

Teacher Candidate: Holly Romano

School: Easthaven Elementary

## Grade 5 — Trip to the Art Museum

<p style="text-align: center;"><b>Unit Focus</b></p>	<p><b>Central Focus/Theme/Concept: Museum Curator</b></p> <p><b>Essential Questions:</b> How does art get to the museum? Who chooses the art for a museum? Why is artwork grouped together?</p> <p><b>Project:</b> Museum Curator Game Play</p> <p><b>Anticipated # of lessons &amp; days for the unit:</b> 3 lessons, 2 class periods</p>
<p><b>A. Anticipatory Set</b> What do students already know &amp; how will you capture their interest for this unit?</p> <p><b>B. Rationale</b> Why is this unit of study relevant? All portions of the unit should demonstrate research-based practices to support art teaching and learning.</p>	<p>A.) The fifth-grade students know that they will be going to the Columbus Museum of Art in March for their field trip. While there, they might wonder how the artwork got to the museum and who chose the pieces that are on display. This unit will help answer those questions, as well as support a challenge for them to notice themes in the artwork while they are on their fieldtrip.</p> <p>B.) This unit is meant to serve as a base of knowledge for the students when they go to the Columbus Museum of Art. It is meant to prepare their minds and curiosity for their fieldtrip and deepen their experience.</p> <p>This unit also supports visual literacy skills for the students:</p> <p>“Visual literacy builds stronger readers, readers who can think about texts in numerous ways through a different lens, an important skill for critical readers and thinkers in the 21st century. Students skilled in visual literacy can create meaning from images, which in turn improves their writing proficiency and critical thinking skills. By integrating visual literacy into classrooms, we help students learn to collaborate and to discuss a wide range of ideas while expressing their own” (Minor, 2020).</p> <p>In groups, students will be viewing, analyzing, and discussing artwork while making collective decisions on what they see. They will also be building their teamwork and communication skills as they defend their decisions and compromise on the group’s display. Studies show that “students learning in a collaborative situation had greater knowledge acquisition, retention of material, and higher-order problem solving and reasoning abilities than students working alone” (<i>Benefits of Group Work</i>, 2022).</p> <p>This unit also utilizes game-based learning as a motivator for student learning, and as a path to make learning fun.</p> <p>“Games enable the integration of both intrinsic and extrinsic motivational components to cultivate an environment where players feel more motivated to engage in the target activities....A game in which the players interact with each other is more engaging and creates more opportunity for synergetic learning” (Hartt, Hosseini &amp; Mostafapour, 2020).</p>

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<b>What is the end goal of this unit?</b>	The end goal for this unit is support students' visual literacy skills when looking at and analyzing artwork and imagery.
<b>Lesson Descriptions</b>  Explain how the lessons build upon each other and connect.	<b>Lesson 1: How does a museum get artwork?</b>  In lesson 1, students will learn how museums acquire their collections, as well as work that is "on loan." There will be discussion about collections, exhibitions, and the multiple ways a museum can receive funds and artwork.
	<b>Lesson 2: Who picks the art for a museum?</b>  Lesson 2 will focus on the job of a Museum Curator. There will be discussion on what it means to curate and how a Curator makes decisions on what to bring into the museum and where to hang it. Students will also learn about how Curators create special exhibitions. The teacher will walk the students through the process of grouping artwork together based on a common theme using examples from previous exhibitions at the Columbus Museum of Art.
	<b>Lesson 3: Let's be curators!</b>  Lesson 3 will utilize game-based learning by having the students become curators in their table groups.  Each table (5 students) will receive a game set (white gallery space + 55 artwork examples) and will be tasked with creating a five-piece exhibition based on a given theme. The teacher will spin the wheel to decide on a theme and the students will be given time to review the artwork examples and discuss which pieces they think should be included in the exhibition. Students will then be able to do a gallery walk to see what each table group put together. The teacher will conduct a class discussion with "Was it interesting to see what your classmates chose?" and "Were you surprised by any of the artwork choices?"  After 3 rounds, the teacher will then allow each table to create an exhibition with their own theme.
<b>A. Technology</b> Explain briefly how technology is used to engage learners.	<b>Technology</b> <ul style="list-style-type: none"><li>Lesson will be presented on smart board</li></ul> <b>Integration</b>

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<b>B. Possible Integration</b> Brainstorm possible integration opportunities for this unit.	This unit can be integrated with the fifth-grade field trip to the Columbus Museum of Art in March 2024.
<b>Content Statement-CREATING</b>  From 2022 ODE Standards	<b>Lesson 3</b> <ul style="list-style-type: none"><li>• <b>5.3 CR</b> Select and use the elements of art and principles of design to investigate interdisciplinary concepts</li></ul>
<b>Content Statement-PERFORMING</b>  From 2022 ODE Standards	
<b>Content Statement-RESPONDING</b>  From 2022 ODE Standards	<b>Lesson 1 and 2</b> <ul style="list-style-type: none"><li>• <b>5.3 RE</b> Evaluate the relationship between works of art and human experiences</li></ul> <b>Lesson 3</b> <ul style="list-style-type: none"><li>• <b>5.1 RE</b> Use established criteria to assess works of art individually and collaboratively</li></ul>
<b>Content Statement-CONNECTING</b>  From 2022 ODE Standards	

<b>Performance Based Objectives</b>	<b>Lesson 1</b> <ul style="list-style-type: none"><li>• Students will learn how artwork ends up in a museum.</li></ul>
	<b>Lesson 2</b>

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	<ul style="list-style-type: none"><li>• Students will know that a Museum Curator selects, oversees, and catalogs artwork at an art museum.</li></ul>
	<b>Lesson 3</b> <ul style="list-style-type: none"><li>• Students will curate a collection of artwork.</li></ul>
<b>Performance Based Assessments</b>	<b>Lesson 1</b> <ul style="list-style-type: none"><li>• Students will listen to the teacher explain how an art museum acquires artwork.</li></ul>
	<b>Lesson 2</b> <ul style="list-style-type: none"><li>• Students will learn what a Museum Curator does at an Art Museum.</li><li>• Students will analyze past and present art exhibitions to estimate why they were curated together.</li></ul>
	<b>Lesson 3</b> <ul style="list-style-type: none"><li>• Working in groups, students will collaborate to categorize artwork based on common criteria to create an exhibition.</li></ul>
<b>Unit Vocabulary</b>	<b>Curate</b> – to select (the best or most appropriate) especially for presentation, distribution, or publication; to select and organize (artistic works) for presentation in (something, such as an exhibit, show, or program). <b>Theme</b> – a subject or topic of discourse or of artistic representation
<b>Additional Language Demands</b>  How have you designed opportunities to speak and/or write throughout your unit so	<ul style="list-style-type: none"><li>• Class discussion</li><li>• Small group discussion</li><li>• Reading on slide presentation</li></ul>

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<p>students have multiple ways to learning and knowledge?)</p>	
<p><b>Accommodations for diverse learning needs-</b> Ensure that you are writing accommodations that specify how you will support students in each lesson to support the various learning needs within a class. These should be specific to each lesson.</p>	<p><b>Lesson 1 and 2:</b></p> <ul style="list-style-type: none"><li>• Students who have vision concerns can sit closer to the screen.</li><li>• Students with hearing concerns can sit near the front. Closed captioning will be turned on during the YouTube video in case they can read.</li><li>• Videos shown will have closed captioning.</li></ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"><li>• Students will mark the color monsters who represent the chosen feelings to allow emerging readers/writers to engage.</li></ul>
<p><b>Art/Visual Culture Examples</b>  (List all artists, artwork, and/or visual culture resources used for this unit)</p>	<ul style="list-style-type: none"><li>• <a href="#">Artwork examples</a> used for the game</li><li>• <a href="#">Online spin wheel</a></li><li>• Anna Hyatt Huntington - "<a href="#">Yawning Panther</a>"</li><li>• Martin Elkort - "<a href="#">Girl with Black Cat, Coney Island</a>"</li><li>• Will R. Barnet - "<a href="#">Dark Balustrades</a>"</li><li>• Man Ray - "<a href="#">Still Life No. 1</a>"</li><li>• Kirk Mangus - "<a href="#">Alice and Cat</a>"</li></ul>
<p><b>Materials &amp; Supplies</b></p>	<ul style="list-style-type: none"><li>• <a href="#">Google Slides</a></li><li>• Museum Curator Game Kit (6)<ul style="list-style-type: none"><li>○ 12 x 18 white poster board "museum"</li><li>○ 60 laminated mini artwork samples in an envelope</li></ul></li></ul>
<p><b>Safety Procedures</b></p>	<ul style="list-style-type: none"><li>• Students will be reminded of our classroom policy to respect our classmates and their perspectives. When our peers share what they see or feel about artwork, we do not laugh or joke about it. We listen and support.</li><li>• Students are to stay in their seats during class, raising hands to answer questions. They will be reminded to use the school's "Respectful, Responsible, and Safe (RRS)" policy.</li></ul>

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	<ul style="list-style-type: none"><li>Chairs must have all four legs on the ground — no tipping chairs (“Four to the floor”)</li></ul>
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<b>Procedures for Teaching/Learning</b>	
<p><b>Lesson 1 / Day 1</b></p> <p><b>Can we see sound? Can color express feelings?</b></p>	<p><b><u>Classroom Intro: 3 min</u></b> Teacher motions for student to enter classroom and sit at their assigned tables. Teacher checks seating chart to make sure all students are in the correct seats and assigns a seat to any new students.</p> <p>Teacher: “Good afternoon artists!”</p> <p>Students: “Good afternoon Mrs. Romano”</p> <p><b><u>Museum Lesson: 7 min</u></b> Teacher: “Mrs. Taggart told me that fifth grade students get to go on a field trip to the Columbus Museum of Art in March, so I thought this would be a great time to talk about the museum together so you can get the most out of your trip.</p> <p>(teacher shows slides)</p> <p>The art museum first started in 1878 and was originally called the Columbus Gallery of Fine Arts. Here is a picture of the original building. Next door was Columbus’ first art college, which evolved into today’s Columbus College of Art &amp; Design, or CCAD.</p> <p>In 1931, the current building for the museum was built in a new location on Broad Street. In 2015, a new expansion was put onto the back of the building which now serves as the main entrance. So, when you arrive at the Art Museum, this is what you will see.</p> <p>The Art Museum as approximately 375 works on display throughout the building — artwork of all mediums and subjects from as far back as the 1700s. That’s a lot of artwork!</p> <p>Knowing this is making me curious... and I have a question. How does the art get into a museum?”</p> <p>After doing some research, I found that art museums get artwork in multiple ways. They can purchase the art from an artist or an art collector. They can also be given artwork as a gift from an artist or an art collector. Another way is they can trade artwork with another art museum in another city, or even country! These three methods are most used for a museum’s permanent collection, or artwork they will own and keep.</p>

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	<p>Art Museums also have temporary exhibitions, that means the group of artworks will only be up for a short amount of time. For this type of exhibition, they acquire artwork by borrowing it, most often from an artist, but also from another art collector. Just like borrowing books from the library!”</p> <p><b><u>Cleanup: No cleanup, move onto Lesson 2.</u></b></p>
<p><b>Lesson 2 / Day 2</b></p> <p><b>Painting to music</b></p>	<p><b><u>Museum Curator Lesson: 10 min</u></b></p> <p>Teacher: “So now that we know how an Art Museum gets artwork, now I have the question of ‘Who chooses the artwork that the museum gets?’</p> <p>Art Museums, in fact most museums of any kind, have someone called a Curator. Art Museum Curators select artworks for a Museum — both their permanent collection (artwork they own) and their temporary exhibitions (usually artwork they borrowed).</p> <p>The word ‘curate’ means to select and organize for collection and presentation. It’s when someone looks at what is available, and then chooses what they want to add to a collection. You might be doing that too!</p> <p>Do you curate and collect anything? Is there anything that you enjoy so much that you have multiple of it? (teacher will call on students to share if they raise their hands).</p> <p>I do! I collect coffee mugs made by clay artists. Here’s me with my collection. You can see they are different shapes and sizes and colors, but they are all coffee mugs. I selected each one from a clay artist when I went to art shows. I love going to the Columbus Arts Festival downtown in the summer! (teacher can ask again if students collect anything)</p> <p>So now we know how Art Museums get artwork, and we know that a Museum Curator selects the artwork for the Museum. My next question is ‘How is the artwork organized in the Museum?’</p> <p>Artwork is organized by a theme — those themes can be subject, art medium, artist, location or year it was made, or the style of the artwork.</p> <p>To show you what that look like, here is an example of an exhibition at the Museum right now. This collection is organized under the theme of cats! Isn’t that picture silly!</p> <p>Here are six pieces from that exhibition... what do we notice about all of the artworks? (teacher calls on students until “they all have cats” is answered) Yes! Each artwork has a cat in it. The artworks are different art mediums, and are done by different artists, from different places, and at different times. But each artwork has a cat. So this exhibition was organized by the subject – Cats!</p> <p>Okay, here is another example of a subject theme. This is a recent show the Museum did about Legos. Did you know artists use Legos to make art?!</p> <p>In the middle of the room is a big table display of a city made with Legos. The artists made actually buildings from Columbus in Legos, and they also made other parts to the city by using their imaginations.</p>

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	<p>Another part of this Lego exhibition was work by the artist Hannah Dow, who took photographs of her Lego minifigure and pretended he was going on vacation. (teacher talks through images)</p> <p>Another artist in this exhibition is Zander Jeney, who took photos from his childhood — when his dad would take him to car shows — and built the same image using Legos!</p> <p>So what was the theme of this show? (teacher calls until Legos is answered)</p> <p>Next I have an example of a show where the theme is an artist. A few years ago, the Museum did a show about Vincent Van Gogh. They borrowed some artworks by Van Gogh and by other artists whose work inspired him and put them together in a collection. They wanted visitors to get a deeper understanding about Van Gogh and his artwork.</p> <p>I have three artworks up here on the board. We are going to look at them together for 15 seconds, and then I am going to ask you what you think the theme is. (class discussion, teacher is looking for artwork with circles)</p> <p>I have another collection of three artworks. Again, let's look at them together for 15 seconds, and then guess what we think the theme is with them." (class discussion, teacher is looking for black and white art and people).</p> <p><b><u>Cleanup: No clean up, move into Lesson 3</u></b></p>
<p><b>Lesson 3 / Day 3</b></p> <p><b>What emotions do you see?</b></p>	<p><b><u>Be a curator lesson: 20 minutes</u></b></p> <p>Teacher: "Now that you are experts in know what a Museum Curator does and how they organize artwork, it's your turn to be a Curator!</p> <p>Welcome to the Easthaven Art Museum!</p> <p>We have six rooms of art — the red room, the orange room, the yellow room, the green room, the blue room, and the purple room! (teacher holds up empty board game sheets)</p> <p>As you can see, these rooms are empty, so I need you all, my museum curators to hang artwork in them for me. You will work together as a table group to pick your artwork. I have envelopes with lots of artwork for you to choose from.</p> <p>Now, how can we show respect to our classmates when we work together in a group? (teacher reviews last slide with the class)</p> <p>I am going to pass out the artwork envelopes. First, spread out the artwork on your table so you can see it all. Then, I am going to give you a theme and you will choose 5 artworks as a group and place them in your room.</p> <p>(teacher passes out game kits to each table)</p>



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	<p>Teacher opens <a href="#">Picker Wheel</a> — “I have a spin wheel here to help use pick our themes. Let’s go ahead and spin for our first theme. (teacher spins)</p> <p>It’s (Portrait)! Who has heard of the word portrait before? A portrait is a picture of a person or animal. So, your group needs to select 5 portraits and place them in your room. You have one minute.” (teacher sets visual alarm)</p> <p>Teacher walks around the room and observes, comments on students’ selections.</p> <p>“Okay, clear your rooms. Let’s spin again.” Teacher spins wheel and gives another minute for students to pick artwork. This time, the teacher has the students do a gallery walk for a couple minutes to see what their classmates have selected.</p> <p>This spin, select, and view continues 2-3 more rounds until the end of class.</p> <p><b><u>Cleanup: 5 min</u></b></p> <p>Teacher: “That was our last round. It’s time to gather all of the artworks and place them back in the envelopes. Put your museum room and envelopes in the middle of your tables. I will be looking for tables who have cleaned up, are sitting quietly, and are ready to line up.”</p>

<b>Clean-up procedures to consider for this unit</b>	Have students check for artwork pieces that have fallen on the floor.
<b>Closure/review- What comes next in curriculum that will build on student knowledge from this unit?</b>	This is my last unit with them, so I am not sure what Mrs. Taggart has planned.  This would be a great unit to do prior to having 5 <sup>th</sup> grade students help organize a school art show.
<b>Supplemental Activities that connect with this</b>	<b>Lesson 2: Who is the Curator</b>

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<b>unit and corresponding lessons.</b>	<p>Challenge students to use the Columbus Museum of Art website and find out who their Curator is.</p> <p><b>Lesson 3: My own show</b></p> <p>Students can research and select five artworks independently and create a “room” on Google slides. Then they can type up each artists’ name, location, and artwork titles, also explaining their theme and why they chose it. The teacher can share these curated collections at a later classtime.</p>
<b>Unit Reflection for the art educator</b> (Considerations for when you teach this again in the future)	<ul style="list-style-type: none"><li>• Did the students seem to gain new knowledge? Did they already know this content?</li><li>• Did students understand what a theme is?</li><li>• Were students engaged in the game?</li></ul>

**Image of teacher sample or samples to help students learn processes**



Example of students choosing for the theme of “line.”

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Example of students choosing for the theme of "portrait."

### APA Reference list of sources and research conducted for this unit

*Benefits of group work.* Center for Teaching and Learning. (2022, August 10). <https://ctl.wustl.edu/resources/benefits-of-group-work/>

Maxwell Hartt , Hadi Hosseini & Mehrnaz Mostafapour (2020): Game On: Exploring the Effectiveness of Game-based Learning, Planning Practice & Research, DOI: 10.1080/02697459.2020.1778859

Minor, D. (2020, December 17). *Visual literacy is critical for 21st Century learners.* National Council of Teachers of English. <https://ncte.org/blog/2021/01/visual-literacy-critical-21st-century-learners/>