

## Kindergarten STEAM Tour: Weather and Seasons

### Introduction

On this interactive STEAM tour kindergarten students will view and discuss artworks in Mia's galleries that depict the seasons and weather. Students will learn that sometimes artists make art that looks very realistic and other times they use their imaginations to make art. Hands-on activities throughout the tour reinforce the idea that art, math, and science are very closely related.

### Supplies (in yellow tour bag)

Images of weather/seasons for sorting:

*Springtime of Life*

Jean Baptiste Camille Corot 49.2

*Spring* from the "Four Seasons" series

Wendy Red Star 2012.69.3

*Rainy Evening on Hennepin Avenue*

Robert Koehler 25.403

*The Upper Ipswich River*

Philip Little 20.45

*Lovers Watching an Approaching  
Thunderstorm*

Unknown artist, India 92.102

*Snow Scene at the Shrine of Benzaiten in  
the Pond at Inokashira*

Utagawa Hiroshige P.75.51.376

*Shōno: Driving Rain*

Utagawa Hiroshige P.75.51.507

*Tahitian Landscape*

Paul Gauguin 49.10

*Tornado Over St. Paul*

Julius Holm 77.28

*Channel to the Mills*

Edwin M. Dawes 15.296

*A Scene on the Tohickon Creek: Autumn*

Thomas Moran 68.82

*A 'Bear' Chance*

Philip R. Goodwin 70.64

Examples of artists' tools: paint brushes and palette with "paint"

Student notebooks

Clipboards

Pencils

### Artworks

Pick at least three or four artworks (paintings or large prints and photographs will work best) to spend time with on the tour, keeping in mind that some of the activities will take place in spaces rather than in front of a specific artwork. Begin each discussion by having the students describe what they see. Then invite them to make themselves really small so they can go inside the picture. Ask them how they feel in it? Cold? Warm? Wet? What would you do inside of this scene? Discuss the weather and/or season depicted. Ask students what clues helped them figure out the season.

You could also discuss the difference between real and imagined by inviting students to look at photo props or pictures on an iPad of similar weather conditions to decide if they think each artist was using close observation like a scientist or using his/her imagination more. You could lead with prompts such as “I see \_\_\_\_\_ that looks real” or “I see \_\_\_\_\_ that looks imagined.”

### **I Spy**

Engage students in looking for special weather stuff throughout the tour. Each student has a Nature Hunt page in their notebook which they can mark whenever they spy something on it. If possible, design your route to include lots of weather/seasons.

### **Counting**

Whenever you are in a gallery with a lot of weather, make opportunities to count just about anything (How many artworks show people in coats? How many artworks show sunny skies? How many colors do you see? How many different kinds of blue do you see?) Use fingers, bodies (sort into groups based on preferences), and sounds to make counting fun. Their notebook includes a page they can mark when they see clouds, sunshine, or rain.

### **Weather art sorting activity**

Ask the students in small groups to sort a set of pictures from Mia’s collection according to the type of weather each picture shows. Some are tricky, so don’t worry too much if they get it right or wrong—weather is that way! Count the numbers of each type. Discuss. Then ask the students to put a set of 10 pictures in order from hottest to coldest. Again, there is not a “correct” order. Discuss their choices. After students have ordered the pictures, review the four seasons and ask them to create a pattern based on how the seasons follow each other. Some students will not have experienced Minnesota seasons (or necessarily remember all of them!), so facilitate the experience by thinking out loud together about some of the features that help us identify seasons (ice melts in spring, everything is green in summer, etc.).

### **Support visual arts standards**

At every work of art on the tour be sure to discuss at least one important visual element. Color often helps us identify seasons! Invite students to find and name the shapes and colors they see. Name where the artwork comes from and provide a relative time frame (e.g. long, long ago or brand new). Tell what it is made of and when possible show an artist’s tool (e.g. paintbrush).

### **Art Making**

Ask students to draw themselves in a picture showing whatever kind of weather is happening at that time of year, or in their favorite season. They can show themselves in a landscape, or up close surrounded by weather. Invite them to use their “I Spy” sheet for ideas of how to show different weather. Or you can demonstrate some simple ways to show rain, snow, sun, etc.

**Science** 0.3.2.2.1 Weather can be described in measurable quantities and changes from day to day and with the seasons.

**Science** 0.2.1.1.1 Objects can be described in terms of the materials they are made of and their physical properties. Benchmark: Sort objects in terms of color, size, shape, texture, and communicate the reasoning for the sorting system.

**Math – Geometry & Measurement** Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects. K.3.1.2 Benchmark: Sort objects using characteristics such as shape, size, color and thickness.

Compare and order objects according to location and measurable attributes. K.3.2.1 Benchmark: Use words to compare objects according to length, size, weight and position.

**Math –Algebra** Recognize, create, complete, and extend patterns. K.2.1.1 Benchmark: Identify, create, complete and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking.

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

**Visual Arts** 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

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

**Visual Arts** 0.4.1.5.1 Compare and contrast the characteristics of a variety of works of visual art.