

The Ringling

Dear Teacher,

Thank you for deciding to bring your students on a field trip to The John and Mable Museum of Art! Planning a field trip takes a lot of hard work and dedication, but the educational benefits out-of-classroom learning offers to students makes all your hard work pay off. We are excited for your visit, and hope these resources help you provide an enriching and educational visit for your students.

Inside this packet you will find two lesson plans, one for before you visit and one for after. Framing the museum experience with classroom learning helps students connect the field trip to the rest of their education. It also helps students get ready for their field trip and provides a great opportunity to introduce museum manners, such as looking with eyes not hands and using walking feet, which help keep our art safe.

As part of this exploration, each student will receive a copy of *ish* by Peter H. Reynolds courtesy of [The Patterson Foundation](#) and [The Suncoast Campaign for Grade Level Learning](#). Each book includes a letter to parents in English and Spanish, a link to watch the book read online, a postcard parents can mail-in to receive a second book free of charge, and a memory journal that can be completed at home or in the classroom and sent back home to parents.

We are excited to meet your students and bring them on an engaging and ishful exploration through the museum! Thank you again for choosing to bring your students to The Ringling.

Sincerely,

Katie Nickel

School and Teacher Program Coordinator

katie.nickel@ringling.org



THE JOHN & MABLE RINGLING MUSEUM OF ART
STATE ART MUSEUM OF FLORIDA | FLORIDA STATE UNIVERSITY

ringling.org

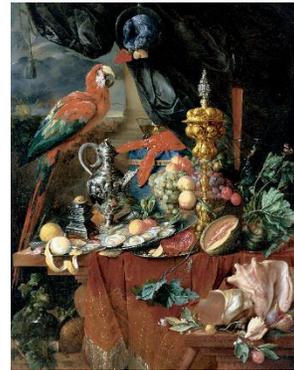
5401 Bay Shore Road T 941.359.5700
Sarasota, Florida 34243 F 941.360.7326

Pre-Visit Activity | *Introducing Art Elements*

Learning Objectives:

Students will

- Demonstrate understanding of basic art elements
- Use art elements to convey an idea and opinion
- Identify descriptive words to explain art



Activity:

Give each student a sheet of paper. Explain that we will be learning how art is made. Fold the paper into fourths, first like a hot dog then like a hamburger. Label each rectangle 1, 2, 3 and 4.

On the top left section of the paper labeled "1" ask students to fill the space with dots. Large, small, hollow, filled-in; any and all dots are acceptable.

On the top right section of the paper labeled "2" ask students to fill the space with lines. Include multiple types of lines: curved lines, angled lines, straight lines, spiral lines and dotted lines.

On the bottom left section of the paper labeled "3" ask students to fill the space with shapes. Squares, triangles, circles, ovals, trapezoids are all good examples of shapes.

On the bottom right section of the paper labeled "4" ask students to fill the space with color. Start with primary colors: red, blue and yellow. Then use secondary colors: orange, green, purple.

On the back of the sheet of paper, ask students to draw several feelings. Ask students to use vocabulary words describing emotions to write about their feelings or explain their drawings to the class. Examples of feelings might be using angled lines and large red dots to show anger, or curvy blue lines and circles to show sleepiness.

*I used **sharp lines** to draw **anger**.*

*I used **wavy blue lines** to draw **sleepiness** because it is **slow and lazy**.*

Duration:

20 – 30 minutes

Materials:

White paper
Markers or colored pencils

ELA Standards:

LAFS.K.3.5
LAFS.K.SL.2.5
LAFS.1.L.3.5
LAFS.1.SL.2.5

Other Standards:

VA.K.C.1.1
VA.K.H.1.3
VA.K.O.2.1
VA.1.C.1.1
VA.1.C.3.1
VA.K.O.2.1

Post-Visit Activity | *Art-ish*

Learning Objectives:

Students will

- engage with group reading
- explore their emotions and how to express them
- respond to a text through writing and art



Duration:

20 – 30 minutes

Materials:

Ish by Peter H. Reynolds

Journal page in back cover of *ish*

Markers or colored pencils

ELA Standards:

LAFS.K.RL.1.3

LAFS.K.RL.4.10

LAFS.K.W.1.1

LAFS.1.RL.1.3

LAFS.1.RL.4.10

Other Standards:

VA.K.C.1.1

VA.K.H.1.3

VA.1.C.3.1

Activity:

Gather students for group reading. Read *ish* by Peter H. Reynolds, or watch a video narration <http://bit.ly/AnaReadsIsh> and follow along.

Discuss the story as a large group. Ask students to identify the characters and a character trait. As a group, identify the settings, and list the major events in chronological order. What happened at the beginning of the story? Then what did Ramon do? How did that make Ramon feel?

Example: *Marisol is the little sister and she likes Ramon's art.*

Complete the Journal-ish found in the back of the book as a class. The first two questions will help students recall and solidify their experiences at the Ringling Museum. The last four questions relate to *ish*, and explore how students can use art and language to express emotion and knowledge.

Send the Journal-ish home with students in the plastic pocket at the back of the book. Let the students know they can watch the book read in English and Spanish online by following the links in the parent note in the book.