



MOCA JACKSONVILLE
A CULTURAL INSTITUTE OF UNF



School Tour Curriculum 2023-2024

Kindergarten & First Grade: Color & Pattern



Milagros, *Flutter Zone* (detail), 2022. Multimedia, painted fabric, and foam. Site-specific installation for MOCA Jacksonville *Project Atrium Series*

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 with 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 as well as pre- and post-tour activities.

Table of Contents

School Tour Information..... 2

Museum Etiquette 2

Kindergarten & First Grade // Color & Pattern 3

Across the Curriculum 3

Vocabulary 3

Recommended Pre-Tour Discussion Activity // The Colors All Around Me 4

Recommended Pre-Tour Art Activity // My First Color Wheel 4

Recommended Post-Tour Discussion Activity // Patterns with Color..... 6

Recommended Post-Tour Art Activity // Create Your Own Flag..... 6

School Tour Curriculum Standards 8

Pre- and Post-Tour Art Activities Curriculum Standards..... 9

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 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.



Kindergarten & First Grade // Color & Pattern

Students visiting MOCA will learn an introduction to the elements of art and principles of design. The elements and principles are the concepts or ideas that artists use to organize their artwork.

The Kindergarten/First Grade tour focuses on a basic element and principle of art: color and pattern. For many children, color and pattern are the first introduction to the visual arts and often how they begin to make sense of the world around them. Color and pattern can be found across subject matter and in the natural world.

In modern and contemporary art, artists use color and pattern to create visual interest, show emphasis, create a particular mood or feel and sometimes help move our eyes from one area of the work to another. Show your students an example of work with a variety of color and patterns and ask them some of the example questions provided below:

- What colors do you see?
- What are primary colors?
- What are secondary colors?
- What is a pattern?
- Do you see any patterns? What are they?
- Can you tell me the cool colors?
- Why would an artist use a cool color?
- Can you tell me the warm colors?
- Why would an artist choose warm colors?
- What could you draw or paint that has warm and cool colors?
- What can you find in nature that has patterns?

Across the Curriculum

- Reading & Language Arts – Use descriptive words to write a sentence using color words and draw a picture. Label any patterns and warm/cool colors in the picture.
- Math – Create a pattern using geo blocks or other manipulatives.
- Science – Discuss how color and pattern are found in nature and then go outside and find your own. Draw and label in a journal.
- Social Studies – Discuss the various colors and patterns of flags. Students can identify the color pattern in the US flag.

Vocabulary

- **COLOR** // names for reflected or absorbed light.
- **PATTERN** // repeating colors, shapes, lines, or symbols
- **PRIMARY COLORS** // colors that can't be created by mixing other colors - red, yellow, blue
- **SECONDARY COLORS** // colors that are made by mixing two primary colors together - orange, green, violet.
- **WARM COLORS** // colors that make you think of warm things - red, yellow, orange
- **COOL COLORS** // colors that make you think of cool things - blue, green, violet

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

Recommended Pre-Tour Discussion Activity // The Colors All Around Me

Review the definition of primary and secondary colors and what makes them different. Explain that primary means 'first' and that means that no two colors can mix to make them, and those colors are red, yellow, and blue. Primary colors help to make all the other colors! Further explain that secondary colors need two primary colors to combine to make either orange, green, or violet. Introduce warm and cool colors and discuss when you would use those.

Ask students look around their classroom to identify colors that they see.

What kinds of things do you see that are a primary color? What can you find that is a secondary color?

Where do you find primary/secondary colors in a city?

What colors can make artwork feel warm? What colors can make artwork feel cool?

Would you use warm or cool colors to paint a beach scene? What about an underwater scene?

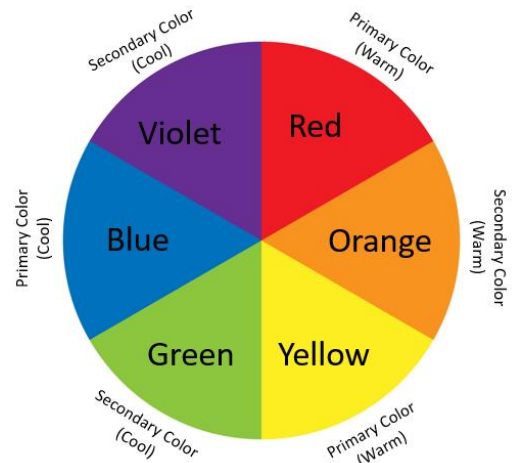
Challenge student to use photos or picture books to identify primary/secondary colors and if the picture feels warm or cool!

Recommended Pre-Tour Art Activity // My First Color Wheel

SUPPLIES

- 8 x 10" white paper
- Markers
- Circle Template
- Pencils
- Crayons or Color Pencils

Recommended Reading: *The Color Wheel Kids* by Travis A. Thompson



INSTRUCTIONS

Discuss the names of basic colors which include primary colors – red, yellow, blue and the secondary colors – orange, green, violet. Review what makes a color either primary or secondary. Also discuss with students the two halves of the color wheel (left and right) represent the warm and cool colors. Review what warm and cool colors are and how students could use them in their artwork.

1. Pass out an 8x10 sheet of white paper and pencils to students. Students will write their names on the back of the white paper.
2. Next, ask students to trace a pre-made circle shape that fills up most of the sheet of paper (or provide a pre-made circle sheet for them).
3. Once students have drawn their circle, instruct them to put a dot with a pencil in the middle of the circle and draw a line from top to bottom that goes through that dot.
4. With a pencil, draw a big X on the circle that goes to the outer edges of the circle using two lines. The lines of the X should cross at the center dot. This should give them 6 “pieces” for each color of the color wheel.
5. Using crayons or colored pencils, have the students mark each piece of the color wheel with a color starting with red and go clockwise – red, orange, yellow, green, blue, violet (see example above). This will help students remember what color goes where. Then students can color in those sections.
6. Students can write each color name with a black marker and if they have time, label which are warm/cool and primary/secondary with their pencils on the outside of their color wheels.

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 // Patterns with Color

Review the definition of a pattern and how students can use color to create patterns. A pattern is something that repeats in the same way each time. Discuss examples of patterns in other subjects such as Math (AB, ABA, ABBA), Science, (the way color patterns might occur naturally on certain animals like the stripes of a zebra), or even Social Studies (the stripes on a country's flag).

Ask a student to name an animal that starts with Z (zebra).

What does a zebra have? What color are they?

What is the color pattern of a zebra?

What other animals have color patterns?

What color pattern do you see on the flag in the classroom?

Recommended Post-Tour Art Activity // Create Your Own Flag

SUPPLIES

- 9 x 12" sheet of white paper
- 12" precut strips of construction paper (various colors and thickness)
- 9" precut strips of construction paper (various colors and thickness)
- Pencil
- Glue
- Scissors
- *Optional wooden dowel or straw for flagpole

INSTRUCTIONS

1. Students will write their name in pencil on the back of their paper with a pencil. The paper should be in landscape orientation.
2. Summarize patterns and colors and discuss different ways to make a color pattern. Let the students give you a couple of examples.
3. Put out various strips of construction paper at each desk or table and let the students experiment with patterns.
4. Have the students hold up a strip that shows a primary color, then a secondary color.
5. Have the students hold up a strip that shows a warm color, then a cool color.

6. Explain to the students that they will create their own unique flags using color patterns.
7. Students should choose construction paper strips to create an alternating pattern between primary/secondary or warm/cool. Students should be able to tell you what their pattern is and what kind of colors they are using.
8. Then, students will create their pattern(s) on their sheet of paper by placing loose strips on the sheet of paper in the order they intend to glue them down. The “stripes” of the flag can be vertical or horizontal (or a combo!).
9. Once each student has decided on their pattern, spot check that they have it in the correct order and then the students can glue down their strips to form the stripes of their flag. The pattern should go from edge to edge (the shorter strips are for vertical stripes and longer for horizontal stripes).
10. When students have completed their flags, discuss the final result:
 - a. What pattern did you choose for your flag?
 - b. Why did you choose those colors for your pattern?
 - c. Describe what primary/secondary colors are and have students wave their flags if they have those colors.
 - d. Describe what warm/colors are and have students wave their flags if they chose those colors.
 - e. Look at your neighbor’s flag and see if you can guess what their color pattern is.

School Tour Curriculum Standards

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

Strand: Communication

ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.	
-------------	---	--

Strand: Creating and Collaborating

ELA. 1.C.5.1	Use multimedia element to enhance oral or written tasks. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.	
--------------	--	--

Strand: Vocabulary

ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	

Next Generation Sunshine State Standards: Visual Arts

Big Idea: Critical Thinking and Reflection

VA.1.C.1	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.1.C.1.1	Create and discuss works of art that convey personal interests.
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.
VA.1.C.2	Assessing our own and others' artist work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
VA.1.C.2.1	Describe visual imagery used to complete artwork.
VA.1.C.3	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.
VA.1.C.3.2	Distinguish between artwork, utilitarian objects and objects from nature.

Big Idea: Skills, Techniques, and Processes

VA.1.S.2	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
VA.1.S.2.2	Describe the steps used in art production
VA.1.S.3	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.

Big Idea: Historical and Global Connections

VA.1.H.1	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
VA.1.H.1.2	Discuss suitable behavior expected of audience members.
VA.1.H.1.3	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
VA.1.H.2.3	Identify places in which artworks may be viewed by others.
VA.1.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.1.H.3.1	Identify connections between visual art and other content areas.
Big Idea: Innovation, Technology, and the Future	
VA.1.F.3	The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.1.F.3.1	Describe the use of art to share community information.

Pre- and Post-Tour Art Activities Curriculum Standards

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

Strand: Communication

ELA.1.C.2.1	Present information orally using complete sentence and appropriate volume.
-------------	--

Strand: Standards for Speaking and Listening

ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.
-------------	--

Math B.E.S.T. Standards

Strand: Mathematical Thinking and Reasoning

MA.K12.MTR.1.1	Actively participate in effortful learning both individual and collectively. Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new methods or approach.
----------------	---

Strand: Geometric Reasoning

MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones, and cylinders.
-------------	---

Social Studies

Strand: Civics and Government

SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy. Examples are United states flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.
------------	---

Next Generation Sunshine State Standards: Visual Arts

Big Idea: Critical Thinking and Reflection

VA.1.C.1	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
VA.1.C.1.1	Create and discuss works of art that convey personal interests.
VA.1.C.2	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.
VA.1.C.3	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.

Big Idea: Skills, Techniques, and Processes

VA.1.S.1	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
VA.1.S.1.1	Experiment with art processes and media to express ideas.
VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA.1.S.2	Development of skills, techniques, and processes in the arts strengthen our ability to remember, focus on, process, and sequence information.
VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.3	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.
VA.1.S.3.2	Discuss the qualities of good craftsmanship.
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.

Big Idea: Organizational Structure

VA.1.O.2	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.

Big Idea: Innovation, Technology, and the Future

VA.1.F.1	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
VA.1.F.1.1	Use various art media and real or imaginary choices to create artwork.
VA.1.F.3	The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
VA.1.F.3.2	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21 st -century skills.