

## **Artful Stories: Shapes**

### **Artful Stories: A Virtual Preschool Tour Experience at the Minneapolis Institute of Art**

#### **Shapes (Focus on Portraits)**

##### **Book**

*Look! Look! Look!* written and illustrated by Nancy Elizabeth Wallace and Linda Friedlaender

##### **Materials**

- Storybook
- Slides

##### **Lesson**

###### Content Objectives

- Explore a storybook and artwork in a slide deck live (via Zoom or Google Meet)
- Explore using basic geometric shapes

###### **Skill Objectives**

###### What students will do

- Listen to and talk about a storybook
- Make theme connections from the book to the artworks (shape and color)
- Make shapes with hands

###### **What students will learn**

- Language acquisition and critical thinking
- Visual perception and discrimination

##### **Vocabulary**

- Color
- Shape
- Pattern
- Design
- Portrait

## Activities

### Introduction

### Virtual Tour Rules

- Looking Eyes (making circles with hands around eyes)
- Listening Ears (have children wiggle ears)
- Quiet Hands (put hands in their lap) (unless asked to clap or make shapes!)
- Inside Voice (put finger to mouth and make “shhhh” sound) (except when they are asked to respond/call out answers)

### Picture Frame Rhyme

- Can be spoken or sung to the tune of “I’m a Little Teapot”
- Demonstrate how each child can make a picture frame with their hands
- Have them hold up the hand “frame” to their face and say/sing the following
- Repeat for each child

*“Looking through my picture frame, who do I see?”*

*I see [INSERT NAME] looking at me!”*

### Artful Kids Rhyme

- Can be spoken or sung to the tune of “Twinkle, Twinkle, Little Star”

*It’s story time at Mia*

*I’m so glad to see ya*

*The art is here for everyone*

*So, let’s get ready to have some fun*

*We’ll sit down and read a book*

*And take our time to talk and look*

### **On screen in between artworks**

Movement & Songs

**“if You’re Wearing…”** to the tune of “Happy and You Know It”

If your clothes have any red, any red.

If your clothes have red, any red,

If your clothes have any red, put your finger on your head,

If your clothes have any red, any red

Substitutions:

- Yellow: shake like jello
- Blue: put your fingers on your shoe
- Pink: give me a wink
- Black: clasp your hands behind your back

Ask students to move around wherever they are, walking quietly like a mouse, fingers on head like mouse ears and making sounds like the mouse.

**“I’m a Little Mousie” To the tune of “ I’m a little Teapot”**

*I'm a little mousie, I can find,*

*all kinds of colors, all kinds of lines.*

*When I get to looking, I can spy,*

*Shapes that make a special design*

### **Manipulative exercise**

**“Do You Know This Shape?”** To the Tune of “The Muffin Man”

Oh, do you know what shape this is, What shape this is, What shape this is,

Oh, do you know what shape this is, I'm holding in my hand?

[hold up a shape and ask them to draw that shape]

- Color Paddles can be used to match colors to the Color Cards [Ask them to find the color crayon or point to the same color wherever they are?]
  - Take students to a window and look through the colors of their paddles
  - How does the color of the sky change?

### Storybook

- Before reading the book ask children a few questions to help get them interested
- Show them the cover of the book and ask what they see
  - Ask: What do you see?
  - For those who are counting, how many mice do you see?
  - What are the mice doing?
  - Have you ever seen a painting like that?

After reading the book ask a few questions to help them think more about the story:

What was the story about?

- Find 4 things, along with me that the mice saw through their viewing frames.
  1. Head-put your hands on your head.
  - 2 Hand-wave your hands.
  3. Jewels--make necklace with hands near neck..
  4. Patterns-Find if you are wearing anything with patterns.
- What colors did Kiki pick out?

Have them tell the story back to you or reread it together.

**Discuss Artworks in the slide deck with activity breaks in between.**

We have provided you with a variety of portraits to choose from. You won't have time to do all of them!

**Paulus Moreelse, Netherlands, 1571–1638, Portrait of Catharina van Voorst, 1628, Oil on panel, The John R. Van Derlip Fund, 88.64.2**

This is called a portrait. Like the book said a portrait is a picture of a person. Point to her face! What are some words to describe her face?

Look at her hands. Look at her. What do you see? What colors do you see? Find shapes in the picture and draw them using your finger like a pointer.

Catharina van Voorst wears fancy clothes, including a pleated (folded) ruff and gold thread decorations. Her carefully depicted jewels were probably made by her husband who was a jeweler! Even the feathers on her fan were fancy- they were likely expensive imports from far away.

What would the feathers feel like if we could touch them? What about her gold chain? What about her dress?

**A good substitute slide using the same questions above.**

**George Bellows, American, 1882-1925, Oil on canvas, Mrs. T. in Cream Silk, No.2, 1920, Oil on canvas, Gift of The Ethel Morrison VanDerlip Fund, 60.33**

This is called a portrait. Like the book said a portrait is a picture of a person. Point to her face! What are some words to describe her face?

Look at her hands. Look at her. What do you see? What colors do you see? Find shapes in the picture and draw them using your finger like a pointer.

What is Mrs. T. doing? What do you see that makes you say that?

Include some info about her:

The painter George Bellows met this woman Mrs. Mary Brown Tyler and asked her to pose for a picture so he could paint her. She decided to dress in the gown she had worn at her wedding nearly sixty years earlier. Bellows painted the textures and details of the dress. How do you think her dress would feel if we could touch it?

He also showed a lot of details of her personality. What words would you use to describe how she feels?

**Insert activity of drawing shapes to duplicate shapes that create a person or animal.**

**Pick from the next slides**

**Rufino Tamayo, Mexico, 1899–1991, The Family, 1936**

This is another portrait.

What do you see? List all the things you see.

What shapes do you see? What colors do you see?

What surprises you about this picture? What do you wonder?

The Mexican artist Rufino Tamayo painted this to show a family. He did not want to show too many details of their faces like the other artist (s). He did, however, include all kinds of things in the painting to tell us something about the family.

**Elizabeth Catlett, United States, Sharecropper, Color linocut on cream paper, 1952 (printed c. 1952-57) Gift of The Ethel Morrison VanDerlip Fund, P97.1**

This is another portrait of a woman. Artist Elizabeth Catlett wanted to show how strong this hard-working is. What makes her look strong?

What colors do you see?

What is she wearing?

Where do you see shapes? What shapes do you see? Where do you see patterns?

**China, Asia, Birthday Portrait of a Young Manchu Lady, 1800-50, Ink and color on Silk, Gift of Ruth and Bruce Dayton, 2005.54.3**

This is a portrait made to celebrate the birthday of this young woman from China.

Name the things you see around the young woman. What might be some clues that she is from China?

What colors do you see?

What shapes do you see?

Where do you see patterns?

**Seated Ball Player, Mexico, 300 BC-200 AD, Ceramic with pigment, Gift of The John R. Van Derlip Fund, 47.2.34**

This is called a sculpture because it is a 3 dimensional figure. You could hold it in your hands. It is not flat like the paintings we have looked at.

Look at his face. What do you see?

Look at his hands. What are they doing?

What colors do you see? What shapes do you see? Where do you see patterns?

In this sculpture from what is Mexico today we see a male figure dressed for a ballgame. This figure wears protective equipment and holds the hard rubber ball used in the Mesoamerican ballgame, associating him with the high class of ballplayers (who were also warriors) in Nayarit society.

**Song**

The **Mice/Mouse** in the House

*To the tune of "The Wheels on the Bus"*

- Fill in the blank and add actions/movement to each if desired

**The mice/mouse** in the house go look, look, look; look, look, look; look, look, look.

The **mice/mouse** in the house go look, look, look All through the day.

The \_\_\_ in the house sleep, sleep, sleep; sleep, sleep, sleep; sleep, sleep, sleep.

The \_\_\_ in the house sleep, sleep, sleep. All through the day.

The \_\_\_ in the house eat, eat, eat; eat, eat, eat; eat, eat, eat.

The \_\_\_ in the house eat, eat, eat. All through the day.

The \_\_\_ in the house runs, runs, runs; runs, runs, runs; runs, runs, runs.

The \_\_\_ in the house runs, runs, runs. All through the day.

The \_\_\_ in the house climbs, climbs, climbs, climbs; climbs, climbs, climbs; climbs, climbs.

The \_\_\_ in the house climbs, climbs, climbs. All through the day.

The \_\_\_ in the house yawn, yawn, yawn; yawn, yawn, yawn; yawn, yawn, yawn.

The \_\_\_ in the house yawn, yawn, yawn. All through the day.