

# TIES 2006

Teachers in Industry for Educational Support

THE LESS ART  
KIDS GET, THE  
MORE IT SHOWS.

**A R T**  
ASK FOR MORE.

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## Table of Contents

	<u>Page</u>
<b>Curriculum Unit Overview - Narrative</b>	<b>3</b>
<b>Summary Chart</b>	<b>4, 5</b>
<b>Section One</b> <b>Social Studies</b>	<b>6-11</b>
<b>Section Two</b> <b>Language Arts</b>	<b>12-16</b>
<b>Section Three</b> <b>Visual Arts</b>	<b>17-20</b>
<b>Transfer Activity</b> How does art enhance our lives?	<b>21</b>
<b>Appendix</b>  (include handouts, worksheets, data sheets, references, websites, blogs, discussion boards, books, articles, or professional organizations that may serve as student or teacher sources of information or materials)	<b>22-28</b>

## **World Tour Curriculum Unit Overview**

### **Summary**

The significance of this unit is to provide classroom teachers an invaluable tool and resource for utilizing The Dayton Art Institute. Compiling and organizing a complete **cross curricular** unit plan for educators to access through a designated web link is the scope of this project. The advantage of making a web site available to classroom teachers is that teachers will have tools-at-hand that can be shared within the classroom prior to scheduled tour visits. Tours are specifically developed to be age/grade appropriate.

### **Big Picture**

Students must be able to research and compile effectively an assigned project for written or oral presentation. This knowledge will be demonstrated through general observation of the student. The lessons are designed to not only increase students' knowledge of art, but to expand their understanding of art's applications to our culture and history. Rules and guidelines, such as art museum etiquette, concerning behavior are aimed at bringing about the development of attitudes and actions.

### **Preparation for the Unit**

One week prior to scheduled tour, teachers are encouraged to access The Dayton Art Institute website in order to better prepare students for their visit. For these units, teachers may need the following equipment: personal computer with internet access, projector, screen, map of the world, and overhead projector/chalkboard. The DAI web site has been redesigned to include accessible "user friendly" drop down boxes that are specific to each tour offered. Teachers will be able to link to reproducible materials such as; printable worksheets, unit studies, maps, appropriate etiquette for museum visitation, and of course, tour descriptions and registration.

### **Overview**

Students will use all the Authentic Learning Tasks, (ALTs) listed to complete their research and presentation. The World Tour at The Dayton Art Institute is the first engaging activity for all areas exposing students to art. Students will use research methods and technology to search web sites for information. Students will experience written and oral communication in bringing together a visual and oral presentation.

## Curriculum Unit Summary World Tour

<b>Social Studies</b>	<b>Language Arts/English</b>	<b>Art</b>
<p><b>ALT 1-</b> Pre Visit Preparation  <b>“The art of a people is the true mirror to their minds.”</b>                      Jawaharlal Nehru</p> <ul style="list-style-type: none"> <li>▪ Visit DAI website.</li> <li>▪ Utilize any/all lesson plans, worksheet activities.</li> <li>▪ Emphasize rules of etiquette</li> <li>▪ Obtain tour information</li> </ul> <p><i>Appx class time: 40-45 mins/5 days</i></p>	<p><b>ALT 1-</b> Pre Visit Preparation  <b>“The secret of life is in art.”</b>                      Oscar Wilde</p> <ul style="list-style-type: none"> <li>▪ Visit DAI website</li> <li>▪ Obtain tour information</li> <li>▪ Students will complete worksheets</li> <li>▪ Students will discuss museum etiquette</li> </ul> <p><i>Appx class time: 40-45 mins/5 days</i></p>	<p><b>ALT 1–</b> Pre Visit Preparation  <b>“The world is but a canvas to the imagination.”</b>                      Henry David Thoreau</p> <ul style="list-style-type: none"> <li>▪ Visit DAI website</li> <li>▪ Utilize any/all lesson plans, worksheet activities.</li> <li>▪ Emphasize rules of conduct</li> <li>▪ Obtain tour information</li> </ul> <p><i>Appx class time:40-45 mins/5 days</i></p>
<p><b>ALT 2–World Tour</b></p> <ul style="list-style-type: none"> <li>▪ Students will view art works that represent different parts of the world.</li> <li>▪ Students will be exposed to different objects, made from a variety of materials that illustrate different types of painting, sculpture, textiles, decorative arts, photography and functional art.</li> <li>▪ Students will be able to compare/contrast customs and history associated with these world cultures.</li> </ul> <p><i>Appx tour time: 90/120 mins</i></p>	<p><b>ALT 2-World Tour</b></p> <ul style="list-style-type: none"> <li>▪ Students will <b>review</b> the museum etiquette rules</li> <li>▪ Students will <b>visit</b> the Dayton Art Institute for the docent lead World Tour.</li> <li>▪ Students will <b>observe</b> art work from around the world</li> <li>▪ Students will <b>record</b> notes</li> </ul> <p><i>Appx tour time:90/120 mins</i></p>	<p><b>ALT 2-World Tour</b></p> <ul style="list-style-type: none"> <li>▪ Students will establish and use criteria for making judgments about works of art.</li> <li>▪ Students will use visual art as a means to understand concepts and topics in disciplines outside the arts.</li> <li>▪ Students will apply basic reasoning skills to understand why works of art are made and valued</li> </ul> <p><i>Appx tour time:90/120 mins</i></p>
<p><b>ALT 3 –Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to identify countries on a map.</li> <li>▪ Students will be able to discuss various cultures and civilizations.</li> <li>▪ Students will differentiate materials used in art and what country the materials are indigenous to.</li> <li>▪ Students will be able to compare/contrast verbally and in writing about different cultures.</li> </ul> <p><i>Appx class time: 40 mins/3-5 days</i></p>	<p><b>ALT 3 - Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Students will <b>write</b> a letter of appreciation to the staff of DAI.</li> <li>▪ Students will <b>compose</b> an informal essay describing how visiting galleries, museums and other cultural institutions can enhance our life.</li> <li>▪ Students will <b>demonstrate</b> an understanding of art by using “art vocabulary” and recounting verbally their tour experiences.</li> </ul> <p><i>Appx class time:40 mins 3-5 days</i></p>	<p><b>ALT 3 – Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Students will read biographies and stories about artists and describe how their work reflects and contributes to world history.</li> <li>▪ Students will be able to recognize a range of careers in visual art, (e.g., fashion design, architect, graphic art, museum curator).</li> </ul> <p><i>Appx class time:40 mins 3-5 day</i></p>

## Curriculum Unit Summary World Tour

Please check the boxes for the subject areas that are represented in your module. These are the categories used for indexing the curriculum as it's posted to our website.

- English/Communications/Language Arts
- Science/Engineering/Design
- Business/Technology
- Teamwork/Problem-solving
- Careers/Life Skills/Family & Consumer Science
- Foreign Language
- Social Studies/History/Economics/Marketing
- Media/Graphics/Art/Music
- Health/Physical Education

## Section One: Social Studies

### ALT 1: Pre-Visit Preparation

*"The art of a people is the true mirror to their minds."* Jawaharlal Nehru

#### Summary

Students will become familiar with The Dayton Art Institute's website, but they will be allowed to expand to other internet sites, which pertain to the subject matter. Worksheet activities will be presented to students with art terminology and artwork displays that would correspond with different parts of the world. Writing skills and listening skills will also be areas of focus. In the first part of this ALT, art museum etiquette will be discussed to ensure an enjoyable educational experience.

#### Competencies

1. Completion of worksheet activities 85% or above  
[word definition, map fill-in, identify/describe]
2. Class participation 90% or above

#### Time

Approximate time for this assignment would be 45 minutes/5 days.

#### Materials

- Computer with internet access
- Handouts with art terminology
- Copier
- Overhead projector
- Reproducible worksheet activities
- Projector
- Smart board (optional)
- Pull-down maps
- Transparencies
- Museum brochures
- Notebook
- Writing pen/pencil

## Instructions

1. Teachers would go to DAI website ([www.daytonartinstitute.org](http://www.daytonartinstitute.org)) in order to obtain tour information and to schedule tour.
2. Students would obtain knowledge of specific exhibits from the DAI web site, but they may visit other internet web sites pertaining to subject. They would write on worksheet 3-5 sentences pertaining to specific exhibits.
3. On the DAI web site Home Page students would select “Collection” link and select categorial links from list on worksheet.
4. Handouts would consist of art vocabulary, identify selected artworks, identify 7 continents, and rules for museum etiquette.
5. The teacher would discuss rules of etiquette at an art museum. Handouts of art museum etiquette rules would be distributed to each student and discussed. They would listen attentively, and ask questions after the presentation.
6. Students will be expected to complete worksheet materials before museum visit.
7. Students will be expected to know “Museum Etiquette Rules” before museum visit.
8. Brochures of The Dayton Art Institute’s “General Information” would be provided to each student.

## Evaluation/Assessment of Student’s Competency

Learning by research and by listening, students will stimulate their minds by exploring world art. Students’ competencies will be evaluated by their ability to analyze artwork, completion of assignments by understanding concepts, communication skills in written and oral presentations. Rubrics would be based upon the following: (1.) performance is inappropriate or incomplete, (2.) performance meets the criteria of the project, and (3.) performance exceeds all criteria of the project. Students gain a fresh perspective of cultural differences. They also begin to understand that art can have a positive impact in their society.

## Closure

Exposing students to The Dayton Art Institute web site is a valuable source for students to learn and to visualize art exhibits; it provides historical information. Telling students beforehand of the art museum expectations would help them to focus on similarities and differences of a culture. Analyzing art work, students would develop a greater respect for artistic expressions that were created from different parts of the world. Students would develop knowledge of perspective and, cultural practice in global settings. Art terminology and museum etiquette rules would prepare students when they actually attend the museum.

## Section One: Social Studies

## **ALT 2: World Tour**

### **Summary**

The day has arrived when students visit The Dayton Art Institute. On a brief tour students will view specific artworks that come from different parts of the world.

### **Competencies**

- |                        |                     |
|------------------------|---------------------|
| 1. Class participation | 80% or above        |
| 2. Conduct evaluation  | Average or Superior |

### **Time**

Estimated time for completion would be 90-120 minutes.

### **Materials**

- pencils
- Name tags
- Brochure of DAI floor plan
- Notebook
- SmARTour audio phone (optional)

### **Instructions**

1. Displaying name tags, students would be greeted by docent or tour guide.
2. Depending upon availability students would be offered to use the SmARTour audio device; however, students would use it only when instructed by docent or teacher.
3. After docent explains instructions of SmARTour audio phone ,[if applicable], usage brochures that explain The Dayton Art Institute floor plan would be distributed.
4. Students would be guided by the docent to the different exhibits.
5. Students would take notes from viewpoints expressed by the docent , by the teacher, and by the SmARTour commentary.

### **Evaluation/Assessment of Student's Competency**

Through the museum visitation students have a chance to apply new concepts to their artwork research data. The World Tour offers an excellent opportunity to study children's maturity and their ability to work on a sustained undertaking. Evaluating children's behavior in a public environment would definitely create social skills. Rubrics would be based on the following: (1.) performance is inappropriate or incomplete, (2.) performance meets the criteria of the project, and

(3.) performance exceeds all criteria of the project. Students gain a fresh perspective of cultural differences. They also begin to understand that art exhibits can have a positive impact in their society.

### **Closure**

Exposing students to The Dayton Art Institute would be a valuable source for students to learn and to visualize art exhibits. It will provide historical information. Art museum exhibits would help them to focus on similarities and differences in cultures. Analyzing art work, students would develop a greater respect for artistic expressions that were created from different parts of the world. Students would develop knowledge of perspective and cultural practices in global settings. Museum etiquette rules prepare students for future expectations.

## ALT 3: Assessments

### Summary

From the art museum tour and from past handout assignments, students would be able to have a better understanding of world cultures. They should be able to identify continents, and materials used in art and match to the country they are indigenous to. Students would be able to discuss various cultures and civilizations. Students will be able to compare/contrast verbally and in writing about different cultures and materials used in art displays.

### Competencies

- |                                    |              |
|------------------------------------|--------------|
| 1. Complete a oral presentation    | 80% or above |
| 2. Class participation             | 90% or above |
| 3. Complete a written presentation | 85% or above |

### Time

Estimated time for completion 45 minutes/3-5 days.

### Materials

- computer with internet access
- pull down map of the world
- notebook
- handouts
- writing pen/pencil

### Instructions

1. The next social studies class period students would assemble in groups of 2-3 in order to compare/contrast artwork from different parts of the world.
2. Students select one world locality from handout; they would have 4 days to research data. Students would research a topic by explaining the history, culture, art theme, and geography.
3. Presentation consists of a minimum of (3) page written report by each group, and present a 5 minute oral presentation.
4. All students would be instructed to clear desk before oral presentations begin.
5. Each group would select a spokesperson to present an oral presentation to the class.

### **Evaluation/Assessment of Student's Competency**

Students competency will be evaluated at the end of group completion of report on subject differentiating artwork from world cultures. The student must be able to effectively compile research for written and oral presentation. As part of assessment they should be able to recall those events critical to the development of cultures. Checking the student's ability to analyze contemporary problems would be included in this assessment. Regardless of a students' age, a perspective of positivism needs to be in the mind of the teacher.

### **Closure**

In group assignments students would gain a sense of self-direction. They would learn how to cooperate with one another in decision-making. Students would be able to understand how artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. By sharing knowledge of perspectives in world art , students would share research on cultural, ethnic and social behaviors. They would analyze diversity within local, national, regional and global settings. Students would build self-esteem by helping individuals recognize that artistic expression does make a difference in our world.

## ALT 1: Pre-Visit Preparation

**“The secret of life is in art.”** Oscar Wilde

### Summary

Teachers will prepare students for field trip to The Dayton Art Institute by visiting the web site, gathering the worksheets and copying the handouts. By allowing students to view art work on The Dayton Art Institute web site, students will be able to prepare for the various types of art they will see during the tour.

### Competencies

1. **Listening**-students will *listen* to teacher instructions
2. **Technology**- students will be able to *navigate* through the DAI web site to view art work
3. **Demonstrate**-understanding of unit by completing worksheets/assignments and participating in discussions

### Time

Approximate time for pre-tour activities: 40 minutes/5days

### Materials

- ❑ Computer for internet access
- ❑ Handouts with art terminology
- ❑ Rubric
- ❑ Copier
- ❑ Reproducible worksheet, art activities
- ❑ Smart board (optional)
- ❑ Pull-down maps

### Instructions

1. Teacher will access Dayton Art Institute website, <http://www.daytonartinstitute.org/>
2. Teacher should obtain all tour information and schedule “World Tour”
3. Teacher will initiate discussion about art and museums
4. Teacher distributes worksheets (1 per day)
5. Teacher will pass out copy of rubric and review with class
6. Teacher will lead discussion about art and its significance
7. Teacher will lead discussion on museum etiquette

### Evaluation/Assessment of Student’s Competency

- ❖ Students will receive points 0-10 scale for completed worksheets.
- ❖ Students will earn points for being able to identify correct museum etiquette.
- ❖ Students will be graded and show competency of 82% or higher on use of art vocabulary.

## Closure

At the culmination of this unit, World Tour, students will have gained a new respect and perspective for art and the cultures that were studied. Students will be able to apply their knowledge of art and the cultures and how it enhances our lives.

**Section Two:** [Language Arts/English](#)

**ALT 2:** [World Tour](#)

## Summary

Students are now ready for the visit to The Dayton Art Institute. Teachers will want to review the museum etiquette hand out with the students. Students, (*depending on age*), will need to carry a notepad and pencil, (**NO PENS**).

## Competencies

1. **Observation**-students will *observe* various art work from a number of countries
2. **Question**-students will formulate and ask *questions* about various pieces of art
3. **Expression**-students will learn to express, verbally personal opinions of art work
4. **Compare/Contrast**-students will be able to compare/contrast art work from various cultures

## Time

Approximate tour time is 90-120 minutes

## Materials

- Students will need notepad and pencil
- Teacher will need class rosters, notepad
- Name tags with school identification

## Instructions

1. teacher reviews purpose of the field trip with class; explains what they will see
2. teacher reviews museum etiquette with students
3. students will be responsible for taking notes
4. students will write thank you notes to Dayton Art Institute staff (upon return to school)

## Evaluation/Assessment of Student's Competency

- ❖ Students will earn points, (scale; 0-10) for using proper museum etiquette.
- ❖ Students will earn points for note-taking and being prepared, (scale; 0-10).
- ❖ Students will receive grade for completion and content of thank-you note.

## Closure

At the culmination of this unit, students will be exposed to art in a museum setting, some for the first time. Students will be able to make connections to art and other disciplines. Students will be able to apply their knowledge of art to further their understanding of other cultures.

**Section Two:** [Language Arts/English](#)

**ALT 3:** [Assessment](#)

[Summary](#)

Students will gather information from various web sites, their notes and other resources made available to them to write an informal essay. Students will also practice oral presentations.

## Competencies

1. **research**-students will *research* various art work from a number of countries
2. **writing**-students will write informal essay
3. **public speaking**-students will practice oral presentation skills
4. **compare/contrast**-students will be able to compare/contrast art work from various cultures

## Time

Approximate time for post-tour activities: 40 minutes/5days

## Materials

- ❑ Students will need notes they took during the tour
- ❑ Computer access with internet
- ❑ Rubrics

## Instructions

1. teacher reviews writing rubric with class
2. teacher reviews oral presentation rubric with class
3. teacher assists students with web search and information gathering

## Evaluation/Assessment of Student's Competency

- ❖ Students will be graded based on writing rubric.
- ❖ Students will be graded based on oral presentation rubric.
- ❖ Students will receive points 0-10 for completion of worksheets and other activities.

## Closure

At the end of this unit, students will have an introduction to the world of art and be able to connect art, the cultures and art perspectives to other disciplines outside the arts. Students will be able to converse confidently, using art terms, to convey thoughts about art.

## Section Three: Visual Arts

### ALT 1: Pre-Visit Preparation

## Summary

Students will think about different careers in art. Students will establish criteria for judging works of art. Students will have a better understanding of art and why it is valued in our world.

## Competencies

1. **Listening**-students will *listen* to teacher instructions
2. **Technology**- students will be able to *navigate* through the DAI website to view art work
3. **Demonstrate**- understanding of unit by completing worksheets/assignments and participating in discussions

## Time

Approximate time for pre-tour activities: 40 minutes/5days

## Materials

- ❑ Computer for internet access
- ❑ Handouts with art terminology
- ❑ Rubric
- ❑ Copier
- ❑ Reproducible worksheet art activities
- ❑ Smart board (optional)
- ❑ Pull-down maps

## Instructions

1. teacher will access Dayton Art Institute web site, <http://www.daytonartinstitute.org/>
2. teacher should obtain all tour information and schedule “World Tour”
3. teacher will initiate discussion about art and museums
4. teacher distributes worksheets
5. teacher will pass out copy of rubric and review with class
6. teacher will lead discussion about art and its significance
7. teacher will lead discussion on museum etiquette

## Evaluation/Assessment of Student Competencies

- ❖ Students will receive points 0-10 scale for completed worksheets.
- ❖ Students will earn points for being able to identify correct museum etiquette.

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❖ Students will be graded and show competency of 82% or higher on art vocabulary.

Section 3-Visual Arts

Alt-2 World Tour

Summary

Students are now ready for the visit to The Dayton Art Institute. Teachers will want to review the museum etiquette hand out with the students. Students, (*depending on age*), will need to carry a note pad and pencil, (***NO PENS***). Students will use the criteria they established in class to judge works of art. Students will apply their knowledge of art and art terms to describe various pieces of art.

## Competencies

1. students will be able to recall art work from web search
2. students will display ability to follow verbal instructions
3. students will practice notetaking skills

## Materials

- ❑ Students will need notepad and pencil
- ❑ Teacher will need class rosters, notepad
- ❑ Name tags with school identification

## Instructions

1. Teacher reviews purpose of the field trip with class; explain what they will see
2. Teacher reviews museum etiquette with students
3. Students will be responsible for taking notes
4. Students will write thank you notes to Dayton Art Institute staff (upon return to school)

## Evaluation/Assessment

- ❖ Students will receive points for appropriate behavior while attending tour.
- ❖ Students will receive points for note taking.
- ❖ Students will be graded and show competency of 82% or higher on use of art vocabulary.

## Section Three: Visual Arts

### Alt 3-Assessment

## Summary

Students tie all the pieces together as they prepare to complete the World Tour unit. Students are now able to make connections to art and apply them to other core subjects. Students are thinking about art as more than art, but as a cultural influence in society. Students are considering other careers in art.

## Competencies

1. Students are able to critique art using own judgments.
2. Students are able to recall various art works and make connections to other subjects.
3. Students are able to converse confidently using art terms.

## Materials

- ❑ Computer for internet access
- ❑ Handouts with art terminology
- ❑ Rubric
- ❑ Copier
- ❑ Reproducible worksheet art activities
- ❑ Criteria (Student created)
- ❑ Pull-down maps

## Instructions

1. Teacher reviews purpose of the field trip with class; explain what they will see
2. Teacher reviews museum etiquette with students
3. Students will be responsible for taking notes

## Evaluation/Assessments

- ❖ Students will be graded based on writing rubric
- ❖ Students will be graded based on oral presentation rubric
- ❖ Students will receive points 0-10 for completion of worksheets and other activities

## **Transfer, or Culminating Activity**

**How does art enhance our life?**

**Anybody can make history. Only a great man can write it.**

Oscar Wilde

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Students will begin writing process by gathering their notes from the tour. Students may also use web technology to learn additional information about an artist or piece of work that will be used in writing their essay, **“How does art enhance our life?”** (*Teachers may use any title they like*).

Students will have 3-5 class days to work on essay. Students' final draft must include use of art terms, correct sentence and paragraph structure, spelling and grammar usage.

Students will give an oral presentation to the class.

*Teachers will assess competencies by using the pre-written rubrics given to students at the start of the unit, one for essay and one for oral presentation.*

## **Appendix**

### **World Tour ALT One: Handout One Museum Etiquette Rules**

## Museum Etiquette



A museum is a very special place, a home for rare and priceless works of art. In order to protect these works of art so people can see them years from now, museums ask visitors to be extra careful.

In order to observe the art works without harming them, remember these guidelines on your museum visit:

- Stay at least an arm's length away from the works of art. (Some people like to fold their arms or put their hands behind their backs to help them remember).
- Name tag should be visibly displayed on student.
- Never point at the paintings, sculptures or other works or try to touch them!
- Walk respectfully in a museum. **Never run.**
- Talk in quiet tones in order not to disturb other museum visitors. You may always of course, ask questions to your teacher or tour guide.
- Leave your backpack or large purse at school during your museum tour. Bulky objects slung over your shoulder might bump a work of art and damage it.
- **No** flashes, tripods or video cameras are allowed inside the museum. Photography is **NOT** permitted inside the special exhibition works of art displayed throughout the museum

Have a great experience at **The Dayton Art Institute!** We look forward to your visit.

## World Tour ALT One: Handout Two

# Art Vocabulary



Reviewing the vocabulary list below prior to your students' visit can help make their experience at the museum more meaningful, and their discussion during their tour more confident.

**Background-** the part of a painting or other image that seems to be farthest from the viewer

**Complementary colors-** pairs of colors that are opposite each other on the color wheel: red/green, blue/orange, purple/yellow; complementary colors enhance one another when paired, but neutralize one another when mixed together

**Composition** -how elements are positioned in relation to each other within a work of art  
contrast the juxtaposition of opposing elements to create an intense effect in a work of art;  
e.g., organic vs. geometric shapes, straight vs. curving lines, fluffy vs. rough textures, . . .

**Cool colors** -colors that remind people of cool things: blues, greens, purples

**Foreground-** the part of a painting or other image that seems to be closest to the viewer  
line a continuous mark made on a surface; a real or implied path created by the elements in a composition

**Primary colors-** red, blue, and yellow: all other colors can be made from these, but you cannot mix two colors together to make these three

**Secondary colors-** orange, green and purple: each of these colors is made by mixing two primary colors together

**Shape-** an enclosed two-dimensional space

**Texture-** the feel of any real surface, or the way a surface in an image looks like it would feel if it were real

**Warm colors** -colors that remind people of warm things: red, yellow, orange

**Docent-** A trained volunteer who provides educational tours for [museum](#) visitors.

**Curator-** person who is responsible for [collection](#) building, care, [research](#), [exhibition](#), and writing. Curators often work with community members to determine interests and needs, which will be reflected in special exhibitions, and result in the meeting educational goals.

**Medium-** The [material](#) or [technique](#) used by an artist to produce a work of art.

**Functional art-**art which can be used e.g., desks, chairs, hats, t-shirts, etc.

**Artist-** One who makes [art](#).

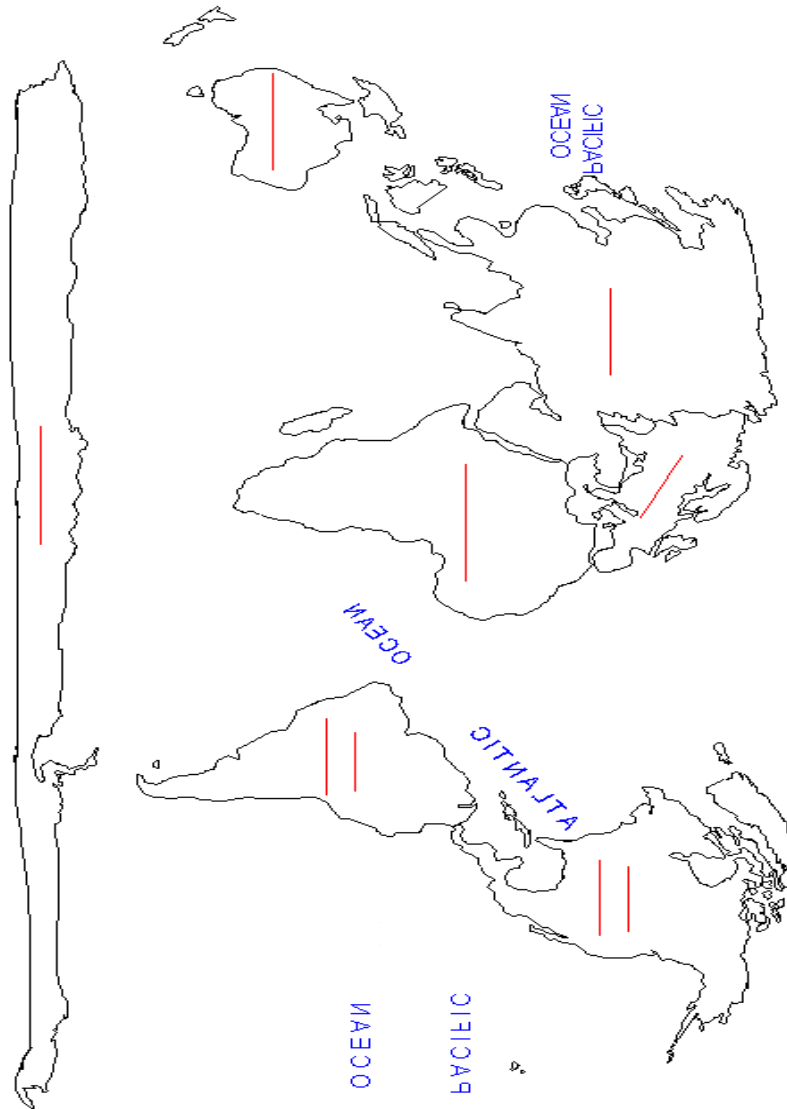
Resources:

<http://www.themorris.org/PDFS/DIGGING.PDF>

<http://www.artlex.com/>

## World Tour ALT One: Handout Three

### Identify the 7 Continents on Map



## Игра с континентами

<http://www.tipztime.com>

World Tour ALT One: Handout Four

### (Identify/Describe the Artwork)

Identify the artwork . Write 3-5 sentences to describe object. Include locality , material, and cultural background. Submit information on loose leaf paper.



1.



2.



3.



4.



5.



6.

[www.daytonartinstitute.org](http://www.daytonartinstitute.org)

## Appendix One:

### Section One- ALT 1-Pre Visit Preparation

World Tour ALT One: Handout Four

### Identify/Describe the Artwork-Answer Key

Identify the artwork . Write 3-5 sentences to describe object. Include locality , material, and cultural background. Submit information on loose leaf paper.



1.

(Africa) Slit drum in the form of a Buffalo



2.

(Ancient Art) Egyptian Noble Couple



3.

(Greek) Black-figure Neck Amphora



4.

(Melanesian) Shield



5.

(Bohemian) Vase  
[www.daytonartinstitute.org](http://www.daytonartinstitute.org)



6.

(United States) American Indian

*Visual Arts-Alt 1-Handout five*

# Careers in Art

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Direct students to the website listed below. This **webquest** is a great tool for students to discover on their own, careers available to them in the arts!

<http://www.usca.edu/education/courses/aete731/ss03/art/careersinart.html>



## Bibliography/Webliography

Morris Museum of Art - <http://www.themorris.org/PDFS/DIGGING.PDF>

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