

Field Trip #1 For Schools

VMFA On The Road

A *VMFA On the Road* field trip exposes students to multiple art mediums/concepts using visual thinking, sketching and, writing. Teachers may pick one of the three programs based on their students' interests and needs. The SOLs covered are listed below the third program.

<https://www.vmfa.museum/learn/kids-families/>

Choose one, two, or three Gallery Activities

1. **I See, Think, Wonder**: **Grade Level:** Grades 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts

LOOK

This simple discussion activity allows learners to make careful observations and thoughtful inferences about what they see. It stimulates curiosity and helps teachers facilitate an inquiry-based conversation around a piece of artwork. It is easily adaptable for use with a variety of art objects.

2. **30-Second Sketch**: **Grade Level:** Grades, 6-8, 9-12; **Subject Area:** Fine Arts, Visual Arts

DRAW

This activity fosters close looking, promotes discovery, and enriches inquiry-based discussions by encouraging students to push beyond what is noticeable at first glance.

3. **Strike a Pose**: **Grade Level:** Adult, College, Grades 6-8, 9-12; **Subject Area:** Fine Arts, History and Social Science, Visual Arts

MOVE

Use this activity to help students make personal connections with art and build interpretations based on their observations and inferences.

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1. **Elaboration Game:** **Grade Level:** College, Grades 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts

LOOK

This activity sets the stage for inquiry by encouraging students to look carefully, observe details and make inferences.

2. **Creative Comparisons:** **Grade Level:** College, Grades 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts

WRITE

This activity encourages metaphorical thinking and allows students to use what they already know in order to approach and understand the unfamiliar.

3. **Contour Drawing:** **Grade Level:** Grades 6-8, 9-12; **Subject Area:** Fine Arts, Visual Arts

DRAW

This activity fosters metacognition, heightens awareness of artistic decisions, and challenges students to look critically and carefully.

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1. **Narrative: Grade Level:** College, 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts
WRITE

Using an artwork as a prompt for a narrative, learners activate their imaginations while practicing their observation and synthesizing skills.

2. **Make it Move: Grade Level:** Adult, College, Grades 6-8, 9-12; **Subject:** Fine Arts, Visual Arts
MOVE

This activity helps develop insight using different points of view. It emphasizes role-playing and empathy to strengthen understanding.

3. **Before & After: Grade Level:** Grades 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts
DRAW

This activity activates the imagination while encouraging students to consider contextual clues and artistic decisions.

Standard of Learning: English Standards

Communication

- 6.1 The student will participate in and contribute to small-group activities.
- 6.2 The student will present, listen critically, and express opinions in oral presentations.
- 7.1 The student will participate in and contribute to conversations, group discussion, and oral presentations.
- 7.3 The student will understand the elements of media literacy.
- 8.2 The student will develop and deliver oral presentations in groups and individually.

Writing

- 6.7 The students will write narration, description, exposition, and persuasion.
- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- 9.1 The student will make planned oral presentations independently and in small groups.
- 9.2 The student will produce, analyze, and evaluate auditory, visual and written media messages.
- 10.1 The student will participate in, collaborate in, and report on small-group learning activities.
- 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Standard of Learning: Fine Arts-Visual Arts

Visual Communication and Production

- 6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- 6.2 The student will exercise increasing skill and control in the use of media and techniques.
- 6.3 The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- 6.5 The student will use elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—relationships
 - 2. **Line—variation, implied**
 - 3. Texture—visual, tactile
 - 4. **Value—gradation**
 - 5. **Proportion—realistic, distorted**
- 6.7 The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.
- 7.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.
- 7.2 The student will refine media techniques to demonstrate craftsmanship.
- 7.3 The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.
- 7.8 The student will apply a variety of techniques in observational and expressive drawing.
- 8.1 The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- 8.4 The student will synthesize prior knowledge and experience to create works of art.
- AI.1 The student will maintain and use a process art portfolio (e.g., sketchbook/journal and working portfolio) for planning and as a resource in the art-making process.
- AI.2 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.

Fine Arts-Visual Arts continued

- AI.3 The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.
- AI.4 The student will describe and demonstrate craftsmanship (artisanship) in works of art.
- AII.1 The student will expand the use of a process art portfolio to include preliminary sketches, completed works, critical writings, and class notes.
- AII.2 The student will make critical and reflective choices to create works of art.
- AII.3 The student will demonstrate proficiency and craftsmanship (artisanship) in the use of a variety of art media.
- AII.8 The student will employ elements of art, principles of design, and a variety of media to express meaning in works of art and design.

Art History and Cultural Context

- 6.11 The student will describe ways artists contribute to society through their work.
- 6.12 The student will explain various types of collaborative art careers.
- 7.10 The student will identify styles and themes in contemporary and historical works of art.
- 7.11 The student will analyze how art and culture influence each other.
- 8.12 The student will describe how works of art are influenced by social, political, and economic factors.
- 8.13 The student will compare and contrast works of art according to medium, period, style, and artist.
- 8.14 The student will identify the roles of artists in society.
- AI.11 The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.
- AI.12 The student will identify technological developments in the visual arts.
- AI.13 The student will analyze works of art as representational, abstract, or nonrepresentational, including nonobjective and conceptual.
- AI.14 The student will describe how the design process is used in various careers.
- AII.12 The student will identify historical and contemporary works of art and artistic developments.
- AII.13 The student will examine and discuss social, political, economic, and cultural factors that influence works of art and design.
- AII.14 The student will describe traditional and nontraditional media and subject matter in works of art in relation to historical and contemporary meaning.

Analysis, Evaluation, and Critique

- 6.13 The student will explain the relationship between art-making processes and finished products.
- 6.14 The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.
- 6.15 The student will describe ideas and emotions expressed in works of art.
- 7.14 The student will identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.15 The student will apply processes of art criticism to evaluate works of art.
- 7.17 The student will analyze, interpret, and evaluate works of art, based on personal and contextual information.
- 8.15 The student will analyze how visual organization in works of art affects the communication of ideas.
- 8.17 The student will communicate how personal experiences influence critical interpretations and evaluations of works of art.

Fine Arts-Visual Arts continued

- AI.15 The student will use art criticism skills to interpret, analyze, and evaluate works of art.
- AI.16 The student will evaluate how social, cultural, and historical context contribute to meaning in works of art and design.
- AI.17 The student will analyze how media and visual organization in works of art affect the communication of ideas.
- AII.17 The student will use art criticism skills when analyzing, interpreting, and evaluating personal and professional works of art and design.
- AII.20 The student will define and practice ethical behaviors when responding to works of art and design.

Aesthetics

- 6.16 The student will identify how visual language communicates personal meaning.
- 6.17 The student will respond to questions about why artists create works of art.
- 6.18 The student will describe the manner in which the beliefs and values of a viewer may influence ideas and feelings about works of art.
- 6.19 The student will explain the means by which works of art evoke personal sensory, emotional, and aesthetic responses.
- 7.18 The student will analyze and reflect on the purposes and meaning of art.
- 7.19 The student will describe personal responses to visual qualities of works of art.
- 7.20 The student will interpret ways that social and cultural beliefs can influence responses to works of art
- 8.19 The student will formulate a working definition of *art*.
- 8.20 The student will analyze purposes, values, and meanings of works of art.
- 8.21 The student will describe and justify personal responses to visual qualities in works of art.
- AI.19 The student will articulate the difference between personal preference and informed judgment when discussing works of art.
- AI.20 The student will describe aesthetic qualities found in works of art.
- AI.21 The student will analyze the functions, purposes, and perceived meanings of works of design.
- AI.22 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.
- AI.23 The student will use personal criteria when making visual aesthetic judgments.
- AII.23 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and design.
- AII.24 The student will describe personal responses to aesthetic qualities found in works of art and design.
- AIII.22 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIII.23 The student will compare and contrast the aesthetics of two or more artists

Standard of Learning: Physical Education standard

Motor Skill Development:

6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components skill-related fitness.

7.1 The student will demonstrate competence and apply movement concepts in modified version of various game/sport, rhythmic; and recreational activities.

8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

Physical Education standards continued

Social Development

6.4 The student will demonstrate and apply skills of communication, conflict resolution, and/cooperation to achieve individual and group goals that apply to working independently and with other in physical activity settings.

7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.

8.4 The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.

9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.

10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.