

Boston Art Commission

Hands on Activities for Public ART QUESTions and the K-6 Classroom

Extend your learning experience by trying out these activities at home or in the classroom!

These hands on projects can be used by families, school teachers or other childcare providers to enhance the Public ART QUESTions guide or to suit K-6 curriculum needs. At the end of each project description you will find a list of educational frameworks. For more information on state frameworks visit the Massachusetts Department of Education website: www.doe.mass.edu/frameworks.

Boston Athletic Association/Boston Marathon Memorial

1. Marathon Sculpture Project

Use cardboard, colored paper or paint, scissors and glue to make your own 3-dimensional marathon map of your community or a made-up place. Look at topographical and aerial maps, small-scale models and dioramas. Discuss the cultural elements that make up communities. Are they different in rural and urban environments? Talk about how neighborhoods are different and the same.

Cut out shapes from a piece cardboard for buildings and bridges, folding the bottom of each shape to make a tab. Glue down the tabs to a second piece of cardboard which will act as the base. Paint or colored paper can be used to add roads, rivers, ponds or grassy areas.

Achievement Standards:

- Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media.
Visual Arts Frameworks 1.2
- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.
Visual Arts Frameworks 3.3
- Tell or show what a map is and what a globe is.
History and Social Sciences K.G.5

2. Crowd Drawings

Create your own portrait of a crowd of marathon fans. Make drawings with colored pencils on paper or use scissors and glue to collage figures cut from magazines onto paper. Look at pictures of crowds and large groups of people. Talk about overlapping shapes. Notice the size and scale of the figures in back versus the people in front. Talk about different reasons why people might gather in crowds.

Create your crowd by drawing groups of people or cutting out figures from old magazines and gluing them over each other to create layers.

Achievement Standards:

- For shape and form, explore the use of shapes and forms in 2D and 3D works.
Visual Arts Frameworks 2.4
- Create 2D and 3D artwork from direct observation.
Visual Arts Frameworks 3.1
- Identify positions of objects in space, and use appropriate language.
Math Frameworks K.G.4

Remember the tour



Boston Marathon Memorial by Mark Flannery Robert Shure and Robert Lamb

A map of the famous Boston Marathon sits in Copley Square surrounded by posts with bronze details.

Discussion / Questions:

- Check out the map on the ground. How do you think the artist made it?
- A marathon is 26.2 miles; do you think you could ever run that far? What does 26.2 miles look like?
- Spend time carefully looking at all the different people on the posts around the map. What are they each doing?

Curriculum Frameworks:

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.
Visual Art Frameworks 5.1

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Mosaics in Tadpole Playground

1. Paper Mosaic

Use chalk colored paper, scissors, glue and a hole-puncher to make your own symmetrical mosaic. Look at mosaics by artists from different times. Learn about the process of making a mosaic.

Fold a piece of black paper in half, open it up and draw your favorite plants and animals on one side of the paper with a piece of chalk. Fold the paper back together with the drawing on the inside and rub the outside of the paper with your hand to transfer a ghost image of your drawing onto the other half of the page. Open up the paper and trace over the lines so you can see your symmetrical design. Cut some colored paper into small squares or use a hole-puncher to create small circle shapes. Glue the colored pieces into your design. Leave black space in between the shapes to give the effect of a grouted mosaic.

Achievement Standards:

- Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.
Visual Arts Standards 1.1
- For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works.
Visual Arts Frameworks 2.5

2. Foil Emblems

Make an embossed emblem using aluminum foil, newspaper, cardboard, glue, pencils, paper and permanent markers. Learn about symbols from different cultures. Can you find symbolic images in sports emblems, flags and other works of art?

Collect examples of symbols. With pencil and paper, draw a design using these ideas to represent the qualities you think are important. Place the drawing on top of a sheet of heavy aluminum foil. Put a small stack of newspapers underneath. Trace over the lines of the design with a dull pencil, pressing down firmly enough to leave an impression in the foil. Turn the foil sheet over and color in the spaces in between the raised lines with permanent markers. Glue your embossed picture onto cardboard and on the bottom of the cardboard write the words your symbol represents

Achievement Standards:

- For shape and form, explore the use of shapes and forms in 2D and 3D works.
Visual Arts Frameworks 2.4
- For texture, explore the use of textures in 2D and 3D works. Create representations of textures in drawings, paintings, rubbings, or relief.
Visual Arts Frameworks 2.3
- Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty, and reliability.*
History and Social Science Frameworks (C)

Remember the tour



Mosaics in Tadpole Playground
by Lilli Ann Killen and Marvin Rosenberg

Two colorful mosaic frogs are surrounded by other plants and animals.

Discussion / Questions:

- According to mythology, Triton is a merman: a sea god with a fish tail. Who do you think the children are in this artwork?
- Have you ever played in the water? Where were you?
- Would you ever want to live in the water like Triton? Why?

Curriculum Frameworks:

- Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
Visual Art Frameworks 5.3

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Frogs of Tadpole Pond

1. Lily Pad Pictures

Make a pond scene using paper, tissue paper, yarn, crayon and watercolors. Look at pond life above and below water. Discuss the life cycles of animals that live in this habitat.

Make your own lily pad pond by ripping green tissue paper into round shapes and then gluing them onto watercolor paper. Make roots using green yarn, gluing them to the page. Use crayon to draw frogs and tadpoles or butterflies, dragonflies and flowers. Finish the whole painting transparent washes of watercolor on top of the picture to show water, earth and sky.

Achievement Standards:

- Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.

Visual Arts Standards 1.1

- Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry.

Visual Arts Frameworks 1.5

2. Fish and Tackle Game

Make a fishing game you can play with using paper, crayons, a stapler, newspaper, a tree branch, yarn, beads, a paperclip and an elastic band. Find pictures of different fish and look at the shapes, patterns and colors. Make your own fishing game and try catching your colorful fish.

Get a long stick, and tie string to the top of it. Bend a paperclip open to form a hook, and tie it to the bottom of the string. Create a piece of tackle for the hook by attaching a string of beads to the paper clip. Draw a fish shape onto a large piece of folded paper. Cut out the shape with the paper still folded and then draw scales, eyes and gills on both fish shapes. Staple the shapes together sealing the two shapes along the edges, leaving the mouth area open. Stuff the fish with crumpled newspaper to make it thick and tape an elastic band to the mouth. Try to catch the fish with the hook of your fishing pole.

Achievement Standards:

- For shape and form, explore the use of shapes and forms in 2D and 3D works.
- For texture, explore the use of textures in 2D and 3D works. Create representations of textures in drawings, paintings, rubbings, or relief.

Visual Arts Frameworks 2.3

Remember the tour



Frogs of Tadpole Pond
By David Phillips

Bronze frogs take part in the fun at Tadpole Playground.

Discussion / Questions:

- How many frogs can you find?
- What is each of the frogs doing?
- How is this sculpture different from the other sculptures you've seen?

Curriculum Frameworks:

- Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.

Visual Art Frameworks 5.3

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Make Way for Ducklings

1. Procession Pop-Up Cards

Use colored pencils, scissors and construction paper to make a pop up greeting card that shows people or animals taking a walk. Think about times you have taken a long walk. Were you alone or with other people? What did you see along the way? Can you think of other celebrations that include parades? Learn about festivals celebrated throughout the world.

Fold a piece of construction paper in half. Starting from the fold, draw two three-inch long lines perpendicular to the fold, each one inch from the edges of the paper. Cut along the lines, fold the cut section towards the top and crease well then unfold it and open the card. Use your thumbs to push the new fold down and close the card again, pressing firmly. When you open up your card again you will see that the folded shape pops up like a stair step. Using a second sheet of paper, draw some people or animals all in a line, cut them out and glue them to the front side of the pop up part of your card. Draw a background on the top inside area behind your characters.

Achievement Standards:

- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.
Visual Art Frameworks 3.3
- For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance.
Visual Art Frameworks 2.6

2. Stuffed Animal Pencil Portraits

Bring in your stuffed animals and use paper, pencils and rulers to do some observational drawings. Notice the features give your animal personality.

Use brown pencils and practice drawing what you see. Look at other pencil illustrations. Can you use pencil lines to show different textures? Try smudging the pencil with your fingertips or a piece of tissue paper to create shadows.

Achievement Standards:

- Create 2D and 3D artwork from direct observation.
Visual Art Standards 3.1
- Compare the length, weight, area and volume of 2 or more objects using direct comparisons.
Math Frameworks 2.M.3

Remember the tour



Make Way for Ducklings
by Nancy Shön

A mother duck leads her ducklings to find a new home.

Discussion / Questions:

- What do you see in this artwork?
- Have you ever seen real ducks walk in a line like this?
- Do you think each duck has a different personality? Can you name a personality character for each duck?

Curriculum Frameworks:

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.
Visual Art Frameworks 5.1

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Triton Babies

1. Mythic Animal Collage

Use paper, cut-out magazines, scissors, glue and colored pencils to invent your own mythical creature. Spend time reading fairytales and myths from different cultures. Look at pictures of unicorns, griffins, and dragons. What animals spend their time in the trees, water or air? Learn about the words we use to describe different species.

Look through magazines, find people and animals pictures and cut out some body parts like eyes, ears, legs or tails. Choose different pieces and paste them together onto the paper to make a fantastical creature that is both human and animal. Use the rest of the paper to draw a place for the mythical creature to play.

Achievement Standards:

- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.
Visual Arts Standards 3.3
- Identify themes as lessons in folktales, fables, and Greek myths for children.
Literature Frameworks 11.2

2. Atlantis Painting

Create you own illustration of an underwater world with paper, oil pastels and watercolors. Read descriptions of the lost city of Atlantis, an island inhabited by the Greek god Poseidon, king of the sea, which supposedly sunk into the sea. Read other fairy tales about underwater cities such as Hans Christian Andersen's Little Mermaid or Djullanar the Sea-girl from Arabian Nights.

Draw your own Atlantis on a large sheet of watercolor paper using oil pastels. Mix blue or green watercolors and paint over your picture to create a sunken city inspired by the tale.

Achievement Standards:

- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.
Visual Arts Frameworks 3.3
- Identify themes as lessons in folktales, fables, and Greek myths for children.
Literature Frameworks 11.2

Remember the tour



Triton Babies

by Anna Coleman Ladd

Two bronze figures of children play as water splashes around them.

Discussion / Questions:

- According to mythology, Triton is a merman: a sea god with a fish tail. Who do you think the children are in this artwork?
- Have you ever played in the water? Where were you?
- Would you ever want to live in the water like Triton? Why?

Curriculum Frameworks:

- Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
Visual Art Frameworks 5.3

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Bagheera Fountain

1. Sunset Sahara Silhouettes

Make a picture showing wild animals in front of a sunset cast in shadows, using watercolor paper, paints, black paper, scissors and glue. Research endangered animals and talk about their natural habitats. Look at silhouettes from colonial portraits and shadow puppets from around the world.

Wet the entire surface of the paper with a damp paper towel and fill the sky with colors that blend to create a sunset. While this is drying, take a black sheet of construction paper and draw the outline of an animal in profile, the strip of land they walk on and trees or bushes. Cut these shapes out and glue them to the bottom of your sunset painting.

Achievement Standards:

- For color, explore and experiment with the use of color in dry and wet media Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork.
Visual Arts Standards 2.1
- Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.
Science Frameworks 3-5 ???

2. Animal Sound Abstractions

Use colored pencils or markers and paper to make designs describing a variety of animal sounds. Look at sounds as described in comic books and graphic novels, how to artists use shapes or lines to convey meaning? Take turns making animal sounds. Which are loud and which are soft? Are some higher pitched than others? Close your eyes and imagine colors, shapes and lines that remind you of the sound. Find out what the word “onomatopoeia” means. Read poetry by Langston Hughes.

Choose an animal sound to illustrate. Take a piece of construction paper and write out your animal sound. Choose a lettering style that you feel matches your word. Fill up the rest of the page with lines, shapes and colors that remind you of the sound you chose.

Achievement Standards:

- Create 2D and 3D expressive artwork that explores abstraction.
Visual Arts Frameworks 3.2
- Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
Language Arts Frameworks 14.3

Remember the tour



Bagheera Fountain
by Lillian Saarininen

A panther reaches up to a flying owl.

Discussion / Questions:

- What do you see in this artwork?
- How does the artwork make you feel?
- Originally the artist named this piece *Night* but then she changed its name to Bagheera, the panther from Rudyard Kipling’s *The Jungle Book!* Do you think having a different name changes the meaning of the artwork?

Curriculum Frameworks:

- When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?”
Visual Art Frameworks 6.1

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Boy and Bird Fountain

1. Bird Mobiles

Make a bird mobile using a hole-puncher, scissors, stapler, string, paper and a twig. Are all birds the same? How are they alike and how are they different? Look at the sizes and the colors of feathers. Find examples of birds that fly and birds that don't.

Fold a piece of construction paper in half and place your palm on the fold. Trace your hand onto the paper and cut out the shape while it is still folded. Unfold the paper to reveal two attached wings. Use another piece of paper to draw a shape for the bird's body. Place the bird's body between the folded wings. Staple them together close to the fold. Fold the bird's wings up so it seems to fly. Punch a hole next to the staple and attach a string, then tie the bird to the twig.

Achievement Standards:

- For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork.
Visual Arts Standards 2.5
- Identify symmetry in two-dimensional shapes.
Math Frameworks K.G.5
- Sort and classify objects by color, shape, size, number, and other properties.
Math Frameworks K.P.2

2. Bottle Bird Feeders

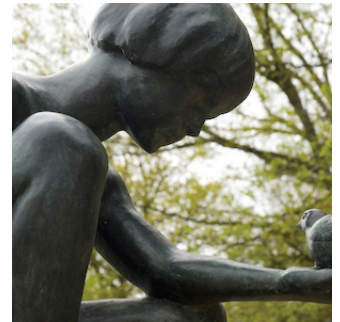
Create a plastic bottle birdfeeder using scissors, glue, tissue paper and a twig. Observe birds you find outdoors where you live. What do the birds eat, where do they build their homes? Discuss the importance of ecology and animal preservation. Look at ways of recycling found materials.

Peel the label off a small plastic bottle. Coat the outside of the bottle with glue and cover the bottle with colored bits of tissue paper. When it dries, an adult should punch holes through either side of the bottle. Thread a piece of yarn through both holes and tie the ends together. Place a small twig in the bottle and poke more holes into the sides. Fill the bottle up with birdseed. Hang the bird feeder in a tree and watch as birds peck at the holes to get food.

Achievement Standards:

- Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media.
Visual Arts Frameworks 1.2

Remember the tour



Boy and Bird Fountain
by Bashka Paëff

Two colorful mosaic frogs are surrounded by other plants and animals.

Discussion / Questions:

- This is another fountain with art featuring a child. Is this one different from the last one? How?
- What is the child in this fountain doing?
- What normally happens when you go near birds?

Curriculum Frameworks:

- Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
Visual Art Frameworks 5.3

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Small Child Fountain

1. Personal Timelines

Make a timeline that shows things you have learned as you've grown with note cards and pencils or pictures from magazines and glue. When did you first learn to eat with a fork or learn tie your shoe? What other things have you learned to do? Look at timelines that describe historical events or changes in the earth. Think about what a timeline of your life would look like?

Use one note card to represent each year of your life. Put them in order and on the bottom of each card write down your age and the skill you learned that year. Draw or cut-out pictures of the things you learned and tape them to the appropriate card. Ask your family for help if you'd like to learn more about yourself.

Achievement Standards:

- Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.
Visual Arts Frameworks 4.1
- Draw pictures and/or use letters or phonetically spelled words to give others information.
Literature Standards 19.3
- Place events in students' own lives in chronological order.
History and Social Science Frameworks 1.2.H

2. Earthworks Playgrounds

Make an animal play space with outdoor materials. Think about the things you do in a play space. Are there things to climb and places to cool off? Where can you run around?

Go outdoors and collect small rocks, twigs, string and other found materials. Build your own small playground using these natural materials. Bring gardening tools and watering cans to dig holes and make pools or streams. Can you find things that are smooth or bumpy, objects that are different colors? Is your playground the right size for an ant, a mouse or a bunny rabbit?

Achievement Standards:

- Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media.
Visual Arts Frameworks 1.2

Remember the tour



Small Child Fountain
by Lilli Ann Killen and Marvin Rosenberg

A young child plays with water from a fountain.

Discussion / Questions:

- Have you ever seen a fountain with art in it before? Where?
- Have you ever seen a sculpture of a little kid? Where? What was the kid doing?
- Do you think that a real child was the model for this statue? Imagine that child's story.

Curriculum Frameworks:

- Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities.
Visual Arts Frameworks 6.2

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General John Glover Statue

1. Nautical Map

Create an antique looking map for a difficult voyage or adventure using paper, a tea bag and pencils. Imagine a long, difficult journey with many obstacles. Can you describe some of the challenges you might encounter? Imagine a map that you might take on your journey. Look at navigational symbols, such as the compass rose.

Make a piece of paper look old by staining it. Rub a wet tea bag across the surface, then crumple the paper lightly and smooth it out to dry. Once the paper has dried, use a pencil to draw land, sea and some of the symbols you've learned. Show the route you might take crossing mountains, rivers or oceans. Read about arduous journeys that groups of people traveled throughout history.

Achievement Standards:

- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy
Visual Arts Standards 3.3
- Tell or show what a map is and what a globe is.
History and Social Sciences K.5.G

2. Leadership Trophies

Make a sculptural award that describes a person who showed great leadership, using aluminum foil, masking tape, plaster gauze, cardboard and paint or scrap fabric. Research an individual who you believe showed great courage in times of trouble.

Take one sheet of aluminum foil; scrunch it to make a shape for both the figure's head and torso. Crumple separate arms and legs and use masking tape to hold the pieces together. Now wind the tape all around your figure until it is entirely covered. Bend the figure to find a pose that you feel is best. Tape your figure down to a heavy piece of cardboard. Wet strips of plaster gauze and wrap an outer layer around your figure, as if it were a mummy. When it dries, paint the statue or use scrap fabric to add distinctive clothes. At the cardboard base, mark the trophy with the name of your character and the traits that make them great.

Achievement Standards:

- Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.
Visual Art Frameworks 6.3
- After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction.
History and Social Science Frameworks 2.10.H

Remember the tour



General John Glover Statue
by Martin Milmore

- The man portrayed by this sculpture is General John Glover. He led a group of fishermen during the Revolutionary War. They walked all the way to New York, fought and carried soldiers in boats for Washington's Army-he helped them cross the Delaware River!

Discussion / Questions:

- What do you think John Glover's Personality was like? How can you tell?
- Do you see anything missing from this statue?

Curriculum Frameworks:

- When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"
Visual Art Frameworks 6.1

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The Tortoise and the Hare

1. Tortoise Costumes

Use paper, crayons, glue, scissors, strips of scrap fabric, and cardboard or butcher paper to create life-size tortoise shells to wear as a costume. Learn about the difference between a tortoise and a turtle. Look at hexagons and other geometric shapes in nature. Look at patterns and textures in the animal kingdom.

Gather a collection of textures and make individual rubbings on small sheets of paper using crayons. Next, cut a large oval from your butcher paper or cardboard that could cover your back. Cut each rubbing sample into hexagon shapes, and then glue them to one side of the large oval, creating a pattern. Create arm straps by attaching the strips of fabric to the underside using glue or staples. Try acting out a story.

Achievement Standards:

- Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery
Theater Arts Frameworks 1.3
- Classify plants and animals according to the physical characteristics that they share.
Science Frameworks K.3 .1
- Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.
Math Frameworks K.G.2

2. Animal Folklore Masks

Create your own puppet using paper bags, paper, scissors and glue. Explore folktales from around the world. Discuss how folktales teach lessons about culture and social responsibility. Write a script for to perform or create your own folktale. Talk about the nature and habits of different animals and how they interact in their environments.

Take a large paper bag and put it over your head. With a friend, find the place where the eye holes should be. Once you've take off the bag, cut out the eye holes. Cut paper to create feathers, scales, or fur and decorate the surface by gluing them to create textures and patterns.

Achievement Standards:

- Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories.
History and Social Science Frameworks K.5 .C
- Identify themes as lessons in folktales, fables, and Greek myths for children.
English Language Arts Frameworks 11.2
- Identify characteristic features of the performing and visual arts of native populations.
Visual Arts Frameworks 8.1

Remember the tour



The Tortoise and the Hare
by Nancy Schön

A determined tortoise makes headway in a race against a distracted hare.

Discussion / Questions:

- What is the story of the Tortoise and the Hare? If you don't know it, can you make one up?
- Was there ever a time you felt as fast as a rabbit or as slow as a turtle?
- What are two other animals that could race? Who would win?

Curriculum Frameworks:

- Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
Visual Art Frameworks 5.3