td>Imagine in the air (or use brushes as tactile) painting dabs of color and quick brushstrokes.</td>
<td>What materials can you find? Point out candy!! You can use ANYTHING to make art!</td>
<td>What sounds do you imagine? What might the figure do next?</td>
<td></td>
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<td></td>
<td>Tactile: corks</td>
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2. **Art Extension (30 minutes)**: Return to the workshop. Students will each receive a sheet of white cardstock. They will be asked to:
   - Draw with water soluble oil pastels (Suggestion: write their name or draw lines and shapes)
     - Start with white
     - Add colors next
   - Use water to change the colors from lines to shapes or to blend colors
     - Ask what they observed changed when they added the water?
   - Add bleeding tissue to artwork and add more water as needed
     - How did the water and tissue interact?

At the end of the workshop, ask for volunteers to share what they have created with the class.

**Advance Prep:**
- Cut bleeding tissue paper into small squares
- Prep materials for in gallery activities and place boxes
- Put multimedia materials on classroom tables
- Place water in heavy bottom glass cups to share or individual 2 ounce plastic cups filled less than ½ inch
- Display visual schedule
- Display visual timer

**Cleanup:**
- Put away supplies
- Retrieve boxes from galleries
- Change paper on tables as needed
- Stack chairs on the tables