



## School Tour Curriculum 2023-2024

### Second Grade & Third Grade: Balance & Movement



**Welcome to the Museum of Contemporary Art Jacksonville School Tour Program. We are very excited that you will be joining us for a tour of the Museum.**

**This packet is intended to enhance your students’ experience at MOCA. MOCA’s education department believes art crosses curriculum boundaries and through this packet, encourages teachers to incorporate art in the classroom. The packet structure includes information about your upcoming tour and pre- and post-tour activities.**

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## School Tour Information

Your visit to MOCA consists of two parts: **(1)** guided museum tour of MOCA's galleries and **(2)** a hands-on art activity in the studio workshops.

### (1) Guided Museum Tour

- The Museum tour will navigate your class through select pieces from MOCA's Project Atrium, permanent collection, or featured exhibitions. Each tour is customized to meet the grade level standards.
- During the tour, students are challenged to understand how artists use the basic elements of art for both objective and non-objective purposes.
- Students will be asked various questions to encourage the understanding of the objects they encounter. Museum educators will continually encourage students to listen, observe, and articulate their ideas.
- We ask that teachers and chaperones to always stay with their students to assist with group management.

### (2) Art Activity in Studio Workshops

- The hands-on art project will be created in MOCA's studio classrooms. Here, students incorporate themes related to the tour with visual art techniques to produce their own piece of art.

## Museum Etiquette

We want you to have fun at our museum so please review the following rules before your trip:

- Do not touch the art, and always stand at least an arm's length way from it.
- Leave bags, backpacks, large purses, and coats on the bus.
- No water, drinks, gum or food in the galleries.
- Use quiet, inside voices and please raise your hand to speak.
- Use only pencils in the galleries.
- Walk, don't run.
- Students must stay with their tour group.
- Photography is encouraged, but please no flash or video recording.
- Arrange a restroom stop prior to your arrival.



## Second & Third Grade // Balance & Movement

Students visiting MOCA will learn an introduction to the elements and principles of art. The elements and principles of art are the concepts or ideas that artists use to organize their artwork. Artists use the principles of balance and movement to emphasize areas of their artwork or to move the viewers eyes from one area of the artwork to another.

The Second & Third Grade tour explores balance and visual movement in works of contemporary art. Many contemporary artists use types of balance in their work from formal (symmetrical) balance which creates a sense of calmness and harmony, to asymmetrical balance, which creates a more dynamic composition with visual movement. Movement can also be created by combining elements of art such as line, shape, form, color, or words which are arranged to visually to repeat or flow in certain directions. Show your students examples of art with balance and movement and also discuss the Roy Lichtenstein artwork on the cover of this curriculum guide by addressing the following questions:

- What is the first thing you notice when you look at the artwork?
- Where are most of the visual elements arranged on the artwork?
- Do you feel the piece is symmetrical or asymmetrical and why?
- Are there areas of the work that your eyes go to first?
- What visual marks help make your eyes move?

## Across the Curriculum

- Reading & Language Arts – Study how advertisements arrange words and pictures to create visual balance and movement.
- Math – Student will learn about a line of symmetry and be able to recognize radial balance.
- Science – Learn more about how symmetrical, asymmetrical, and radial balance can occur in nature.

## Vocabulary

- **Balance** // Showing visual weight. In general, there are three types of balance: Symmetrical, Asymmetrical, and Radial.
- **Movement** // Creating visual action or motion.
- **Symmetrical Balance** // Arranging items equally (same visual weight) on both sides of the artwork. If you folded your artwork in half, one side would be like a mirror image of the other.
- **Asymmetrical Balance** // Having more visual weight or more items arranged on one side of the artwork than the other.
- **Radial Symmetry** // Arranging elements equally around a central point. Symmetrical balance that is circular and starts in the middle and radiates outward.
- **Shape** // a two-dimensional area that can be measured only two ways: by height and length.

Before you and your students visit MOCA, consider using these activities and lessons in conjunction with other curricula. All activities use common classroom supplies or simple art materials.

### Recommended Pre-Tour Discussion Activity // Balance in Art

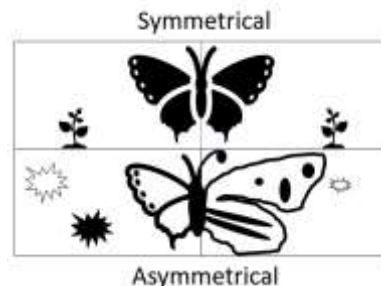
Discuss symmetrical and asymmetrical balance and explain that we can find examples of both in art and the natural world. Explain that symmetrical balance has a line of symmetry and when folded together create a mirror image on both sides and asymmetrical balance does not create a mirror image when folded. Artists often use asymmetrical compositions or forms, along with other elements of art, to create visual movement. Have a few examples of posters, advertisements, or comics for students to look at as examples of balance and movement. Ask students: How did you know what order to read the poster or ad? What elements of art can you find that help create movement? Why would an artist or advertiser want to create movement or excitement for a viewer?

Remind students that the addition of other elements of art help make visual movement like repeating lines, shapes, colors, patterns, or words. These elements help tell your eyes where to go.

### Recommended Pre-Tour Art Activity // The Butterfly Effect

#### SUPPLIES

- 8 x 10" white paper, 1 sheet
- Markers
- Colored Pencils
- Pencil



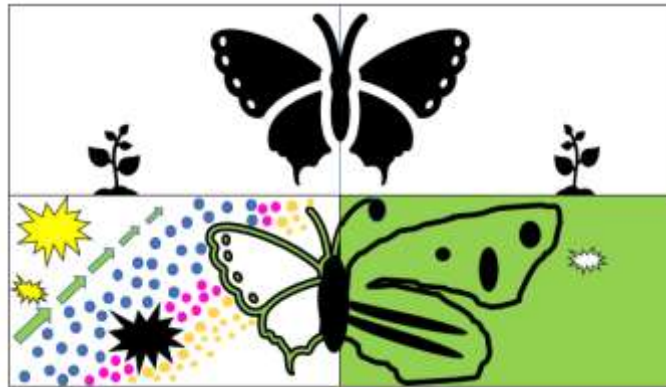
#### INSTRUCTIONS

Remind students of some of the different elements of art used to create movement that were discussed in the pre-tour discussion activity. Explain to them that they will create an advertisement (poster) or comic that includes a symmetrical and asymmetrical butterfly. Add additional elements in the asymmetrical butterfly scene to create a more dynamic sense of movement.

1. Pass out one piece of white paper
2. Fold the paper in half horizontally. Unfold and then fold in half vertically. This will produce four equal sections on the paper.
3. You can work with the paper horizontally or vertically for this activity.

4. Explain to the students that the fold down the center is the line of symmetry and that in the top part of your paper you will create a symmetrical butterfly. The visual weight will be equal on both sides and create a mirror image. If you fold your paper the symmetrical butterfly image and background elements would be right on top of each other.
5. On the bottom portion of the paper, you will still use your line of symmetry as a reference, but this time, you create an asymmetrical butterfly image. The visual weight should be different on each side. One side will have more elements than another which will create more visual movement.
6. Students should draw their two butterflies with a pencil first and then go over with a black marker so that it stands out. Other elements in the design can be added to the butterfly or background using markers and colored pencils.
7. In the asymmetrical butterfly scene, students should incorporate additional elements to create a sense of movement such as repeated and/or bold lines, shapes, colors, or words.

### EXAMPLE



**After your students visit MOCA, consider using these lessons in conjunction with other curricula. All activities use common classroom supplies or simple art materials.**

### **Recommended Post-Tour Discussion Activity // Art That Moves You**

Review and discuss with students the three types of balance and where they might find them in the natural world: Symmetrical (butterflies, flowers, snowflakes); asymmetrical (trees, bushes, mud puddles); Radial (snowflakes, flowers, clovers, dandelions, lizard tails). Provide pictures or actual items for students to see or touch. Explain how the individual parts have been naturally arranged to create balance and movement. How can some of these naturally occurring parts be represented in art? What elements of art could be incorporated to create the same sense of movement?

Allow students some time outside or at recess to look for items in nature that show movement such as the leaves of trees moving in the wind, birds or insects flying, children running and playing. Have students think about how they can show this same movement in their artwork. How do you show the wind blowing, birds flying, or people dancing? How could you incorporate those movements into a drawing or painting? Have students work together to find a few of the following items: flower, clover, dandelion, pinecone, and snail shell.

As a whole group, discuss some of the found items by asking a few questions: Do any of these items seem symmetrical or asymmetrical? Do some items seem like they move your eyes around in a circle? What did you find that can be turned in any direction and still be symmetrical? Explain: symmetry that looks like it starts in the center and moves outward and around in a circle, is called radial balance and you can see examples of it in nature with the objects they found (flower, clover, dandelion, pinecone, snail shell, spider web). As an optional enrichment activity, provide a snack with radial balance such as half of an orange or kiwi for the students to see, touch, and taste.

### **Recommended Post-Tour Art Activity // Mandala Suncatchers**

#### **SUPPLIES**

- 9 "Paper Plate
- White tissue paper
- Assorted light colors of tissue paper (scraps are fine!)
- Glue
- Cotton swabs
- Small paint brushes
- Tempera or puff paint
- Pencils



- Scissors
- Hole punch
- String or yarn

## INSTRUCTIONS

Discuss a few elements of art that help create visual movement – repeating lines, shapes, colors etc. Review radial balance and explain that elements of art can be combined with radial balance to create additional visual movement. Introduce the concept of a mandala and that they are created using many of the same elements of art used to create movement, and they are arranged with radial balance, typically in a circle or flower-like shape. Show students multiple examples of mandalas and discuss how they originated from Eastern religious cultures such as Buddhism and Hinduism and that we see examples of mandalas every day in coloring books, dreamcatchers, and kaleidoscopes.

When you have finished the discussion, explain to students that they will participate in a hands-on art activity where they will create a mandala suncatcher to include radial balance using lines, shapes, colors, patterns etc. in repeating ways around the suncatcher.

1. Give each student a paper plate with two whole punches at the top (to attach yarn at the end) and have them write their name on the back in the outer rim area with a pencil. Put out pallets or trays with a limited pallet of tempera paint on each. I recommend using only three colors and students can share trays or pallets.
2. Have each student cut out the middle circle of their plate. They may need to fold it a little bit to get the first cut in the middle. Student can throw away the middle circle piece that is cut out.
3. Next, pass out a piece of white tissue paper and glue it on the back so that it covers the circle that was cut out. The tissue should only be visible in that center from the front of the suncatcher.
4. Pass a few cut or scrap pieces of light-colored tissue paper out to students or place at tables so that students can have access to these.
5. Students will incorporate tissue paper with various patterns, shapes, and colors starting in the middle and then working outward creating radial balance (there should be symmetry going all around). Students should consider their placement before gluing tissue paper down. Students may choose to tear their tissue or use scissors, but items should have radial balance/symmetry and typically do not touch one another. If you have access to multiple hole punchers, students can use them to create tissue paper dots.
6. After students have included additional colored tissue paper, students can use bright colored tempera paint and either paint brushes or cotton swabs to create aspects typically found in mandalas such as dots of varying sizes and lines. This is when students can incorporate all the little doodles they may have learned over the years (hearts, stars, wavy line patterns, flowers, moons etc.). All the



repeating elements of the mandala should be relatively small in size, and don't typically touch or overlap. It is perfectly fine to just use dots and lines for creating their patterns as well. The painted patterns can go all the way to the edge of the rim. Have student begin in the center, turning their plates as needed, and work outward toward the rim.

7. Set the mandala suncatchers aside to dry and add yarn to the precut holes on the plate to be able to hang it.
8. When held up to a window or light source, students should be able to see that the tissue paper is translucent so it will let light shine through and help the all the lines, colors, shapes, and patterns of the mandala stand out.
9. The elements included in student's mandala suncatchers will create multiple opportunities for visual movement and an example of radially balanced artwork.

## School Tour Curriculum Standards

### English Language Arts B.E.S.T. Standards

#### Strand: Standards for Speaking and Listening

ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
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#### Strand: Communication

ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation.
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#### Strand: Vocabulary

ELA.3.V.1.1	Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

## Math B.E.S.T. Standards

#### Strand: Geometric Reasoning

MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures. Instruction develops the understanding that there could be no line of symmetry, exactly one line of symmetry or more than one line of symmetry.
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## Science Standards

#### Big Idea: Nature of Science

SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.2	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

## Next Generation Sunshine State Standards: Visual Arts

#### Big Idea: Critical Thinking and Reflection

VA.3.C.1	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.3	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.3.C.2.3	Use constructive criticism to improve artwork.

### Big Idea: Skills, Techniques, and Processes

VA.3.S.1	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.

### Big Idea: Historical and Global Connections

VA.3.H.1	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
VA.3.H.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.2	The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.
VA.2.H.2.3	Describe various venues in which artwork is on display for public viewing.
VA.3.H.3	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

### Big Idea: Innovation, Technology, and the Future

VA.3.F.2	Careers in and related to the arts significantly and positively impact local and global economies.
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.

## Pre- and Post-Tour Art Activities Curriculum Standards

### English Language Arts B.E.S.T. Standards

#### Strand: Communication

ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared.

### Mathematics B.E.S.T. Standards

#### Strand: Geometric Reasoning

MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids.

MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures
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## Next Generation Sunshine State Standards: Visual Arts

### Big Idea: Critical Thinking and Reflection

VA.3.C.1	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.C.2	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3	Use constructive criticism to improve artwork.

### Big Idea: Skills, Techniques, and Processes

VA.3.S.1	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.3	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. read more
VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two-and/or three-dimensional artworks.
VA.3.S.3.2	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.

### Big Idea: Historical and Global Connection

VA.3.H.3	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. read more
VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

### Big Idea: Organizational Structure

VA.3.O.1	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.

### **Big Idea: Innovation, Technology, and the Future**

VA.3.F.1	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.3	The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.3.F.3.2	Collaborate to complete a task in art.
VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.