

Appendix C

Introduction to Art Station Activities & Tips



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The *Art Station Activities & Tips* are set up throughout the area where artworks are displayed. The set up for these art stations may include a table and chairs or a rug for a floor activity. In general, the activities at each station provide:

- hands-on experiences for the child
- opportunities for parent-child interactions
- Connections of the artworks to concrete experiences

Appendix C provides descriptions of several art station activities for Family Night at the Museum. It is important to choose activities that are the best fit for your program and families.

Birds of a Feather is an example of a multi-sensory art station activity. Each station is designed to be multi-sensory, emphasizing kinesthetic, tactile, auditory, and visual sensory experiences. It is important that the activities help bring the art works to life.

Facilitators of Fun and Learning (FFL)

FFLs are teaching teams, family service workers, family literacy coordinators, parent educators, other Head Start staff, and volunteers who will participate in Family Night at the Museum. FFLs are responsible for:

- knowing information about the artwork and artist
- understanding how the artwork and art activity are connected
- creating a model of the activity for the art station(s) they will support
- engaging families as they visit an art station
- assisting children and families to ensure successful outcomes

Setup

Art stations should be placed strategically throughout the event space. Each art station activity should have a connection to the artwork.

Key Elements of Art Stations

- 1** The **Description** section provides some basic information staff can use to facilitate conversations with families as they interact with the particular art station activity.
- 2** The **Procedure** section is designed to help FFLs understand how to conduct the art station activity.
- 3** The **Materials** section provides a list of materials needed for each activity. All materials should be available and placed at each station before the event begins. In some cases, it is important that materials are prepared before the event begins.
- 4** The **Art Station Tips** section is designed to give FFLs ideas about skills and concepts that can be emphasized as children and families interact at the art station. The sensory experiences provide ideas that can be used to create a sensory-based art station. (There may not be a suggested sensory experience for each suggested art activity).
- 5** Pay attention to the **Related Artworks** section. This section provides ideas about which artworks are related to each activity. Your program staff may want to position the stations near the artworks, as suggested in this section. Staff may have additional ideas about matching artworks with activities. Each artwork and corresponding activity should have a common theme or idea. For example, the activity “Climbing the Ladder—One Step at a Time” corresponds with the artwork *The Ladder of Booker T. Washington*. In addition, your program may have new or different ideas about art station activities. Art station activities listed in this section are examples that can be replicated as described or adapted to better support the families in your community. For additional ideas about art activities that relate to artworks, refer to *Section II: Conversation and Teaching Experiences in the sections entitled Related Educational Experiences and Related Family Literacy Experiences*.
- 6** The **Related Children’s Book** section provides the opportunity to have children’s books displayed at the art stations. This is a strategy to emphasize the connection among the art activity, the artwork, and family literacy. In order to make this connection, FFLs can read the storybook to children, say a few words about how the book relates to the painting, or use any other creative idea that enriches the art stations’ connection to family literacy.

There are additional children’s books listed in Appendix A: Annotated Book References. This section provides children’s books for each of the 40 *Picturing America* artworks.

Mirrors, Mirrors All Around Us

Description

A mirror reflects what is in front of it. Mirrors can show us how we look. When preschool children look at themselves in the mirror, they react differently. Some may appear bashful, while others are excited and enamored with what they see.

Materials

- Childproof, unbreakable mirrors (or other items that create a reflection)

Step

Do This

- 1 In the art station, place mirrors or other items that can serve as a mirror to the left, right, and front.
- 2 Families can look at the *Picturing America* artwork displayed at this station and encourage children to imitate the pose.
- 3 Talk to children about posing and what it looks like. For example, tell children that sometimes a pose can make it look like you are thinking.
- 4 Children can pose in a standing or sitting position.

Art Station Tips

- Use the painting as a teachable moment to reinforce or introduce
 - ◆ vocabulary—posing, reflection, thinking



Related Children's Book

Owl Babies by Martin Waddell. Owl babies in the nest think about their mother flying away. They think she won't return. She does.

Related Artworks

- 2-A John Singleton Copley, *Paul Revere*, 1768
- 9-B Alexander Gardner, *Abraham Lincoln*, February 5, 1865
- 4-B Hiram Powers, *Benjamin Franklin*, 1862
- 3-B Gilbert Stuart, *George Washington*, 1796
- 5-B N.C. Wyeth, *Cover Illustration for the Last of the Mohicans*, 1919

Escape to the City

Description

A cityscape is the urban version of a landscape. Townscape is roughly the same as *cityscape*. The number of people and size of buildings can show the difference between a city and a town. In the arts, a cityscape (urban landscape) is an artistic representation, such as a painting, drawing, print or photograph, of a city or urban area. City streets are full of exciting shapes. Follow the steps below to make your own city scene.

Materials

- 8½" x 11" sheet of sketch paper or construction paper (white and black)
- Crayons, pastels or colored pencils
- Soft pencils
- Ruler

Step

Do This

- 1 Lightly sketch the outline of different buildings across the bottom of the paper (rectangles and squares).
- 2 Draw taller buildings behind. You can show the child how to use a ruler to keep the lines straight.
- 3 Sketch in building details, such as doors and windows. Make details smaller in the background so some buildings look farther away.
- 4 Go over the outlines with wax crayons, pastels, or colored pencils. Use a different color for each building.
- 5 Color the rest of your picture using strong, bright colors. Paint a blue sky behind your city, or use white paper. To draw a city at night, use bright red, yellow, white, and blue crayons on black paper. Use tiny, brightly colored dashes for lit-up windows.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ shapes—rectangles, squares
 - ◆ vocabulary—neighborhood, day, night
 - ◆ colors—black, white, red, blue

Related Children's Book

Noisy City Night by Sara Anderson. Sounds of the city at night are cleverly rhymed in this board book with cutout pages.



Related Artworks

- 12-B Childe Hassam, *Allies Day*, May 1917, 1917
- 3-A Grant Wood, *Midnight Ride of Paul Revere*, 1931
- 20-A Richard Diebenkorn, *Cityscape 1*, 1963
- 17-B Romare Bearden, *The Dove*, 1964

Happy Faces...Sad Faces

Description

Faces and expressions are important. Humans can adopt a facial expression, which shows our emotions. Sometimes you cannot help making a facial expression. It just happens based on how you feel. Some expressions can be understood between people from different cultures—happiness, sadness, and anger are examples.

Materials

- Hand held childproof, unbreakable mirrors
- Optional: Happy face stickers

Step

Do This

- 1 Talk about feelings facial expressions with children
- 2 Then give children a mirror, ask them to look into the mirror and make a happy face. Ask the children what happens to their eyes, mouth, eyebrows when they make a happy face.
- 3 Repeat Step 2 using another facial expression
- 4 (Optional) Before the children leave, put a happy face sticker on the back of their hand.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ recall, decision-making (choosing)
 - ◆ vocabulary—better, worried, happy, sad, scared, thinking
 - ◆ feelings—happy/sad
 - ◆ parts of the face—eyes, nose, mouth, eyebrows, eyelashes, ears

Related Artworks

- 5-B N.C. Wyeth, *Cover Illustration for The Last of the Mohicans*, 1919
- 18-B Dorothea Lange, *Migrant Mother*, 1936
- 12-A John Singer Sargent, *Portrait of a Boy*, 1890



Related Children's Book

- *Owl Babies* by Martin Waddell. Owl babies in the nest think about their mother flying away. They think she won't return. She does.
- *Feelings* by Alikei. Sometimes it's hard to explain how you feel. Explore the many and varied feelings of young children in response to disappointment, happiness, and being alone, to name a few.

Straws Can Be for Painting

Description

Blowing paint with a straw makes the paint wander in wiggly lines and creates wonderful and unusual shapes. Sometimes a straw painting may start to look like something recognizable—such as a fluffy chick, a flower, a person’s hair, or an insect.

Materials

- Straws
- Sketch/ Paint Paper
- Paintbrushes (a variety of sizes)
- Crayons
- Water (to make paints runny)
- Paints

Note: Add water to the paints to make them runny.

Step

Do This

- 1 Choose a paint color. Drip a large blob of paint onto the paper with a brush.
- 2 Gently blow the paint with the straw. The paint will spread across the paper in wiggly lines.
- 3 Add different colors one by one.
- 4 Parents can ask children what they think the wiggly lines look like.
- 5 Add details with a crayon or paintbrush to complete the painting.

Art Station Tips

- Use this activity to reinforce or introduce:
 - ◆ physical experience—blowing
 - ◆ skill—visual discrimination decision-making (choosing)
 - ◆ vocabulary—straw
 - ◆ all colors



Related Story

Use the picture that was created from the straw painting to stimulate story telling.

Related Artworks

- 10-B Various Artists, *Quilts: 19th through 20th Centuries*
- 14-B Joseph Stella, *Brooklyn Bridge*, c. 1919-1920

Make it Abstract

Description

You don't have to make your paintings look realistic. Many famous artists painted using bright colors and interesting shapes. This is called abstract art.

Materials

- 8 ½" x 11" paper
- Pencils
- Paints
- Paintbrushes (a variety of sizes)
- Crayons
- Glue
- Colored paper
- Magazines
- Newspapers

Step

Do This

- 1 Families can decide with their children what their abstract art will look like.
- 2 Tear colored paper or magazine pages as you need them.
- 3 Glue the torn colored paper on the 8½" x 11" piece of paper, creating the artwork that the family talked about.
- 4 Add details as needed with crayons, paints, or pencils.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall, creative imagination
 - ◆ vocabulary—travel, traffic, light, bridge
 - ◆ colors—red, green, blue
 - ◆ concept—night and day, stop and go, first and last

Related Artworks

- 14-B Joseph Stella, *Brooklyn Bridge*, c. 1919-1920
- 20-A Richard Diebenkorn, *Cityscape I*, 1963



Related Children's Book

- *The Bridge is Up* by Babs Bell. This cumulative picture book tells what happens when a bridge goes up. Vehicles arrive at the water's edge, but "the bus can't go, the car can't go, the bike can't go, so everyone has to wait." Young children who have trouble waiting will enjoy seeing the increasing impatience of animal characters who want to move on and their satisfaction when the bridge comes back down.
- *City Patterns* by Nathan Olson. Photographs of objects and scenes found in a city teach readers to recognize patterns.

What's in Your Neighborhood?

Description

A collage is made by putting together different forms to create a new whole. A collage may include newspaper clippings, ribbons, colored papers, parts of other pictures, photographs glued to a piece of paper—creating a new whole!

A neighborhood is also called a community. In many neighborhoods, some of the neighbors know each other. Many times, children in the neighborhoods play together. Cultures use different words to describe neighborhoods.

Make a collage of a neighborhood from scraps cut or torn from magazines. Choose a theme you find interesting. Look at the examples of collage themes listed here for ideas:

Materials

- Cardboard or poster board (variety of colors)
- Plenty of old newspapers and family-focused magazines
- Safety scissors
- White glue
- Colored tissue paper

Step

Do This

- 1 Families can talk about what's in their neighborhood.
- 2 Find pictures in magazines or newspapers that represent the family's neighborhood. Using safety scissors, children can cut out as many pictures as they want or tear the pictures out of magazines.
- 3 Arrange the pictures on the cardboard or poster board until the family likes the way they look.
- 4 Glue the pictures onto the cardboard or poster board.
- 5 The finished product should be a collage of their neighborhood.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill-recall, visual discrimination decision-making (choosing)
 - ◆ vocabulary-neighborhood, community
 - ◆ all colors
 - ◆ all shapes
 - ◆ same/different

Related Artworks

- 17-B Romare Bearden, *The Dove*, 1964



Related Children's Book

- *Noisy City Day* by Sara Anderson. Sounds of the city are cleverly rhymed in this board book with cutout pages.
- *Abuela* by Arthur Dorros. Collage illustrations of New York City burst with energy and beauty. The book is a spirited tribute to the power of love and family pride between Rosalba and her grandmother.

Flags Waving High

Description

A flag is a piece of cloth, usually rectangular, of distinctive color and design. It is used as a symbol. One of the most popular uses of a flag is to symbolize a nation or country. Flags represent honor and pride.

Materials

- Cotton cloth, such as muslin
- Pinking shears or adult scissors
- Small paintbrushes
- Paints
- Water in cups
- Dowel sticks (optional)

Step

Do This

- 1 Cut the cloth into 10" x 16" rectangles. You will need to use pinking shears or adult scissors.
- 2 Children can create the likeness of a flag, e.g., the American flag, a flag of their native or ancestral country, or any other flag they design.
- 3 Children can paint the flag.
- 4 Optional- Glue a dowel stick down one side on the back to create a waving flag.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall, motor coordination
 - ◆ vocabulary—flag, marching, honor, pride

Related Artworks

- 12-B Childe Hassam, *Allies Day*, May 1917, 1917



Related Children's Book

Meet Our Flag Old Glory by April Jones Prince. Rhyming text explains the history of the American flag.

Pots...Pots...Pots

Description

A potter's most basic tools are the hands, but many additional tools have been developed over the long history of pottery, including the potter's wheel or turntable, shaping tools, rolling tools, cutting/piercing tools and finishing tools. Pottery can be made in many shapes. This art activity shows you how to make a simple clay pot and decorate it with lively colors and patterns.

Materials

- Air-drying or modeling clay
- Water

Art Station Tips

- Use the activity to reinforce or introduce pottery and clay.

Step

Do This

- 1 Roll the clay into a ball between the palms of your hands. It should be about half the size of a tennis ball.
- 2 Holding the ball in one hand, push the thumb of your other hand into the middle of the ball.
- 3 Form a space in the middle of the pot by gently pinching the sides between your thumb and fingers. Keep turning the pot as you pinch, to keep the sides the same thickness.
- 4 When you like the pot's shape, flatten the bottom by tapping it gently on a flat surface. Decorate it by adding pieces of clay to the surface.



Related Children's Book

The Pot That Juan Built by Nancy Andrews-Goebel. Juan Quezada is a Mexican potter who makes beautiful clay pots the same way potters in the area did hundreds of years ago.

Related Artworks

- 1-A Various Artists, *Pottery and Baskets*, c. 1100 to c. 1960

A Basket for Me

Description

Basket weaving is one of the most widespread crafts in the world. It is hard to say just how old the craft is. Basket weaving is practiced by many cultures of the world. For example, Hispanic, Middle Eastern, African, and American Indian cultures are just a few of those that have made basket weaving a part of their cultural history.

A wide variety of patterns can be made by changing the size and color of the weave.

Materials

- Yarn (different colors) or raffia
- Paper plates with cut slits
- 8½" x 2" strips of construction paper (different colors)
- Stapler
- Glue

Step

Do This

- 1 Prepare 7-inch paper plates by cutting 2-inch slits from the outer edge toward the center of the plate. Space the cuts approximately two inches apart. Continue cutting until you have cut slits around the entire paper plate.
- 2 Using a weaving technique, weave yarn or raffia, a dried palm reed, back and forth between the cut slits around the paper plate until it is finished.
- 3 Bend the paper plate upward. The sides should be completely covered with yarn or raffia. The bottom should not be covered with yarn or raffia.
- 4 Using colored construction paper, cut strips 8½" x 2" in different colors.
- 5 Glue or staple an 8½" x 11" strip of construction paper on the left side, then glue or staple the other side of the construction paper strip to the right side of the paper plate. This will create a handle.
- 6 When finished, you should have a basket.

Art Station Tips

- Use the painting and art activity to reinforce or introduce baskets and weaving.
- You may ask for a parent or community member who has experience with basket weaving to come in and volunteer to show basket weaving.

Related Artworks

- 1-A Various Artists, *Pottery and Baskets*, c. 1100 to c. 1960



Related Children's Book

- *A Birthday Basket for Tia* by Pat Mora. Cecelia prepares a gift for her great-aunt's 90th birthday.

Let's Go On A Scavenger Hunt

Description

A scavenger hunt is a game in which people work together to find items from a list. For the Scavenger Hunt, the goal is to find all the items on the list.

Materials

- Printed copy of **A Head Start on Picturing America** Scavenger Hunt list formatted to include a designated space to jot down which artwork contained each item

Related Artworks

- The scavenger hunt items should represent your program's choices of artworks.

Step

Do This

- Give families a list of different items to find in the *Picturing America* artworks.
- As families are walking about sharing thoughts and ideas about the *Picturing America* artworks, they will look for the items on the Scavenger Hunt list. The items should not be very difficult to find. Here is a sample list:
 - flags
 - boat
 - a ladder
 - sun going down (setting)
 - person riding a horse
 - dancing
 - musical instruments
 - a pink bird
 - boy sitting in a chair
- Families should be able to name the artwork where they found each item.

Note: This could be a good activity for families who have older siblings with them. The older siblings could be responsible for completing the **Let's Go On A Scavenger Hunt**.

Tea Time

Description

At one time afternoon tea was a light meal eaten between 3 pm and 5 pm in the United Kingdom. However, changes in social customs and working hours mean that most British people now only take afternoon tea on special occasions. Traditionally, loose tea would be served in a teapot with milk and sugar. Many British people still have a cup of tea and a snack at teatime.

Materials

- Teapot (real or make-believe)
- Cups and saucers (real or make-believe)
- Spoons (real or plastic)
- Water or tea
- Napkins (real or paper)
- Creamer bowl (real or make-believe)
- Sugar bowl (real or make-believe)

Step

Do This

- 1 Have tea or water available. Set up the tea cups, saucers, and spoons. Pour tea or water into the teapot. As parents are serving the tea or the tea is being served by their children, engage in conversation.

Art Station Tips

- Sing the Song "I'm a Little Teapot."

Lyrics: I'm a little teapot, short and stout,
Here's my handle, here's my spout,
When I give a whistle, hear me shout,
"Tip me up and pour me out."
- Use the painting and art activity to reinforce or introduce:
 - ◆ positions—top, side, front, behind
 - ◆ counting—1, 2, 3
 - ◆ reciting and memory skills, singing



Related Children's Book

Miss Spider's Tea Party by David Kirk. In this counting book, bugs are afraid to come to Miss Spider's tea party until they learn how nice she is.

Related Artworks

- 2-B Various Artists, *Silver of the 18th, 19th, and 20th Centuries*
- 2-A John Singleton Copley, *Paul Revere*, 1768

A Picture Book

Description

Wordless picture books serve as an initial step towards reading. Their stories are told entirely through a sequence of illustrations. As children follow the pictures, they verbalize the action in their own words, a process that builds vocabulary and comprehension skills. Children may interpret the stories in their own way and, in the process, learn that stories have a beginning, middle, and end.

Materials

- Cardstock or construction paper
- Yarn
- Scissors
- Glue
- Crayons
- Magazines w/child and family themes
- Hole punch
- Newspapers



Related Children's Book

Each child's wordless picture book story.

Step

Do This

- 1 Families can decide on a short story title.
- 2 Allow children to talk about the actions of their short story. Use the magazine pictures to help with ideas.
- 3 Families can use magazines or newspapers to find pictures that will show the actions of the short story. Families can work together to show the actions of the short story by drawing some or all of the pictures. A three- or four-page story is suggested.
- 4 Draw or glue one picture on each page (the size of 3"x5" index cards) in sequence.
- 5 When families have finished the short story, make sure the pictures are in the order that shows a beginning, middle, and end.
- 6 Use a hole puncher to punch two holes on the left of the story cards or at the top of the story cards. Tie yarn through the holes in the story cards. Now take a minute and have your child read the story to you.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall
 - ◆ concept—creativity and imagination
 - ◆ vocabulary word—storytelling

Related Artworks

- 12-A John Singer Sargent, *Portrait of a Boy*, 1890

Have You Had Your Wheat Today?

Description

Wheat is a cultivated grass. It is the second most-produced food: corn is the first and rice is the third. Wheat grain is used to make flour, breads, cookies, cakes, pasta, noodles, and some breakfast cereals.

Materials

- Plastic baggies
- Grains of wheat
- A slice of white bread
- A slice of wheat bread
- A cookie
- Plastic bowls/open containers
- Oatmeal grains
- Flour (white and wheat)
- Pasta (different shapes and colors)
- Whole grain breakfast cereals

Note: Put the grains of wheat in a bowl that will give families an opportunity to feel and smell the grains. Other foods that you can put in separate bowls are the oatmeal grains and pasta. The white bread, wheat bread, and cookie can be placed in separate baggies. The selected breakfast cereals and flours can be placed in separate baggies.

Step

Do This

- 1 Talk about the wheat grains in the bowl. Let children put their hands in the bowl of grains. Let them smell it.
- 2 Tell children that on the table are some foods made from these wheat grains.
- 3 Families can ask the children what foods are on the table. Ask children if they know which foods are made from wheat.

Art Station Tips

- Use the activity to reinforce or introduce:
 - ◆ concept—different
 - ◆ vocabulary—wheat, grains
 - ◆ concept—predicting
 - ◆ skill—science investigation
 - ◆ sensory experience—wheat, yeast, bread, flour, cereal, grains



Related Children's Book

The Little Red Hen by Paul Galdone. When a hen wants to bake some bread, her friends are too lazy to help her. She makes it herself.

Related Artworks

- 9-A Winslow Homer, *The Veteran in a New Field*, 1865

Climbing the Ladder—One Step at a Time

Description

A ladder is used to reach something taller than you. There are many reasons to use a ladder. Firemen use ladders to rescue cats from trees. Roofers use ladders to climb on roofs and fix water leaks. Telephone workers use ladders to climb up telephone poles. Painters use ladders to help reach high parts of the walls and ceilings.

A ladder is also used as a positive symbol: “moving up the ladder,” “climbing the ladder of success,” and “getting to the top.”

Materials

- 11"x17" or 8½"x11" construction paper (black)
- White glue
- Popsicle sticks

Step

Do This

- 1 Allow each child to have a black sheet of construction paper.
- 2 Have parents show children how to lay popsicle sticks up and down on the black construction paper.
- 3 Then show children how to lay two popsicle sticks right to left on top of the up and down popsicle sticks.
- 4 Children will glue the popsicle sticks up and down on the black construction paper.
- 5 Now, let children glue popsicle sticks left to right on top of the up and down popsicle sticks.
- 6 When children have finished, allow the glue to dry on the ladders. Tell families they can come pick up their ladders before they leave.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall, guessing/estimation
 - ◆ vocabulary—ladder, climb, rungs (steps)
 - ◆ counting
 - ◆ visual/physical experience: imitate climbing a ladder

Related Artworks

- 20-B Martin Puryear, *Ladder for Booker T. Washington*, 1996



Related Children's Book

A Ladder to the Stars by Simon Puttock. On her seventh birthday, a little girl wishes she could dance with the stars in the sky. Eventually, her wish comes true.

Are You Puzzled?

Description

Puzzles are created to make you think. In a basic picture puzzle, pieces are put together in order to create a picture.

Materials

- Colored copy of the selected artwork
- Cardstock or construction paper of the same size as the reproduced artwork
- Markers

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall, matching, motor
 - ◆ vocabulary—puzzle, pieces
 - ◆ colors—blue, yellow, black
 - ◆ number recognition

Step

Do This

- 1 Reproduce the artwork in color. The larger it is, the better it will be for the children. (Note: Steps 1 to 7 must be done before the Family Night at the Museum event.)
- 2 Laminate the artwork or reproduce on heavy cardstock.
- 3 Cut the artwork into several pieces shaped differently. The size of the artwork should determine the number of pieces. They are now puzzle pieces.
- 4 Using a marker, write a number on the back of each puzzle piece.
- 5 On another piece of cardstock or paper that is the same size as the paper used to reproduce the artwork, trace each of the puzzle piece shapes. Be sure to trace them in the order from top to bottom, left to right.
- 6 Match each cut out piece with the same shape on the whole piece of paper.
- 7 Now write the same number that is on the back of the puzzle piece in the corresponding space on the whole piece of paper.
- 8 During Family Night at the Museum, lay the whole piece of paper on the art station table with the puzzle pieces of the artwork placed in order on top of the whole paper.
- 9 Allow families to mix up the puzzle pieces and place them back in the appropriate place. Children may use their imagination or match the numbers on the back of the puzzle pieces with the spaces on the whole piece of paper.

Related Children's Book

Autumblings: Poems and Paintings by Douglas Florian Short poems and paintings focus on the differences between seasons.



Related Artworks

- 20-A Richard Diebenkorn, *Cityscape I*, 1963
- 17-B Romare Bearden, *The Dove*, 1964
- 17-A Jacob Lawrence, *The Migration Series, no. 57*, 1940-1941
- 16-B Frank Lloyd Wright, *Fallingwater*, 1935-1939
- 14-B Joseph Stella, *Brooklyn Bridge*, c. 1919-1920
- 13-B Louis Comfort Tiffany, *Autumn Landscape—the River of Life*, 1923-1924

Build on Your Imagination!

Description

A person who creates the picture of how a building or house will look is called an architect. A person who builds the buildings or houses is called a construction worker.

Materials

- Blocks
- Imagination

Step

Do This

- 1 Work together as a family.
- 2 Use the building blocks to create a building.
- 3 Congratulate your success.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ shapes—round, rectangle, triangle
 - ◆ vocabulary words—dome, building, pillar



Related Children's Book

Arches to Zigzags: An Architecture ABC by Michael J. Crosbie. Rhymes and color photos introduce both the alphabet and diverse architectural elements, decorative to structural.

Abuela by Arthur Dorros. Collage illustrations of New York City burst with energy and beauty. A spirited tribute to the power of love and family pride between Rosalba and her grandmother (Page 25 shows a picture of the Chrysler building.).

The Napping House by Audrey Wood. Because of a tiny visitor, no one can sleep at naptime.

Related Artworks

- 16-A Edward Hopper, *House by the Railroad*, 1925
- 15-B William Van Alen, *Chrysler Building*, 1926-1930
- 7-A *State Capitol, Columbus, Ohio*, 1838-1861

A River Runs Through It

Description

A river is a natural stream of water, usually freshwater, flowing toward an ocean, a lake, or another stream. Usually, larger streams are called rivers while smaller streams are called creeks, brooks, and many other terms. There is no general rule that defines what can be called a river.

Rivers have been used as a source of water, for food, transport, as a defensive barrier, as a source of power to drive machinery.

Materials

- Very large sheet of butcher paper
- White and/or blue "8½ x 11" sheets of construction paper or paint paper
- Water colors
- Paint brushes
- Water in developmentally appropriate-sized containers: use styrofoam cups and cut away the top part of the cups
- Tape

Step

Do This

- 1 Ensure the painting is displayed at child's eye level.
- 2 Next to the painting, hang a very large piece of butcher paper. As families finish their watercolor art, let them know you will hang their picture on the butcher paper next to the actual painting.
- 3 Share with each family that they are artistic and will recreate the painting displayed at the art station.
- 4 Make sure children/families have an 8½" x 11" sheet of white or blue construction paper.
- 5 Children/families can glue white cotton balls on the paper to represent clouds.
- 6 Children/families can use the watercolors to recreate the scene in the painting.
- 7 As they finish their artwork, hang it on the butcher paper. As they leave, they may get their art to take home.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ colors—green, brown
 - ◆ concept—predicting the weather (rain); connecting status of clouds to rain
 - ◆ creativity and imagination
 - ◆ vocabulary words—clouds, river, rain, trees

Related Artworks

- 5-A Thomas Cole, *The Oxbow*, 1836



Related Children's Book

- *The River* by Nik Pollard. This book describes the sights and sounds of a river, from its source high in the mountains to the place where it meets the sea.
- *Blueberries for Sal* by Robert McCloskey. Little Sal and her mother have a surprising encounter while picking blueberries.

In the Woods

Description

Woods are areas covered with trees, leaves, grass, and twigs. Sometimes, rivers, lakes, and waterfalls can be found in the woods. It is also home to animals like bears, squirrels, wolves, birds, and other animals.

Materials

- Twigs
- Leaves
- Grass
- Blocks
- A simulation of water sounds (optional)

Step

Do This

- 1** Have the twigs, building blocks, grass, and leaves available on the art station table.
- 2** If possible, simulate or play the sound of water.
- 3** Allow families to use the twigs, leaves, and blocks to recreate the picture in the painting.

(Note: This is a great opportunity to have a conversation with the children as they have fun recreating the picture in the painting.)

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ creativity and imagination
 - ◆ vocabulary—waterfall, country, woods
 - ◆ all colors
 - ◆ all shapes
 - ◆ inside/outside

Related Artworks

- 5-A Thomas Cole, *The Oxbow*, 1836
- 16-B Frank Lloyd Wright, *Fallingwater*, 1935-1939

Related Children's Book

We're Going on a Bear Hunt by Michael Rosen. The book follows a family as they travel through river, mud, forest, and snowstorm in search of a bear—and quickly retrace their steps when they find one.



Taking Action

Description

Voting is a way for people or groups to show how they think or feel about something. During Family Night at the Museum, families will have an opportunity to vote for the painting they like best. They will also have a chance to freely share their thoughts and suggestions about the event.

Materials

- Stars (or other voting token)
- Family Night at the Museum Parent Questionnaire
- Soft pencils

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ skill—recall
 - ◆ creativity and imagination
 - ◆ vocabulary—vote, voting

Step

Do This

- 1 Talk about voting by explaining to families that they have an opportunity to vote at Family Night at the Museum. They will also voice their opinions by sharing what they think about the event.
- 2 Give each family member a star or other voting token.
- 3 Share with family members that they will use the voting tokens to vote for the painting they like best. *Note: At this point, share with families the system your program has decided to use for determining the artworks that families liked best.*
- 4 Give each family an evaluation form.
- 5 Ask families to complete the parent questionnaire before they leave.
- 6 Ask family members to come back by this art station to drop off their parent questionnaire before they leave. This is an opportunity for their ideas and opinions to be heard.



Related Children's Book

Click, Clack, Moo Cows that Type by Doreen Cronin. Follow this charming tale, illustrating the tenets of democracy, as the cows organize other barnyard animals to negotiate with Farmer Brown for basic “rights,” such as electric blankets.

The Day Gogo Went to Vote by Eleanor Sisulu. Great grandma Gogo is determined not to miss her first chance ever to vote.

Related Artworks

- 7-B George Caleb Bingham, *The County Election*, 1852
- 19-A Norman Rockwell, *Freedom of Speech, The Saturday Evening Post*, 1943

Music to My Ears

Description

A mission is a school or other institution founded for religious education and/or evangelization. Many Spanish missions today are considered historic landmarks. The first missions were built 400 years ago. The church was the focal point of the missions. Ranching and farming were also very important to missionaries who lived in the missions.

Invite families to enjoy the music as they work to recreate the Mission Concepción.

Materials

- Culturally appropriate Latin/Hispanic music
- Blocks
- CD or tape player

Step

Do This

- 1 Select tapes of culturally appropriate Latin/Hispanic music.
- 2 Play the tapes continually during the Family Night at the Museum event.
- 3 Display the painting *Mission Concepción, San Antonio, Texas*, at child's eye level.
- 4 Have blocks available (preferably cathedral blocks).
- 5 Invite families to use the blocks to recreate the Mission Concepción while listening to music.

Art Station Tips

- Include tactile experience: Place pieces of stone on the tables.
- Use the painting and art activity to reinforce or introduce:
 - ◆ round
 - ◆ colors
 - ◆ shapes
 - ◆ attributes—old, new, different, same

Related Artworks

- 1-B *Mission Concepción, San Antonio, Texas, 1755*



Related Children's Book

Architecture Shapes by Michael J. Crosbie, Steve Rosenthal. Double-page spreads feature a geometric shape on one side and a related architectural element on the other.

Choo! Choo! Here Comes the Train

Description

Trains are a way to travel from one location to another. Many people in big cities use trains everyday to go from one place to the next. They are usually called commuter trains. Many people also use trains to travel long distances. They are called passenger trains. There are trains used to transport cows, chickens, and other animals, as well as other types of cargo such as cars and machines. They are called freight trains.

Trains run on two tracks called rails. Trains are made up of railcars. Trains can be made longer or shorter by adding or taking away rail cars.

Invite children to enjoy the trains on the track. Encourage them to pretend they are train conductors.

Materials

- Trains
- Train tracks

Step

Do This

- 1 Display the artwork, *American Landscape*.
- 2 Set up train tracks and trains on the floor or tabletop for this art station.
- 3 Encourage children to engage in play with the trains.
- 4 Encourage children to focus on the trains in the artwork

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ train sounds
 - ◆ vocabulary—train, caboose,



Related Children's Book

The Little Engine that Could by Watty Piper. The little engine helps the toys get over the mountain before morning.

Related Artworks

- 15-A Charles Sheeler, *American Landscape*, 1930

Ledger Art

Description

Lakota Indians marked the passage of time by drawing pictures of memorable events on calendars called winter count. They sometimes drew the images on animal skins and also used other materials they could find. The 1800s was a time of great change for American Indians. As paper and art tools were acquired through trade and other means, ledger art became a favorite form of art. Ledger books were valued because they were portable and provided many surfaces for drawing and painting.

Materials

- Newsprint
- Finger Paints
- Wet cloths for clean-up

Step

Do This

- 1 At the art station, have materials such as newsprint, paper or old writing tablets.
- 2 Using these recycled materials, have children finger paint pictures that tell the story of a family event.

Art Station Tips

- Use the painting and art activity to reinforce or introduce:
 - ◆ recycling
 - ◆ storytelling
 - ◆ sensory experience—finger painting

Related Artworks

- 8-B Black Hawk, “*Sans Arc Lakota*”
Ledger Book, 1880-1881



Related Children's Book

Star People: A Lakota Story by S. D. Nelson. Two lost children are guided through a strange area by their deceased grandmother, who appears as stars in the sky.

Birds of a Feather

Description

Birds are usually characterized by feathers, a beak with no teeth, and the laying of hard-shelled eggs (many different shapes and sizes). They also have a lightweight but strong skeleton. All birds have forelimbs modified as wings and most can fly. A flamingo is an example of a bird that cannot fly. Some birds, such as parrots, are very intelligent. Many social species of birds exhibit cultural transmission of knowledge across generations.

Materials

- Non-breakable, childproof mirrors (or another mirror-like object that creates a reflection)
- Tape player or CD player
- A variety of feathers
- Tape or CD of Peter and the Wolf (musical version)
- Simulated bird's nest
- A variety of birds' eggs

Step

Do This

- 1 Optional: Play any version of Peter and the Wolf quietly as background music.
- 2 If available, place a long mirror or mirror-like object in the station.
- 3 Display bird feathers.
- 4 Display a simulated bird's nest with different sizes and shapes of birds' eggs.
- 5 Encourage children to imitate bird sounds.
- 6 Encourage children to imitate bird movements with arms, legs, neck, and feet as they watch themselves in the mirror.

Art Station Tips

- Use the painting and sensory experiences to reinforce or introduce the concepts or skills:
 - ◆ physical movement
 - ◆ physical coordination
 - ◆ colors—pink, green
 - ◆ body parts—arms, legs, neck, feet

Related Artworks

- 11-B James McNeill Whistler, *The Peacock Room*, 1876-1877
- 6-A John James Audubon, *American Flamingo*, 1838

Related Children's Book

Feathers for Lunch by Lois Ehlert. An escaped housecat encounters 12 birds in the backyard but fails to catch any of them and has to eat feathers for lunch.

