Art Elements! Tour
Grades Pre-K-1
45 Minutes
(About 10 minutes per stop, with four stops total.)

Tour Objectives

Students will...

- •Learn about and discuss four art elements: color, shape, line, and space.
- •View four different paintings in the Morris Museum's permanent collection galleries.
- •Analyze paintings to determine how artists used line, shape, color, or space in their compositions.

Tips for talking to young children:

- •Ask children to sit on the floor if you plan on being in one area longer than 2-3 minutes. If possible, sit in a chair so you do not tower over the kids (it places you closer to their level).
- •Ask them to repeat terms or concepts in unison.
- •Ask questions—even if you don't think they will know the answers.
- •Repeat new concepts 2–3 times.
- •Don't require them to always raise their hand to talk. The museum is not school, and we want to avoid turning tours into classroom experiences.
- •Use proximity—have them sit as close to you as possible.
- •Speak up. Don't be afraid of the kids being too loud. Just relax!
- Let them know what they are going to talk about.
- •Wait about 4–5 seconds for responses to questions. If you don't get any response after that time, use prompts to work answers out of them.

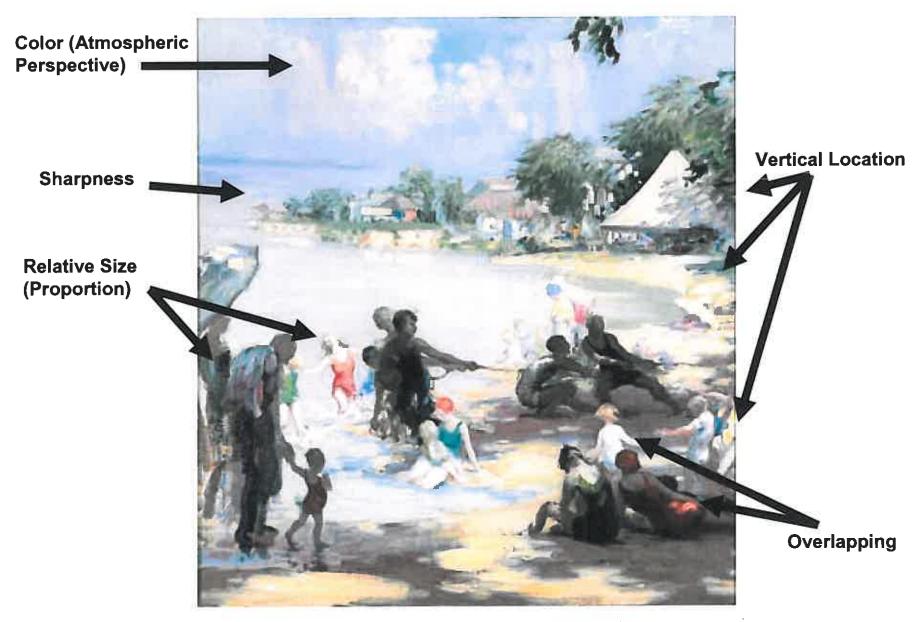
- •If you are talking to an individual student, never directly tell them they are wrong. Instead say something like, "That is an interesting thought, but....."
- Frequently praise participation.
- •Keep it fun! Again, we are not a school. The kids, as well as their teachers, are at the museum to have a good time.
- •If there is a child or group of children that is misbehaving, wait for a break in the conversation then ask the teacher to intervene. (Example: "Excuse me Ms. Smith, would you mind asking that student to pay attention/quiet down/not to touch?") Another technique is to simply make eye contact with the teacher and point to the student who is causing a disturbance.
- •Allow the teacher to add comments or information. Even outside of the classroom, teachers will still act like teachers. Many like to add to the conversation; after all, they are on the field trip too!
- Don't try to teach autobiographical information. Stick to concepts and techniques.



Herb Jackson (b. 1945) Signal Fire 1997



Ida Kohlmeyer Composition 95–92, 1995



Gladys Nelson Smith (1890–1980) Afternoon at the Beach, Chesapeake Bay, 1930s



Nell Choate Jones (1879–1981) Georgia Red Clay, 1946