

Water is Life 2015

Mia's "Water is Life" program comprising three activities is called "World of Water" because it emphasizes how people around the world need water and make art to store, carry, drink, and celebrate water.

Three classes of 2nd graders (in a few instances, 3rd graders) from each of our 12 "Water is Life" schools come for an experience scheduled from 10:00 to 12:15.

Each of the three classes has two tour guides (one for each half of the class) who will coordinate the tour and design activity with each other. So, six guides will be working at the same time. Each pair will cycle through the activities as illustrated here:

	Group 1	Group 2	Group 3
10:00-10:45	Studio 112	Design	Tour- 3 rd floor
10:45-11:30	Tour- 3 rd floor	Studio 113	Design-2 nd floor
11:30-12:15	Design-2 nd floor	Tour- 3 rd floor	Studio 112

1. The Studio watercolor activity is taught by an instructor. Both tour guides should bring their students to the studio at the designated time. If you need a break, this is a good time to do so. The more helping hands in the room, the better, so please do not leave for the entire 40 minutes.
2. The design activity takes place on the second floor. For ceramics, please be sure to introduce artworks from the Americas and Africa. For glass, show them the ancient Roman glass; for metal, the Indian Bidri ware in the Arts of Islam gallery; and for stone, the Chinese jades. (See notes below for additional tips.)
3. The tour focuses on paintings on the third floor. The teachers really want the students to have a consistent experience on the tour, so we have selected six paintings from which to pick. It is unlikely you can see all six in the short amount of time, even though you need to keep them moving, so just coordinate which ones you will see with your partner. These are the six paintings:

Jacopo and Francesco Bassano, The Element of Water, about 1576-77

Abraham Storck, The Four Day's Battle, 1666

Canaletto, The Grand Canal, Venice, c. 1740

Eugène-Louis Boudin, Vacationers on the Beach at Trouville, 1864

Philip R. Goodwin, Bear Chance, 1907

Robert Koehler, Rainy Evening on Hennepin Avenue, about 1902

World of Water Design Activity

On a fast-paced treasure hunt, students search for water containers from around the globe that will inspire their own original design of a water bottle, flower vase, or pet water bowl. In the galleries students make sketches of design ideas and discuss the pros and cons of different materials for the product they will design. Students gain an understanding of how people around the world value water so much they make beautiful artworks to contain it for many purposes.

Vocabulary

Culture	Jade
Engineering	Ceramic
Sketch	Metal
Vessels	Glass

Materials needed

Blue bag
Clipboards
Design sketchbook
Pencils

Goals

Students will understand that water unites all living things in the world (humans, plants and animals).

Students will understand that artists make choices about materials and visual elements (line, color, shape, and pattern) when designing artworks.

Students will understand that artworks are part of the culture of communities.

Overview

We are going to look at water containers from Africa, India, the Americas, Rome, and China (or whichever you plan to show) today to see how artists use patterns, shapes, and different materials like clay, metal, stone, and glass to make beautiful objects that honor how important water is to them.

After we look at water vessels from around the world you get to design your own pet water bowl, flower vase, or water bottle inspired by the art we will look at today. (Show them the pages at the end of their booklet) So, as we walk through the museum

galleries we will take time for you to sketch ideas that you think you might like to include in your design. What does the word sketch mean? There are pages in your sketchbook just for this.

We will see containers made of clay, glass, metal and stone. Along the way we will even see containers made from gourds (squashes) and covered with beads!

Use these pages to make notes about the qualities of different materials too. What material do you think will work best for your design? Why?

In each gallery we will talk about how artworks are part of each community's culture. As such, each artwork tells us something about the history, daily life, or beliefs of the community in which it was used.

Talking Points

People around the world need water to survive.

Water unites all living things around the world.

People around the world value water so much they make beautiful artworks for fetching, carrying, storing, cooking, serving and drinking water.

Artists make choices when designing beautiful artworks to contain water.

Discussion Prompts

At beginning: Water is an essential resource for people around the world. Let's list as many ways as we can think of that people use water. What about animals? What about plants?

At beginning: What kinds of containers do humans use to fetch, carry, store, cook, serve, and drink water? (Ask one at a time.)

What does the word culture mean to you? Discuss. Explain.

Artwork Discussion Questions

What do you see? What else? What shapes do you see? What colors? What kinds of lines? What kinds of patterns?

What kind of container do you suppose this might be? What do you see that makes you say that? What does the shape tell you about how it might have been used? What about the surface texture?

Artists use different materials based on the type of artwork they want to make and what they have available. What material does it appear to be made of? What do you see that makes you say that?

Review the materials and speculate about the pros and cons of each. For example, why would jade be a better choice for this than clay?

What do you wonder about this artwork?

How do you suppose this designed object benefited the people or community for whom it was made?

Notes

You do not need to look at artworks made of all of the materials. And you definitely do not need to have the students sketch at every stop. It is important for the students to see African and Native American art, so please be sure to include something from these galleries.

Just pick and choose some items from the treasure hunt to give the students something to look for. You can read some of the words out loud since many of the students are second language learners who might not be ready to read the words themselves. Encourage them to come back with family (Mia is Free!) if they would like to do the whole treasure hunt.

Be sure to allow time for them to draw at least one of the water vessels in their booklet.

Remember this is supposed to be lively and engaging. You do not need to engage in extended conversations about the artworks. The focus is on the qualities of the different materials and looking for designs that they might like to include in their final drawing(s).

Standards Supported

SS 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.

A 0.1.1.5.1 Identify the elements of visual art including color, line, shape, texture, and space.

A 0.1.2.5.1 Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.

A 0.1.3.5.1 Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.

A.0.2.1.5.1 Create original two- and three-dimensional artworks to express ideas, experiences, or stories

S 2.2.1.1.1 Describe objects in terms of color, size, shape, weight, texture, flexibility, strengths and the types of the materials in the object.

S 2.1.2.2.3 Explain how designed or engineered items from everyday life benefit people

ELA SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or larger groups