



Art Adventure Guide Brown Bag

October 17, 2017





Agenda

Katie Remole - Friends' President

AAG Council - Teresa Luterbach, Chair

Art Adventure set updates - Amanda Lesnikowski

Art Adventure 2017-18 - Ann Isaacson

Age-appropriate tours and stage development - Group discussion

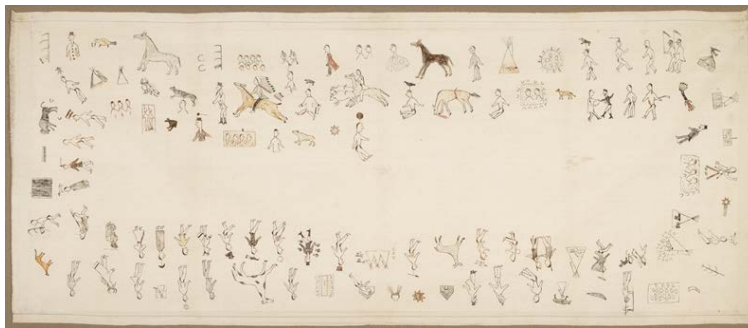
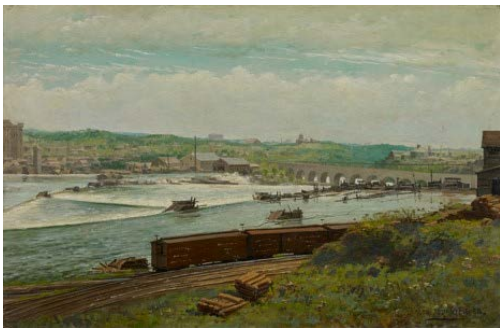
How People Lived



How People Lived



American Art Sampler



American Stories



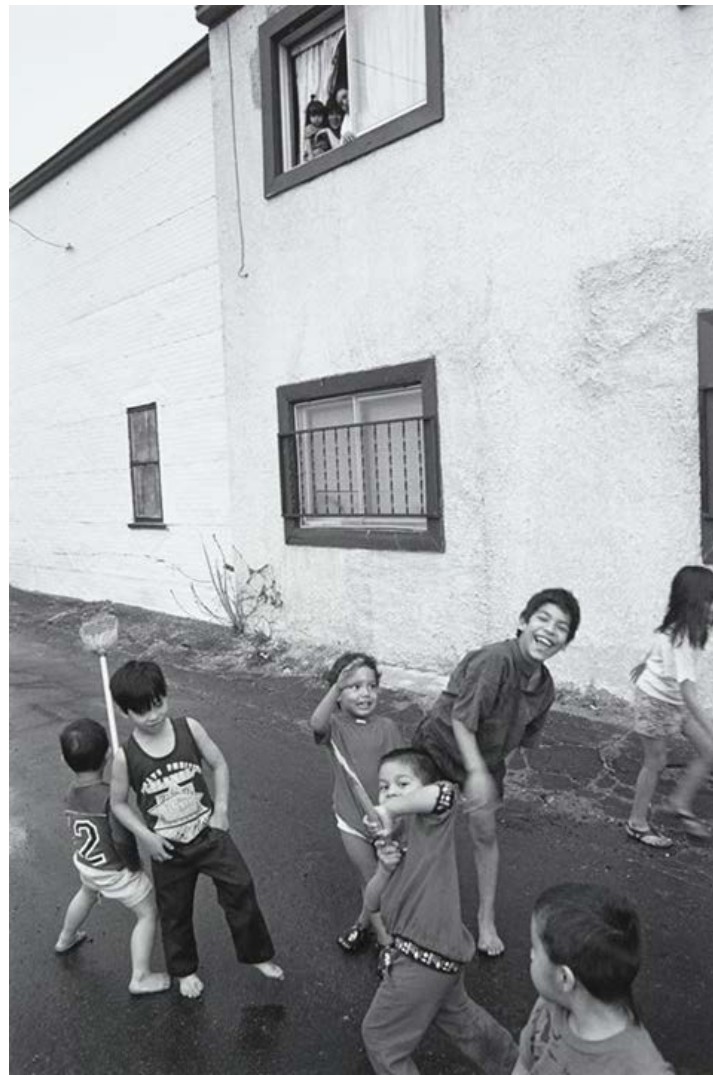
American Stories

What is American art? This question has endless answers. Diversity is certainly a defining element of this story. Throughout the land we now call the United States, Native people lived for millennia before the arrival of Europeans. Over the last three centuries, immigrants have come from many nations. Traditions of enslaved men and women, such as people brought from Africa, greatly shaped the United States. All of these people have contributed their own unique artistic heritages to our understanding of American art.

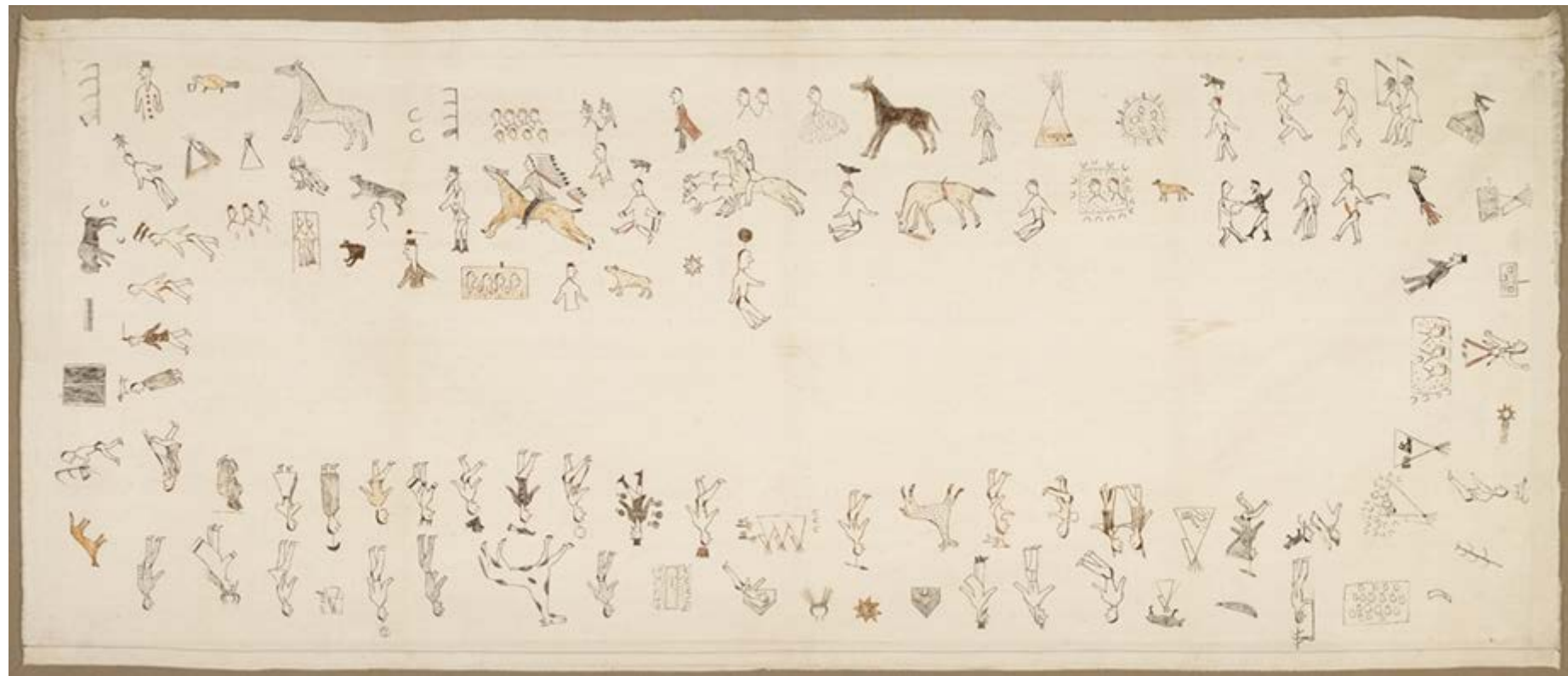
The art objects chosen for this Art Adventure set tell nearly 200 years of tales about the United States. They also incorporate many voices: from a portrait of the first president and to a photograph of children playing in St. Paul. By studying this sampling of art made in America, we can learn something about the history, traditions, and experiences of our diverse nation.

Kids Playing, Frogtown

Wing Young Huie, United States, b. 1955
Kids Playing, Frogtown, 1994, gelatin silver print
Gift of funds from David L. Parker and Mary M. D. Parker, 98.22.5
13 x 8 11/16 in. (image), 14 1/16 x 11 in. (sheet)



Winter Count



Winter Count



Locations

A Fishing Part Off Long Island (AI): returning in November

Transformation Mask (DFO): 261

Hmong Skirt (DFO): 213

The Artist's Daughter, Julie, With Her Nanny (FFC): on loan

Canaletto (PTE): in "Eyewitness Views"



“Do not ask your children to strive for extraordinary lives. Such striving may seem admirable, but it is the way of foolishness. Help them instead to find the wonder and the marvel of an ordinary life. Show them the joy of tasting tomatoes, apples and pears. Show them how to cry when pets and people die. Show them the infinite pleasure in the touch of a hand. And make the ordinary come alive for them. The extraordinary will take care of itself.”

William Martin, *The Parent's' Tao Te Ching: Ancient Advice for Modern Parents*

Every Child is Unique





Stages of Social & Emotional Development

Why is knowing important?

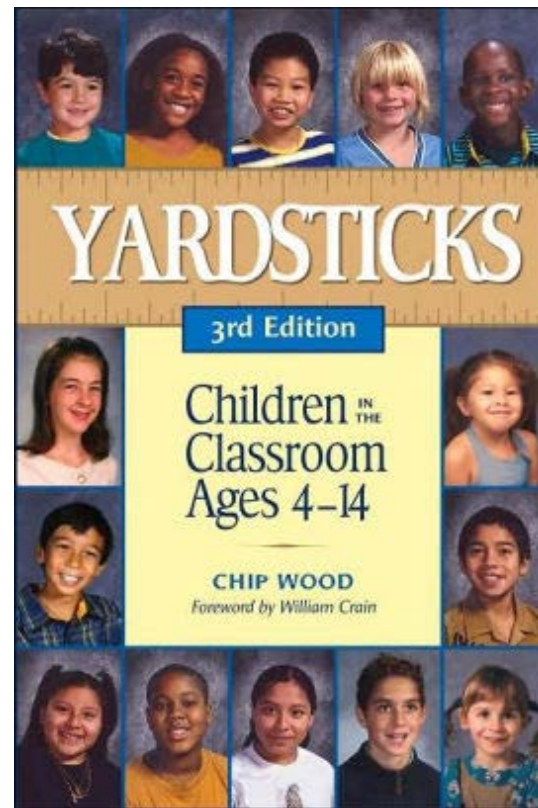
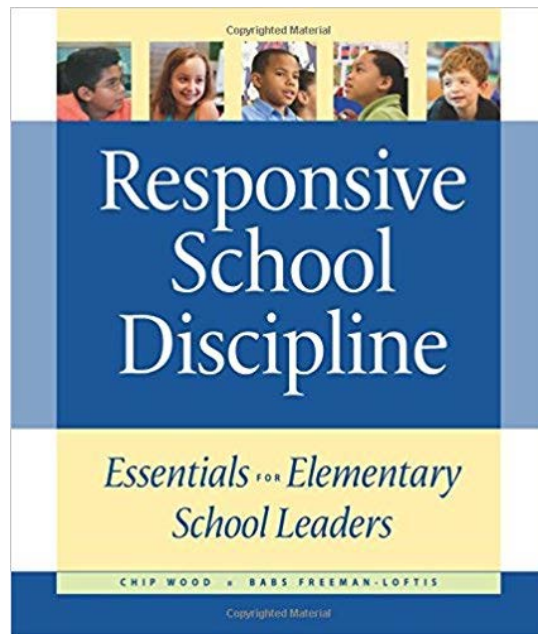
- You can model and teach the skills that will help them to successfully complete the “jobs” of their age
- You can be more patient
- You will be less likely to blame yourself or the children when behave in frustrating, yet developmentally appropriate ways
- You can affirm children for practicing/mastering their developmental tasks



Yardsticks by Chip Wood

Published by Northeast Foundation for Children Inc.

Center for Responsive
Schools, Inc.



Four-year olds (Artful Stories Preschool Tours)

Social

Friendly, talkative,
“bubbly”

Need adult help finding
words to express
themselves

Love “jobs”

Physical

Able to sit only for a
short while

Vision tends to focus
on faraway objects

Awkward with small
movements

Cognitive

Learn best by playing
or exploring

Love being read to

Enjoy language



Five-year olds (kindergarten)

Social

Need consistent rules and enforcements; respond well to clear and simple expectations

Need empathetic discipline as they test and make mistakes

Physical

Need lots of physical activity, but tire quickly

Able to see close objects best: not yet able to sweep focus smoothly from left to right

Cognitive

See only one way to do things, rarely see other viewpoints

Imaginative toys and other objects are alive

Think out loud



Six-year olds -1st grade

Social

Competitive, not
always good sports

Easily upset when
criticized or
discouraged

Love encouragements,
surprises and treats

Physical

Eyes maturing, so
reading is easier

Often chew pencils,
hair or fingernails

Like lots of activity, but
tire easily

Cognitive

Beginning to understand
past and present

More able to see other
viewpoints

Learn well through games,
poems, songs

Learn well from field trips

Seven-year olds - 2nd grade

Social

May be moody, shy, sulky and feel “nobody likes me”

Rely on adults for help and reassurance

Needs security of rules, routines and physical boundaries

Physical

Often keep their eyes focused on a small, close area

Can do quiet work for longer periods

Cognitive

Better at understanding ideas such as time, space and quantity

Enjoy learning about how things work

Enjoy repeating tasks and reviewing learning



Eight-year olds - 3rd grade

Social

Love group activities

Like to talk and explain ideas

Good sense of humor

Adjust well to change, bounce back quickly

Physical

Eyes able to focus well on objects near and far

May have growth spurt

Limited attention span

Cognitive

Industrious, impatient and full of ideas

Listen well but may not always remember

Interested in rules, logic, and fairness



Nine-year olds - 4th grade

Social

Very competitive, yet may form cliques

Need adults to be patient and explain clearly

Need lighthearted humor, and encouragement

Physical

Coordination is better, boys like to rough-house

Restless; can't sit for long

Cognitive

Less imaginative than at eight years old/want factual explanations

Begin to see the bigger world, issues of justice and fairness

Have trouble understanding abstractions (large numbers, vast areas, long time periods)

Ten-year olds - 5th grade

Social

Work very well in groups/able to enjoy cooperative activities

More mature sense of right and wrong/able to resolve questions of fairness

Listen well

Physical

Large muscles are developing rapidly

Snacks and rest periods benefit rapidly growing bodies

Cognitive

Good at memorizing facts, classifying

Increasingly able to think abstractly, logic and solving problems

Can concentrate for long periods of time



Eleven-year olds - 6th grade

Social

Moody, self-absorbed
and sensitive

Like to challenge rules
and test limits

Impulsive

Need adult empathy,
humor and sensitivity

Physical

Restless and very
energetic

Needs lots of food,
physical activity and
sleep

Many girls are
experiencing early
adolescence

Cognitive

Becoming more adept at
abstract thinking

Can establish and modify
rules and develop
hypotheses

Increasingly able to see
the world from various
perspectives



12-year olds - 6th/7th grade

Social

Capable of self-awareness, empathy

Enthusiastic and uninhibited, appear to feel secure

Care more about peer opinions

Physical

Very energetic, need lots of sleep, exercise and food

Growth spurts

Girls show signs of puberty

Cognitive

Can and will see both sides of an argument

Increasingly able to organize their thoughts

Interested in history, civics, environmental issues, and pop culture