

How Art Works: 4th-5th Grade

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

columbiamuseum.org/learn



Resources

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

- History of the World in 100 Objects: British Museum. http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#1
- Stained-Glass Windows: Scholastic: <http://www.scholastic.com/browse/article.jsp?id=3754175>
- Creating and Conserving Art: Khan Academy. <https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving>

Big Ideas & Major Themes

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

- Art can be made from a variety of materials, both manmade and natural. Artists can manipulate these resources to create variations in elements like texture or form. On our tour we'll learn about processes used to create art.
- Art can serve a certain purpose within a society, whether it's as a useful object or a tool for conveying information.



Frederic Remington. *Bronco Buster*. 1895.

Standards Addressed

VA4-4-1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 6.1; 5-1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 6.1, 6.2

De. C.1M.7, C.1H.7, C.NM.8, C.NH7.1, IL.7.1, IM.7.1, CR NH.3, NH.4, NH.5
M 4.6.4

ELA I.3, RL.7, C.1.1, C.1.2, C.2.1

S 4.P.4A.3, A.4

SS 4-1.3; 5-2.3, 3.1, 3.4, 6.6

In the Classroom

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

- Look at an object together and ask students to make inferences about its purpose or its culture based on what they can see. Try to trace that object back to its original materials and consider how it was made.
- Give students a design challenge (e.g. build a structure that can support your own weight) and as a team have them determine the best materials to use as they refine their prototype.
- Discuss the role of stained glass windows in churches being used to convey information to people who couldn't read. Have students create their own stained glass windows (using wax paper, sharpies, glue and tissue paper) to convey a concept they're studying now.
- Have students design a robe that a leader of a culture you're studying might have worn. Discuss how color and shapes can be used as symbols.