



See.Think.Do! Early Arts Gallery visit and studio project **Veiled Lineage: January 5—February 13, 2009**

Developed and led by Early Arts Teaching Artist Jude Bond

- Greet the group as they arrive so they see a familiar face and they know who is in charge of their visit. Gather them immediately in the area near the door so they can remove coats and other winter gear and leave it all in one place. Have students sit in that same area as soon as gear is removed. This settles them right away in one place, lets them know who is in charge, and helps get them focused to explore the gallery and discuss the work.
- Welcome them to the gallery and thank them for coming to visit. Explain that sometimes I come to their classroom to work and teach them about art, and this is another place where I work and today I will teach them here.
- Ask the following questions:
 - How many of you have been to the Firehouse Gallery before?
 - What is a gallery?
 - What might we see in a gallery?
- Talk about the rules of the gallery:
 - respect the art, the space, and each other
 - look but do not touch
 - walking feet
 - indoor voices
- When discussing the rule about respecting the artwork, remind them of when we make art in the classroom and how careful we all are with their work after it is done. We carry it carefully to the drying rack because we are respectful of the work and it is important to take care of it. We hang it on the wall so everyone can admire it. It is the same thing in the gallery. These artists made this artwork and it is important to them. We care about keeping the artwork safe and beautiful. We can look at it and admire it, but not touch it, unless someone tells us we can.
- Focus first on the sculptures in the center of the room. Ask the following questions:
 - What is a sculpture?

- What are they made of?
 - What do you see?
 - Do you see anything you recognize?
- Tell a little bit about the work, what the artist, Jerry Geier, was thinking about when he made it. Talk briefly about what inspired the work (totem poles, drums etc.) Ask the following questions:
 - What is your favorite animal?
 - Have you ever made a sculpture?
 - Have you ever worked with wood?
 - Have you ever worked with clay?
- Tell them these sculptures are a little bit different than most that they might see in a gallery. Point out the hollowed out areas of the sculptures. Take one of the sticks and demonstrate the drumming on the sculptures. Try different ones and different areas to make them aware of the different pitches you can achieve. Show a variety of different ways of striking the drums. Explain that the faces must not be hit and that it does not take a very hard strike with the drum stick to get a good sound. Remind them that although they are drums, they are still sculptures, and they cannot be struck as hard as a regular drum. Ask the following questions:
 - Have you ever played a drum?
 - Do you know anyone who plays the drums?
 - Can you think of any time that drum playing might be fun or helpful?
- Now it is time to play the drums. Depending on the size of the class, divide the group into smaller groups for a turn to play. Five at a time is a good number. Explain that we are going to take turns being the players, and the audience. Everyone will get a turn to play and everyone will get a turn to be the audience. Have the first group of five or so come up. Give each of them a drumstick. Tell them that on the count of five they can begin to play and they can move around the sculpture as much as they wish while it is their turn to play. Establish in advance a signal to stop playing and have them look out for it. The audience will listen while the first group plays. After the first group plays for about three-five minutes let the second group go and so on. Have each child in the first group chose who to give their drumstick to for the next turn. Encourage applause from the audience after a group goes. After all the children have had a turn to play the drums put the drums sticks away.
- Ask the following questions:
 - Did you like playing the drums?
 - What did you like best about it?
 - How did it make you feel?
 - Can you think of anything else you could use to make a sound on the drums?
 - Can you think of anything else you could drum on that would make a sound?
 - Which was your favorite sculpture and why?
 - Which do you like best, the people or the animals and why?
 - Do you have any pets?
 - Have you ever made any art about your favorite animal or pet; a drawing, painting or sculpture?
 - Do you think you would like to make some art about your favorite animal or pet?
 - Have you ever made any art about special people in your life?
- Now turn your attention to the paintings on the wall. Explain that a different artist, Terry Hauptman, made these paintings. Explain about the process of drawing and painting on large paper. Explain about the scrolls, how they are rolled paper on sticks. Have the students get up as a whole group and walk around the gallery looking at the paintings on the walls. When they

come back to where they began, have them sit down as a group again. Ask the following questions:

- Did you see anything you recognized?
 - What things were they?
 - What colors did you see?
 - What was your favorite part?
 - Have you ever done drawings or paintings?
 - Have you ever worked on really big paper?
 - How do you think the artist worked on these large paintings?
 - Would you like to try some big drawings or paintings sometime?
 - Do you ever listen to music when you are making art?
 - How do you think music might affect your art making?
- Wrap up – Both these artists were thinking about history and family when they were making the artwork. They were thinking about other countries, and other times, and other people that came before them. Ask the following questions:
 - Do you know what country you came from?
 - Do you have any relatives in other lands?
 - Do you have any photos of people in your family from long ago?
 - If so tell us about one of them?
 - Do you know any of your relatives in this country or in another country who are older, like parents, grandparents, uncles, aunts?
 - Do they ever tell you stories about the past?
 - Can you think of a story to tell us?
 - The artists whose work is in this show were thinking about their history and the history of their families and different cultures when they made their art. You too could make art about music, family, history and celebration.
 - Follow up Tin Can Art project to be done in the Firehouse classroom or on a follow up visit in their classroom.

Tin Can Art

Materials –

- Empty coffee cans with plastic lids
- Marbles
- Dice
- Jacks
- White paper cut to fit the height of the can and wrap around inside
- Tempera paint in several colors – if you use primary colors (red, blue, and yellow) you can use two at a time and mix secondary colors in the process
- Bowls for paint
- Plastic spoons
- Newspaper for laying out finished work

Procedure –

- Take one of the cans with the lid on and demonstrate how you can use them for a drum
- You can use your hands to make a variety of percussion sounds on the plastic lid
- Hand out cans with lids to each child – or take turns with them if there are not enough

- If there are not enough for the whole group you can have some of the students play the drums while others listen and practice being the performers and the audience
- Choose a song that has a good steady beat and play the drums while you all sing
- Collect the cans
- Explain that now you are going to show them a way that the cans can make another kind of music and make a painting at the same time!
- Take the lid off one of the cans
- Place a sheet of white paper inside so it wraps around the sides
- Place one marble in a bowl of tempera paint
- Scoop the marble up from the bowl with the plastic spoon so you get a little bit of paint also
- Drop the marble into the can
- Replace the lid
- Shake, shake, shake the can
- Talk about the sounds that it makes
- Sing a little song or rhyme while shaking the can
- Open the can, remove the paper, and show how the marble made music and art!
- Replace the paper, and repeat with a second marble in a different color
- Shake, shake, shake the can
- Open the can, remove the paper, and show how the two colors have mixed together
- If you are using the primary colors, this will also show students how the two colors have made a third color
- Now let the students try it either all at once if there are enough cans, or in small groups
- Experiment with different color combinations, different numbers of marbles, different amounts of paint etc.

Extensions –

- Try using the dice and jacks and compare the types of marks they make
- Try it on dark paper with gold and silver paint for a night sky effect
- If you wish to connect the project to the show even more you could wait until the paintings are dry and duct tape or glue the ends to wooden dowels or chopsticks and turn them into scrolls like the scroll paintings seen in the show. You could draw on them after they are dry also with markers, colored pencils or crayons to add in more information prior to attaching them to scrolls.