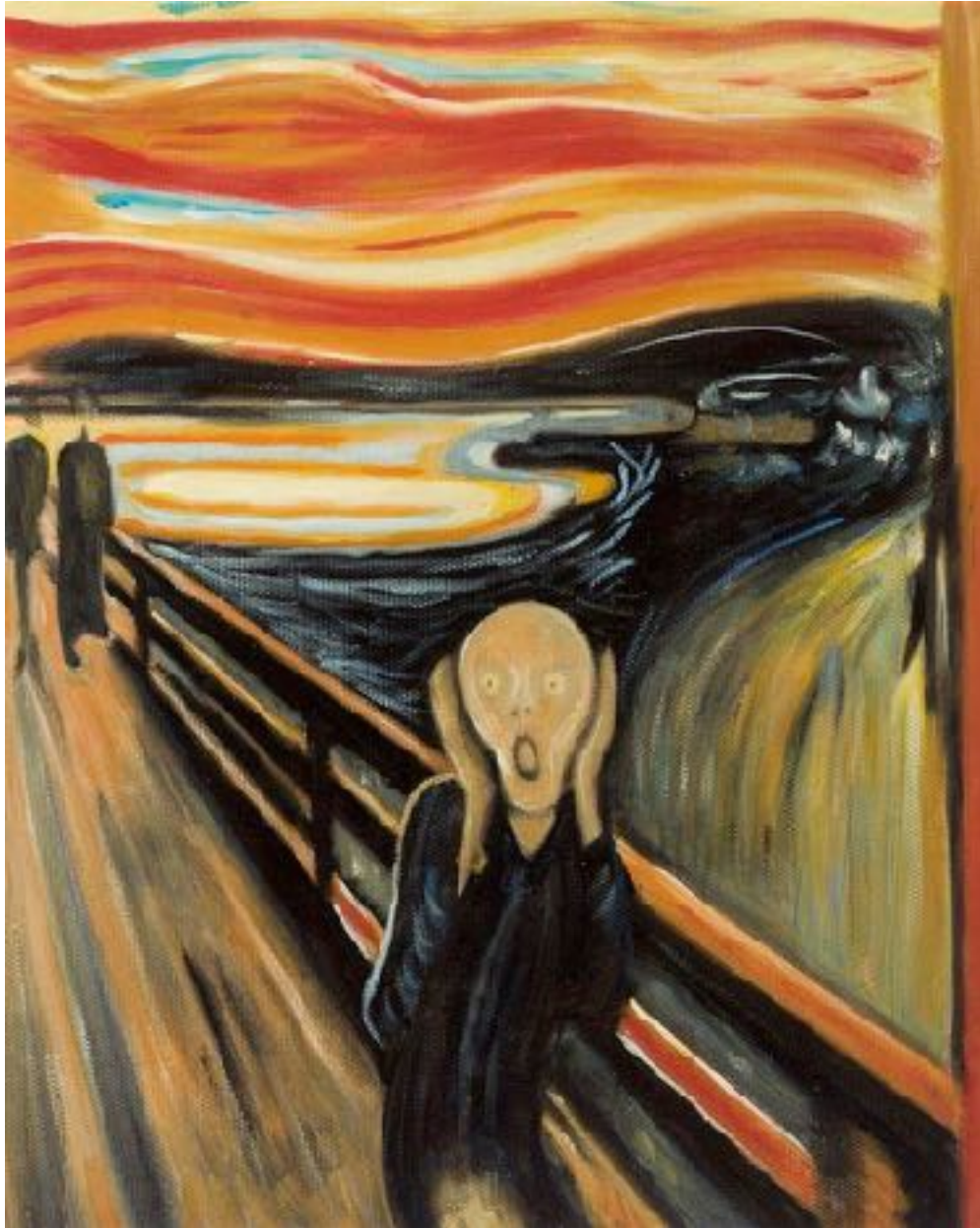


Don't Freak!
Art Museums are Fun.



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HiGASFY Productions
and
HiGASFY Art History Video Series

Dear Educators,

Although I am the owner and producer of the HiGASFY Art History Video Series, I use to feel intimidated in art museums. I was a young woman with a college education but with very little education in art history. Perhaps my feelings stemmed from my lack of knowledge about art and artists. Perhaps it was my preconceived notion that art museums were stuffy and boring. It seemed curators were always using words that I didn't understand, embracing concepts I didn't follow and the experts appeared aloof.

A seed of interest was planted when a coworker invited me to join her at the National Gallery in London. She encouraged me to stroll the gallery and just study the pieces that I found interesting. I discovered I enjoyed the creativity, the different techniques and especially her stories behind the pieces and the artists.

It took several years to feel completely comfortable but, in time, I began developing an approach to enjoying art museums. I learned so much from my visits to various museums, I began to teach art history to elementary students in a college preparatory school. I was able to cultivate a passion for art and art history in my students and all it took was a little bit of preparation and an attitude of fun and adventure. What follows is my cultivated approach to a successful visit to an art museum.

My desire is to share my approach so that you and your students can feel comfortable, confident and inspired during a visit to your local art museum.

Beth Oakes, Owner/Producer
HiGASFY Productions





Prep. for your visit:

- Pull up museum's website.
- Read the "About Us" regarding the museum. There may be some interesting facts about the museum that will pique interest.
- Pick 7 paintings from the collection that appeal to you.
- Make printouts of those paintings for a scavenger hunt.
- Do the same thing for 3-5 sculptures.

Prep your Student's **eyes**, **hearts** and **bodies**:

Eyes:

- Prepare their eyes to not just look but to SEE.
What is the artist trying to show you?
Do you see any emotion in the piece?
Do you see any little detail that others might miss?
- Prepare your student that they might see some things that make them uncomfortable, like nudity.

YIKES! but remind them that our bodies are a complex and beautiful machine.

YIKES!
What???????



Tell your students that they can either:

- advert their eyes and move on
or
- come and talk to you about it. It can be a very teachable moment.

Hearts:

What is beauty?

“a combination of qualities, such as shape, color, or form, that please the aesthetic senses especially the sight.”

Name something that is beautiful?

Ask your students, “What is beauty?” This is a great critical thinking conversation to have in the car on the way to the museum. Have them name some things that they consider beautiful.

Examples of critical thinking questions:

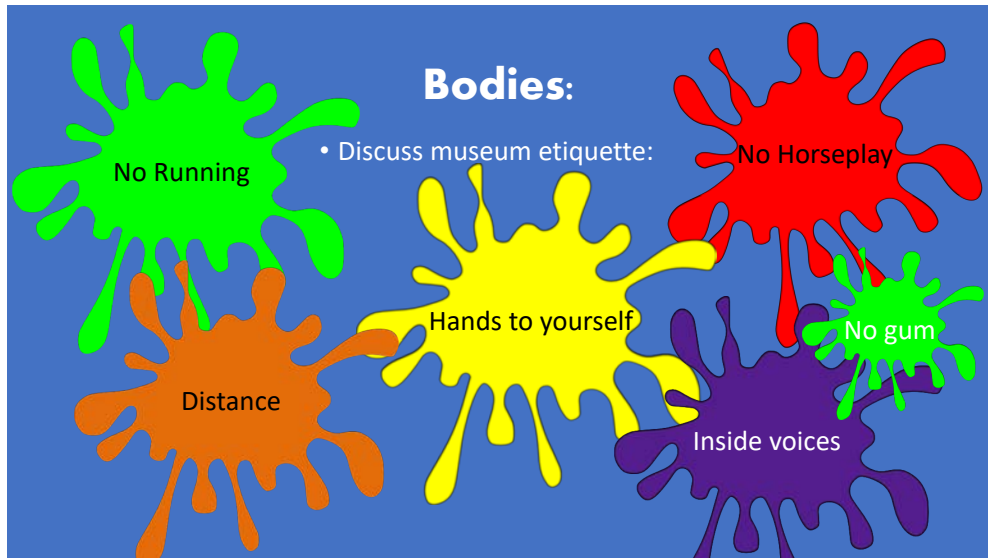
Is a painting of a little boy crying at the grave of his grandfather beautiful?

Is a picture or sculpture of men fighting beautiful?

Is a picture or sculpture of a slave beautiful?



Give examples for them to think about.



Gallery etiquette: no running, no horseplay, no gum, inside voices and

Distance

Here is a fun activity to do to prep. for appropriate distance from a piece of artwork. This can be done at home or outside the museum as long as it doesn't impede patrons from enjoying the museum.

1. Have students lie on the ground or floor with their feet touching the wall.



2. Have students touch the floor with one finger above their head.



3. Without moving their finger from the floor, have students stand up.



4. Have students put foot right where their finger is and face the wall.



This is the distance they should stand from a piece of artwork. Smaller children will naturally be closer than older children but the distance is spot on.

Helpful Hints:

- Enter each room of the museum and see if there is a piece that draws your attention. Examine just that piece. Plan for 5 minutes in each room.
- “Scavenger Hunt” using HiGASFY worksheet.
- “Personal Favorite” worksheet from HiGASFY.
- Rent an audio guide.
- You don’t have to see the entire museum or listen to the entire audio guide.
- Buy a postcard from the gift shop and start a Museum Memories collection.





Student Museum Worksheet
4th-8th grade

Name of Gallery/Museum _____
City/Country _____ **Date** _____

Name a piece that grabbed your attention:

Title: _____

Artist: _____

What about this piece grabbed your attention?

Did you learn anything about this piece? _____

What emotions do you feel when you look at this piece? _____

Can you tell what medium was used? (oil, pastel, pen, pencil, watercolor, clay, stone, paper, found objects, etc) _____

If you could ask the artist a question, what would it be? _____

As a reminder, do a brief sketch of the piece.



Student Museum Worksheet
1st-3rd grade

Name of Gallery/Museum _____
City/Country _____ **Date** _____

Name a piece that grabbed your attention:

Title: _____

Artist: _____

What do you like about this piece? _____

What do you dislike about this piece? _____

Did you learn anything about this piece? _____

How do you feel when you look at this piece? _____

If you could ask the artist a question, what would it be? _____

As a reminder, do a brief sketch of the piece.



Student Museum Scavenger Hunt

1. What is your favorite color? _____. Find a piece of artwork that has a lot of your favorite color. Write down the title and artist's name.
Title: _____
Artist: _____
2. Find a landscape.
Title: _____
Artist: _____
3. Find a portrait.
Title: _____
Artist: _____
4. Find a genre painting (painting of everyday life).
Title: _____
Artist: _____
5. Find a picture with animals in it.
Title: _____
Artist: _____
6. Find a sculpture that shows movement even though it is still.
Title: _____
Artist: _____
7. Find a piece that is bigger than a door.
Title: _____
Artist: _____
8. Find a piece that is smaller than a shoe box.
Title: _____
Artist: _____
9. Find a piece of artwork made out of metal.
Title: _____
Artist: _____
10. Find the oldest piece of artwork in the museum. Write down the title and the date.
Title: _____
Artist: _____
Date: _____

Example

HiGASFY Masterpiece Hunt

Property of HiGASFY Production ©

Museum: _____

Date: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____

Property of HiGASFY Production ©



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____

Artist: _____

Interesting Fact or Observation: _____



Title: _____
Artist: _____
Interesting Fact or Observation: _____



Title: _____
Artist: _____
Interesting Fact or Observation: _____



Title: _____
Artist: _____
Interesting Fact or Observation: _____



Title: _____
Artist: _____
Interesting Fact or Observation: _____



Title: _____
Artist: _____
Interesting Fact or Observation: _____

HiGASFY Masterpiece Hunt

Museum:_____ Date:_____

Place thumbnail
of masterpiece
here

Title:_____

Artist:_____

Interesting Fact or Observation:_____

Place thumbnail
of masterpiece
here

Title:_____

Artist:_____

Interesting Fact or Observation:_____

Place thumbnail
of masterpiece
here

Title:_____

Artist:_____

Interesting Fact or Observation:_____

Place thumbnail
of masterpiece
here

Title:_____

Artist:_____

Interesting Fact or Observation:_____

