

## Discovering the Museum

Young students will be introduced to learning in a Museum. They will discover American history and art through storytelling, objects in our touch collection and explorations that emphasize multiple learning styles.

New York State Standards:

Elementary

The Visual Arts – Standards 1, 2, 3, 4

Social Studies – Standard 1

ELA – Standards 1, 3, 4

### Pre-Visit Lesson

For Grades Pre K - 1

Learning Outcomes:

Students will:

Understand the purpose and functions of a museum and what they will see in museums.

Become aware of how to behave in a museum and follow the rules they have learned about how they are expected to behave.

Teacher Planning:

Time Required: 60 minutes

Materials/Resources: White paper, Markers/crayons/water-based paint, brushes

Technology Needed: None

#### Preparation:

Teacher should become familiar with the basic functions of a museum, including terms associated with art and collections.

**Activity 1:** Ask the students if they know what a museum is and if they have ever been to a museum. If they have, what did they see there? If not, ask them what they think might see, hear, smell at a museum.

Tell the students about the functions of a museum:

A museum **collects, preserves, protects, studies, exhibits** and **educates** about different kinds of art, artifacts and historical objects.

What kinds of objects does each student collect? Have the students draw a picture of an object that is important to them, which they would put in a museum.

Have each student draw a picture of a museum they have been to or what they imagine a museum to look like on the outside, the inside and what would be inside and who would be there.

**Activity 2:** Introduce the rules of a museum. Ask the students how they are expected to behave in school? At home? At the Library?

Relate those familiar rules to the following found in a museum:

**Do not Touch** - Oils, sweat and dirt on hands can damage art works over time

**Do not Run** - Objects and visitors could be damaged or hurt

**Do not Eat or Drink** - Works of Art are important and valuable and a museum keeps them in good condition

**Stay Together** - Visitors will not get lost and learn with their group.

**Use inside voices** - Quiet voices allow your group and others to enjoy the museum's collection.

**Ask questions** - Docents are happy to answer visitor questions.

Make your classroom like a gallery in a museum. Hang the pictures from Activity 1, and practice the rules of a museum with the students.

Assessment: Students may be evaluated on understanding and implementation of Activity 1 and 2.

New York Curriculum Alignment

The Visual Arts - Standards 1, 2, 3, 4

Social Studies - Standard 1

ELA - Standards 1, 3, 4

### **Post-Visit Lesson**

For Grades Pre K - 1

Learning Outcomes:

Students will:

Make connections between art and historic objects viewed at the Albany Institute and objects they own or see daily.

Begin to understand the difference between art and function

Teacher Planning:

Time Required: 60 minutes

Materials/Resources: White paper, Markers/Crayons, Push pins/ tape

Technology Needed: computer and internet (suggested)

**Activity 1:** Discuss the objects the students saw at the museum.

What would they like to hang on their bedroom wall?

Talk about the difference between the objects the students saw in the museum and everyday objects including the following characteristics:

Age

Value

Purpose

Maker

Location

One of a kind or Mass produced

Refer to the Albany Institute's website, to the collections page. Remind students visually as to the some of the objects they saw at the museum.

What makes an object in a museum special? Do you have an object you would put into a museum? Why or Why not?

Assessment: Optional Closure Activity: Have students bring in their favorite object or draw it and display them throughout the classroom or school.

Supplemental Information: [www.albanyinstitute.org/collections/index.htm](http://www.albanyinstitute.org/collections/index.htm)

New York Curriculum Alignment:

The Visual Arts - Standards 1, 2, 3, 4

Social Studies - Standard 1

ELA – Standards 1, 3, 4

## **GLOSSARY**

**Artifact:** something created by humans for a practical use.

**Canvas:** a flat piece of fabric. An artist puts paint on it to make a painting.

**Collection:** a group of objects gathered for study, comparison and exhibition.

**Decorative Art:** Art which is generally concerned with being useful, such as furniture, ceramics and textiles.

**Frame:** What you put around a finished painting

**Gallery:** a room of building devoted to the exhibition of works of art.

**Museum:** an institution dedicated to the care, study and display of objects.

**Paint:** a liquid that comes in every color.

**Painting:** lines and colors applied to canvas.

**Sculpture:** an art object that you can walk around at the museum.

### Basic Information

#### [Access Art](#)

A collection of visual arts learning resources. For learners of all ages and educators.

#### [What is a Museum?](#)

Basic information about a museum's functions.

### Terms and Symbolism

#### [ArtLex Visual Arts Dictionary](#)

An online dictionary of more than 3,600 terms used in discussing art and visual culture. Images, quotations, pronunciation notes and cross references are also included.

### Teacher Resources

#### [Eyes on Art](#)

Activities and teacher resources which challenge the way you look and feel about art.

#### [Going to a Museum? A Teacher's Guide](#)

A comprehensive timeline to aid in planning a field trip to a museum.

#### [edHelper.com](#)

For all education disciplines and grade levels. Provides activities, lesson ideas, information and much more.

#### [Crayola Lesson Plans](#)

Search for lesson plans for a variety of disciplines and media.

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