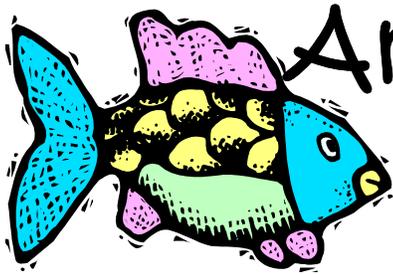
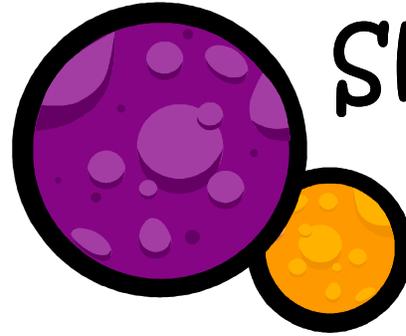


Art-Full Fun and Learning: Tours for Preschoolers

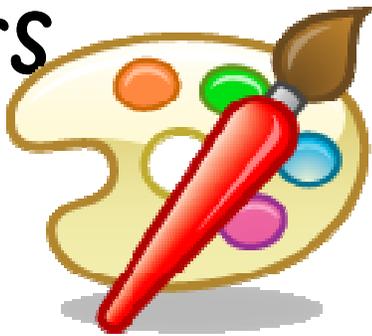


Animals



Shapes

Colors



Faces

When preschoolers look at and talk about art, they are:

- ☺ Exercising critical thinking and problem solving muscles
- ☺ Improving their visual perception skills
- ☺ Learning new vocabulary in a real-life setting

Look inside for important information to help prepare your students for their visit!

KIA Tour Program sponsored by:



Let's Get Ready to Go!

Before the Visit (2-3 weeks):

- **Find some parents or friends to be Chaperones!** Please share the enclosed *How to be a Great Chaperone* handout with your adult volunteers so they know what will be expected of them.
- **How are we going to get to the KIA?** Groups must arrange their own transportation.
- **We love name tags!** It is so helpful when docents and museum staff can call each student by name. Use large, bold printed letters.
- **What else should we do to get ready?**
 - If you can, try to visit the KIA to familiarize yourself with the museum's layout, including restrooms, classrooms, etc. A personal visit is crucial if you have any concerns about exhibition or tour content. Please call 349-7775, x 3162 for an appointment with KIA staff.
 - Read through the pre-visit activities and vocabulary listed in this packet and decide which are best suited for your students. There are activities for each of our 4 tour themes so you can do only the activities that correspond to your students' visit theme or you can do them all!
 - Review **Museum Manners** with your students using the flash card handout provided (pgs 7-8). COMING SOON in 2012, students will be able to watch a short video from the KIA website featuring the book, *The Terrible Captain Jack Visits the Museum OR A Guide to Museum Manners for Incorrigible Pirates and the Like* by Diane Matyas. We'll let you know as soon as that video is available.



Day of Visit Checklist

- **Don't forget the Name Tags!** 😊
- **Are the chaperones here and do they know what to do?**
Xerox *Museum Manners* and *How to be a Great Chaperone* (pg. 3)
- **Camera?** You may take photos outside or in the lobby. Photography is not allowed in the galleries.
- **Let's review Museum Manners flash cards one more time!**
- **Let's be early birds!** Please arrive at the South St. entrance at least 5 minutes before the tour begins and have students organized into the proper number of tour groups. A docent or KIA staff member will greet your group, review *Museum Manners* and then each small group will be assigned a docent and dismissed into the galleries.



After the Tour

- **Let's Talk About It!** Have students talk about their experience and try out some of the post-visit activities.
- **Evaluate!** Fill out the Tour Evaluation form and return in the envelope provided. Let us know what did or did not go well.
- **Picture it!** Encourage your students to draw a picture of their favorite part of the visit. You are welcome to send their pictures to us. We love mail!

Teachers/Chaperones: Museum Manners

1. **Be a Hands-off Superhero!** We need your help to protect the art in the museum! If everyone touched, the art would be ruined, and now one would be able to enjoy it. We want it to last as long as possible. **Tip:** Ask your students how they feel when they share a toy and when they get it back, it is not the same as before? The artists are sharing their art with us and we want it to stay the same as when they gave it to us.



2. **Walking feet only!** Please walk in the museum. We do not want you or the art to get hurt.

3. **Shh, inside voices!** Use quiet voices during your tour; other people are trying to enjoy their visit too.



4. **Stick together!** Stay with your group. Be ready to look carefully and talk about what you see.

5. **Hold the snacks!** Gum, food and drinks are not allowed because spills could damage the works of art.

6. **Control your body!** Please keep hands and feet to yourself and away from art, friends or the walls.

Teachers! Included in this packet is a handout to make flash cards to help you talk to your students about museum manners. Feel free to laminate them for future visits to any museum. For a successful visit, it is so important that teachers review this information with students as well as chaperones. Also, coming soon to our website (www.kiarts.org) will be our short video of the book, *The Terrible Captain Jack Visits the Museum OR A Guide to Museum Manners for Incurable Pirates and the Like* by Diane Matyas.

How to be a Great Chaperone

To be a great chaperone, you don't need any special knowledge—just jump in and get involved! Here are a few tips to make this visit successful:

- **Be friendly!** Introduce yourself to your group and your docent (a specially trained volunteer tour guide).
- **Stick together!** Stay with your group during the tour and assist the teachers and docent as needed. Classes tour in small groups of 8-10 students.
- **Unplug and relax!** Please turn off all cell phones and other devices so you can help out and enjoy the tour.
- **Be a good role model!** Follow and help remind students of the KIA's Museum Manners.



Thanks for being part of your group's guided tour. Your participation will help make your school's visit to the Kalamazoo Institute of Arts fun and educational. We invite you and your family to visit the KIA again!

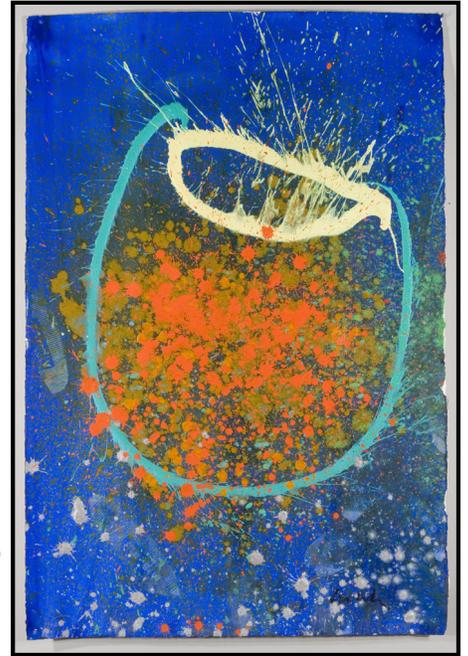
Pre-Visit or Post-Visit Activities

Discover Color Activities

☺ **Mixing primary colors:** put small amounts of washable tempera paint of 2 primary colors in a Ziploc bag and let the kids gently squeeze the bags to mix the colors and see what happens. (red + blue=purple; red + yellow=orange; yellow + blue=green). You can also cut the corner of the bag after the paint is mixed and let the kids paint with them. Talk about what happens when the colors are mixed and discuss primary and secondary colors (the colors that are formed from primary colors). Check out a color wheel. If you want a challenge, you can mix the colors with white and black to show how colors can be made lighter and darker.

☺ **Looking at the world through rose-colored glasses (or green or blue):** Cut eyeglass frames from tag board (you can use an Ellison cutter) and glue on pieces of red, yellow, blue cellophane. You can layer the different colors of cellophane to make orange, green and purple.

☺ **Colors and Emotions:** What is your favorite color? Why? How does it make you feel? Use descriptive words and talk about how colors can be associated with different emotions.



Discover Shapes Activities



☺ **Talk about shapes:** review geometric shapes and look around the classroom for examples. Find art images on the internet (ARTstor is a good source, which you can access from the KIA library) and show them to the students to identify various shapes in the artworks.

☺ **Using our hands:** Cover the students' eyes and pass around different shapes to feel. See if the kids can identify the shape and talk about the number of sides, corners, etc.

☺ **Dough it up!** Cut play dough with shape cookie cutters and identify.

☺ **Shape hunting:** Have the students look for shapes in magazines, cut them out and glue onto paper. The pages can then be turned into a book.

☺ **A book to explore:** *Play the Shape Game* by Anthony Browne. New York: Farrar Straus Giroux, 2003.

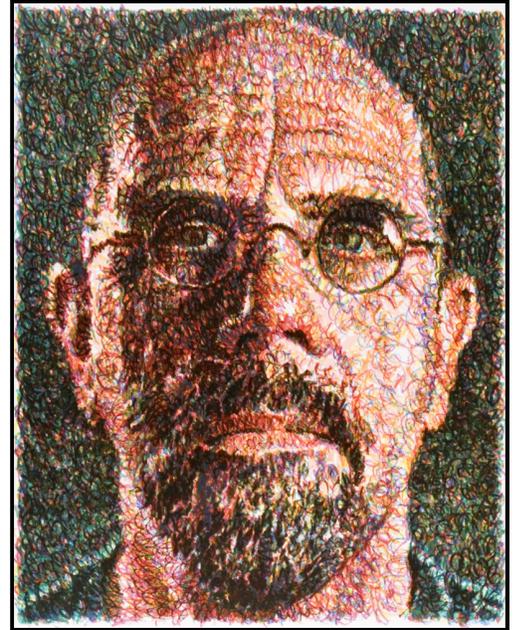
Faces and Places

☺ **Head, Shoulders, Knees and Toes:** Sing the song and then have students count body parts, especially facial features (eyes, noses, ears, mouths, etc.)

☺ **Feature it!:** using a Mr./Mrs. Potato Head or a magnet or felt board, have the kids rearrange facial features to make funny faces.

☺ **Make it up!:** Glue buttons, yarn, other scraps onto paper to make faces. Ask the students to try to make a face with a particular emotion.

☺ **Picture this!:** Have the students bring in photographs of themselves or someone from their family. Talk about the person and what he or she is doing, what does his/her face tell us?



Animal Buddies



☺ **Bring a friend:** Ask the students to bring in a favorite stuffed animal and talk about it to the class. Then have them draw a portrait of their faithful friend.

☺ **Storyboard it:** As a class, choose an animal and make-up a story about it. Each child can contribute a sentence to be written on a single page and then they can illustrate their page. Put all the pages together to make a book.

☺ **Where do animals live?** Talk about where different animals live: farms, zoos, jungles, the sea. Which animals live in these places? Have the kids look for different animals in magazines, cut them out and glue on pages, categorizing them by where they live. If each child picks a different place where animals live, the pages can be put together for a book.

☺ **Animal Colors:** Look at pictures of animals and talk about their colors, patterns, etc. on their bodies. Teachers can also read, *A Color of His Own* by Leo Lionni or *The Mixed-Up Chameleon* by Eric Carle.

☺ **Picture it!:** Find other works of art that feature animals (ARTstor, internet, books from museums) and talk about how the animals look, where they are and how did the artist show them.

Art Words

Color	Primary (red, blue, yellow); Secondary (orange, purple, green). Describing words: light, dark, bright, pastel.
Docent	A fancy word for tour guide. The docent is a person who will show you around the museum and talk with you and your friends about the art.
Landscape	A picture that shows outside places. For example, a picture of a park, the beach or a street.
Line	Lines can be vertical, horizontal, diagonal, curved, angular, zigzag, bent, straight, wavy thick, thin, short, long.
Portrait	A picture of a person or animal.
Shape	Geometric shapes are square, triangle, circle, rectangle, oval, heart, diamond.
Still Life	A picture of an object or group of objects. For example: a picture of a vase of flowers.
Texture	Rough, smooth, silky, bumpy, hard, soft, sandy.

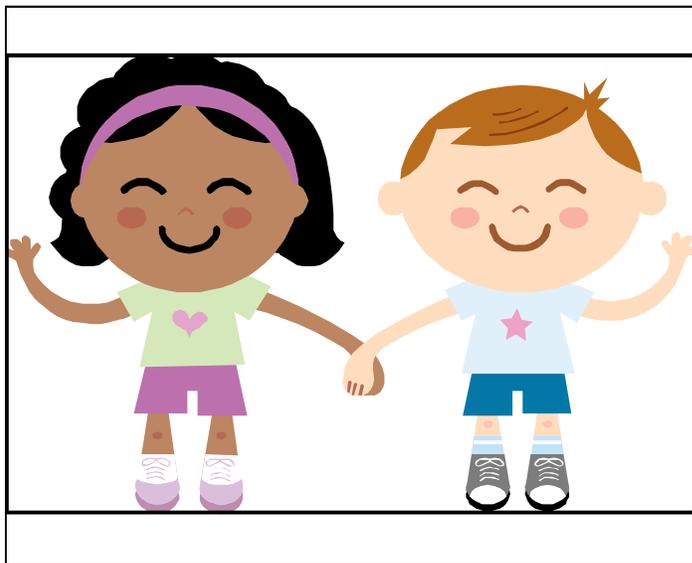
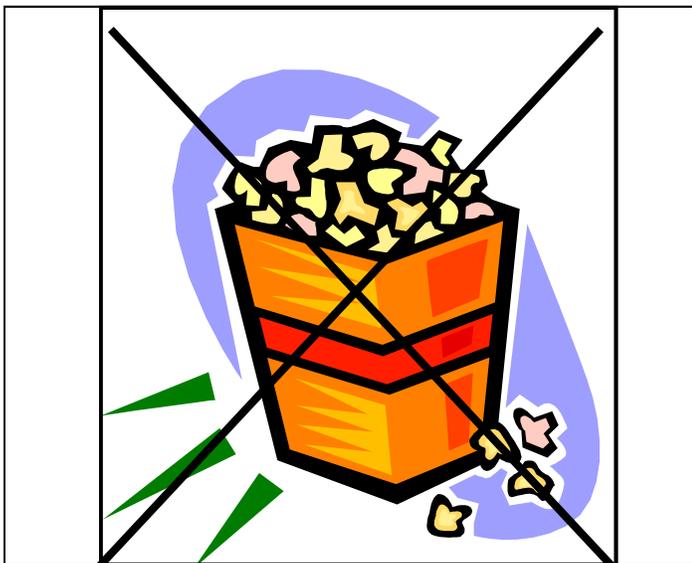
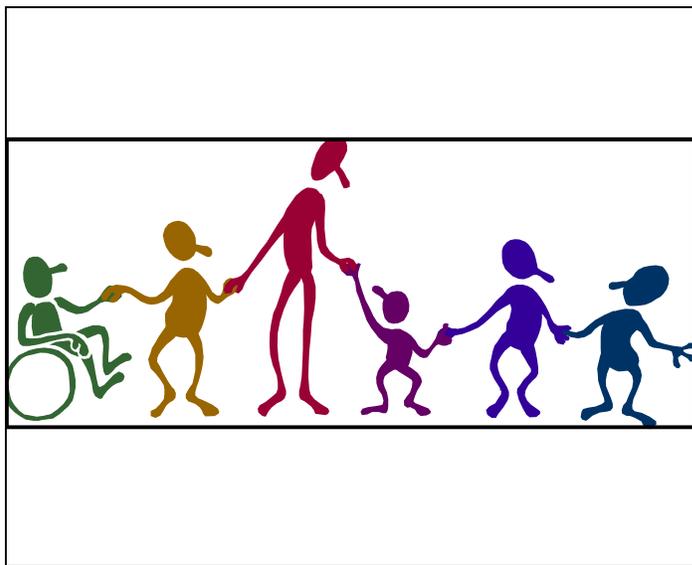
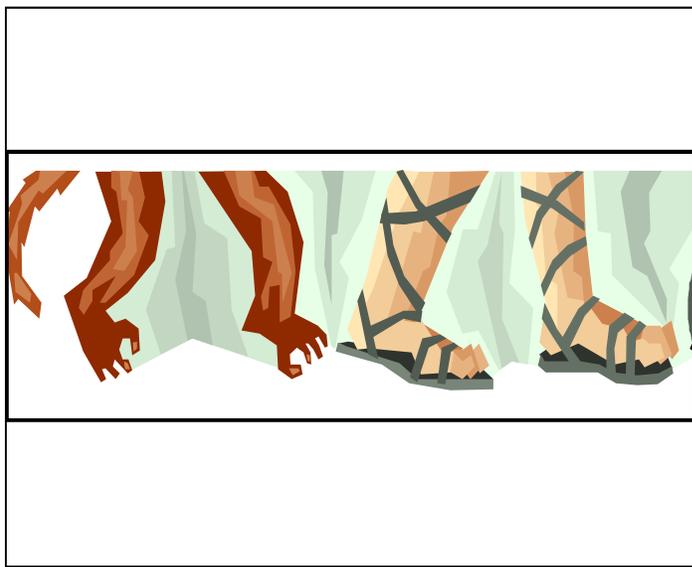
Note: Portraits, landscapes and still lifes are usually paintings or photographs but they can be made from just about any material.

Let's Read About Museums!

These excerpts are from an extensive bibliography of children's fiction compiled by Madeline Bryant and Susan Patron, and also from *A to Zoo Subject Access to Children's Picture Books*, 7th Edition.

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- Geisert, Arthur.** *Mystery*. Austin: Houghton Mifflin/Walter Lorraine Books, 2003.
- Harris, John.** *A is for Artist: A Getty Museum Alphabet*. Los Angeles: Getty Trust Publications: Getty Museum, 1997.
- Hooper, Meredith.** *Dogs' Night*. London: Frances Lincoln, 2006.
- Hurd, Thacher.** *Art Dog*. New York: HarperCollins Publishers, 1996.
- Lionni, Leo.** *Matthew's Dream*. New York: Random House Children's Books, 1995.
- Lithgow, John.** *Micawber*. New York: Simon and Schuster Children's, 2002.
- Magnier, Thierry.** *Isabelle and the Angel*. San Francisco: Chronicle Books, 2000.
- Matyas, Diane.** *The Terrible Captain Jack Visit the Museum OR A Guide to Museum Manners for Incurable Pirates and the Like*, The Noble Maritime Collection, 2007
- O'Connor, Jane.** *Fancy Nancy at the Museum*. New York: HarperCollins, 2008.
- Parish, Herman.** *Amelia Bedelia's Masterpiece*. New York: Green Willow Books, 2007.
- Simmonds, Post.** *Lulu and the Flying Babies*. New York: Knopf Books for Young Readers, 1989.
- Vincent, Gabrielle.** *Where are you, Ernest and Celestine?* China: Greenwillow Books, 1986.
- Weitzman, Jacqueline P.** *You Can't Take a Balloon into the Metropolitan Museum*. New York: Penguin Group, 2001.
- Wellington, Monica.** *Squeaking of Art: The Mice Go to the Museum*. New York: Dutton Juvenile, 2000.

Museum Manners Flash Cards (side 1)!



Museum Manners Flash Cards (side 2)!

Walking
feet
only!

Be a Hands-off
Superhero!
Help us protect the
art by not touching!

Let's stick
together!

Shh, use
inside voices,
please!

Control your
body! Keep
hands and feet
to yourself,
please.

Hold all snacks
until after the
visit!