

# Sense-ational Art: Pre-K & Kindergarten

## Museum Manners

Please review these guidelines with your students before your visit to the museum.

- Touching can permanently damage works of art. Please don't touch the art or lean on the walls in the galleries.
- Food, drinks, and gum are not permitted in the galleries.
- Be careful where you walk! Try to stay at least arms-length from any work of art.
- No pens, backpacks or large bags are allowed in the galleries.

Questions? Contact us at 803.343.2163 or email [tours@columbiamuseum.org](mailto:tours@columbiamuseum.org)  
[columbiamuseum.org/learn](http://columbiamuseum.org/learn)



## Resources

Want to explore more? Use these references to learn and share information with your students.

- Still Lifes: Met. <https://www.metmuseum.org/search-results#!/search?q=still%20life%20fruit&page=1>
- Genre Paintings: <https://www.pinterest.com/pin/245305510926554160/?lp=true>
- Japanese print: Freer Sackler. [http://archive.asia.si.edu/collections/edan/object.php?q=fsg\\_F1901.166](http://archive.asia.si.edu/collections/edan/object.php?q=fsg_F1901.166)

## Big Ideas & Major Themes

Here's some information relating to your program to review with your students before visiting the museum.

- Art has texture—that's how something feels, or how it looks like it might feel.
- Even though we can't smell, hear, or taste most works of art we can imagine how we would use our senses in the places they depict.
- Some art is flat and hangs on a wall—but there are also objects, like furniture and sculptures. Sometimes these are big enough to walk around.



William Geib. *Square Piano*, c. 1830

## Standards Addressed

VAK-1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1, 5.2, 6.1

MI.G.4

MK.G.2; ELA I.3, P.5, C.1

KS.1.A.1, K.P.4A.1, K.P.4A.2

SSK-1.3, 4.1

De.CR NH.3, NH.4, NH.5, NH.7

## In the Classroom

Prepare students for your visit with one or more of these activities.

- Have students make sounds with their bodies by clapping, stomping, and snapping. See if your students can follow along with rhythms and patterns—you can even try matching a visual pattern to a musical pattern.
- Discuss different tastes experienced at meal or snack times. Talk about the different categories those can fall into.
- Examine some works of art together and think about how they might use the five senses to engage with them—have students describe what they see and then imagine what these objects would smell, feel, taste, or sound like.
- Allow students to explore different textures and smells in centers or as a group.
- Go on a nature walk and use your five senses to experience the world.