

Art Museum Mysteries

Revealed!

an art museum detective curriculum unit
for 6-8 year olds



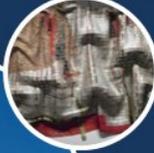
A mixed-up story of culture, history, science, and the visual arts framed in a series of mysteries

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Revealed

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Introduction

Inspired by developing a curriculum for an art museum summer camp, I began this unit planning in the hopes that students would find mystery, excitement, and delight in the objects of the museum. In order to support students' ownership of their exploration and ignite curiosity for discovering the mysteries or stories in the world around them, I developed a unit that will cast students in an immersive role—secret art detectives. This unit introduces the skills and practices of detective work, thus relying heavily on inquiry-based investigation. Additionally, the lessons will allow students to learn the stories of culture, artist process and vision, and the role of the art museum through actively engaging with the mysteries' unfolding clues. Although, the outcomes of each mystery are guided by the curriculum lessons, I aimed to give students autonomy in open-ended art making activities and free-choice play within each lesson.

Despite planning with an art museum summer camp in mind, I aspired to make these lessons adaptable for the classroom setting. Therefore, a majority of the featured objects can be found on the Denver Art Museum's Creativity Resource website for teachers (creativity.denverartmuseum.org). My rationale for this was to provide high-quality images and 360-degree views for projecting in the classroom, and support teachers with additional resources, if they wish to explore the content further. Obviously, using this unit in the classroom will remove some elements of active discovery, originally provided by the gallery hunts, but I believe most of the lessons could work individually. I have provided a Classroom Application support resource, which includes Common Core Standards. When reflecting with my colleague based on her feedback on my lesson, I also started to consider how this curriculum or certain lessons could act as a self-guided tour for school groups, provided certain materials. Again, this idea pushed me to consider how to make lessons flexible for the needs of different contexts.

My curriculum development process was guided in many ways by CRISPA, however specific lessons are guided by the ideas of Ralph Tyler, Mortimer Adler, Elliot Eisner, and John Dewey. In developing each lesson, I wanted to give students a sense of excitement and connection, therefore the character of Mystery Maven will hopefully elicit students' empathy and desire to help out and meet the challenge. At the same time, each lesson plan requires students to take a leap of faith with the imaginative story and play. Every element of the lessons require taking on a role and working within the elements of a constructed real-world play scenario, thus requiring immense risk-taking and imagination through active engagement. By incorporating different aspects of movement, art making, and detective skill practice, students will engage multiple senses.

This curriculum unit is meant to inspire students' imaginations with a discovery of the stories found in a museum's art objects and spark their curiosity to search for clues to the mysteries in the world around them.

Unit summary

Goals

- 1) Students will discover that artworks all have a story to tell, and the museum is filled with many interesting mysteries
- 2) Students will develop curiosity and inquiry skills
- 3) Students will learn about tools used to learn more about the world about them
- 4) Students will create meaningful artwork
- 5) Students will engage in active engagement and play throughout their time at the museum (immersive play role - Secret Art Detective Agency)

Age

6-8 year old students (aligns with 1st & 2nd grade curriculum)

Lesson Time

Museum Detectives (4 x 45-minute lessons)
Detective Skills Practice (varies)
Heroes Save the Day (5 x 30-45-minute lessons)
Art Protectors Unite! (3 x 45-minute lessons)
Following the Thread (3 x 45-minute lessons)

Material List

**All materials are listed on specific lessons, but this general list supports the entire unit*

- Access to the museum or way to project online images (see Image links in each lesson)
- Stories, letters, etc. (see Appendix of each lesson)
- Videos (see Video links in appropriate lessons)
- Books (see Books listed in appropriate lessons)
- Various tools to support exploration (plastic gloves, magnifying glasses, tweezers, Q-tips, etc.)
- Personal notebooks or journals for students
- Colored pencils
- Clue Board Materials
 - Designated Bulletin Board or Door surface
 - String or Washi Tape
 - Images of each art object
 - Plastic bags for “evidence”
 - Tape or pins

Resources

Standards

Alignment with Common Core: Grade 1/Grade 2

Reading

1. Ask and answer questions about key details in a text./Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson./Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9. Compare and contrast the adventures and experiences of characters in stories.

Speaking and Listening

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts/grade 2 topics and texts* with peers and adults in small and larger groups.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. / Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Alignment with Colorado State Standards: Grade 1

Visual Arts

- Standard 1. Observe and Learn to Comprehend (2. Art represents and renders the stories or people, places, or things)
- Standard 2. Envision and Critique to Reflect (1. Visual arts provide opportunities to respond to personal works of art or the art of others)
- Standard 3. Invent and Discover to Create (1. Create art to communicate ideas, feelings, or emotions)
- Standard 4. Relate and Connect to Transfer (1. Visual arts relate experiences to self, family, and friends)

Social Studies

- Standard 1. History (1. Describe patterns and chronological order of events of recent past)
- Standard 4. Civics (1. Effective groups have responsible leaders and team members)

Resources

Classroom Application

Although this curriculum unit is based around an art museum collection, the lessons can be adapted to meet the needs of a school classroom. Considering that these lessons might serve as a pre-visit exercise or stand alone as a unit taught entirely in a classroom, I have drawn together additional resources to support teachers as they implement the lessons. These resources can help serve as inspiration in a simulated “gallery walk” or can provide students with additional outlets for further research. These lessons require internet access and a projector or document camera to enable sharing, therefore I provided many resources that could be accessed online to support student-led exploration of other art objects to stimulate discovery and provide ideas for art projects. *Resources with an asterisk (*) indicate they are one of the lesson’s featured artwork.*

Lesson 1—Museum Detectives

- Google Art Project (Peruvian Art) <https://www.google.com/culturalinstitute/browse/?q.2=%2Fm%2F016wzw&q.openId=2&projectId=art-project&v.view=gallery&v.filter=items>
- The Metropolitan Museum of Art (Online collection, Mexican Art) <http://www.metmuseum.org/collection/the-collection-online/search/307748?rpp=30&pg=2&ft=aztec&where=Mexico&pos=50>

Lesson 3—Heroes Save the Day

- The Metropolitan Museum of Art (Online collection, Hanuman) <http://www.metmuseum.org/collection/the-collection-online/search?ft=hanuman>
- The Metropolitan Museum of Art (Online collection, Coyote) <http://www.metmuseum.org/collection/the-collection-online/search/310515?rpp=30&pg=1&ft=coyote&pos=5&imgNo=0&tabName=gallery-label>
- The Metropolitan Museum of Art (Online collection, Bronzes) http://www.metmuseum.org/collection/the-collection-online/search?&noqs=true&ft=* &what=Bronze&where=North+and+Central+America&pg=1

Lesson 4—Art Protectors Unite! (Other Conservation Mysteries)

- Nevada Museum of Art (Van Gogh Debate) <http://www.nevadaart.org/exhibitions/detail?eid=251>
- Art Institute of Chicago (Renoir’s True Colors) <http://www.artic.edu/exhibition/renoir-s-true-colors-science-solves-mystery>
- The Walters Museum (Various Conservation Stories) <http://articles.thewalters.org/conservation/>
- Tate Galleries (Different Conservation Processes) <http://www.tate.org.uk/about/our-work/conservation/paintings>

Lesson 5—Pulling the Thread

- *Marie Watt (Professional website) http://mkwatt.com/index.php/content/work_detail/category/blanket_stories_objects/
- Marie Watt, Tacoma Museum of Art (Images) <http://rosemarywashington.wordpress.com/2012/08/07/blankets-as-art-marie-watt-exhibit-at-tacoma-art-museum/>
- Google Art Project (Textiles) <https://www.google.com/culturalinstitute/browse/?q.5=%2Fm%2F0dnr7&q.openId=5&projectId=art-project&v.view=gallery&v.filter=items>
- Google Art Project (Kente Cloth) <https://www.google.com/culturalinstitute/browse/kente?projectId=art-project&v.view=gallery&v.refine>
- The Metropolitan Museum of Art (Online collection, Kente Cloth) <http://www.metmuseum.org/collection/the-collection-online/search?ft=kente+cloth>
- *Denver Art Museum (Nkisi Nkondi) http://creativity.denverartmuseum.org/1964_292/
- Google Art Project (Nkisi Nkondi) <https://www.google.com/culturalinstitute/browse/nkisi?q.openId=5&projectId=art-project&v.view=gallery&v.filter=items&v.refine>
- *Denver Art Museum (El Anatsui) http://creativity.denverartmuseum.org/2008_891/
- Google Art Project (El Anatsui) <https://www.google.com/culturalinstitute/browse/el%20anatsui?projectId=art-project&v.view=gallery&v.refine>

R E S O U R C E S

Evaluation

This unit focuses on the process by which students learn and make conclusions during their exploration. There are also a series of final projects appropriate for assessment that incorporate both the concepts and art process of viewed art objects. In order to evaluate the achievement of learning outcomes presented at the beginning of the unit, it is important to focus on three elements for assessment of learning. Each of these concepts can be evaluated during each of the lessons and in many of the art projects.

1) Inquiry skills / Exploration tools

Do students ask questions? Do students question characters and their motivations? Do students compare and contrast different characters and stories? Do students provide different methods for solving a problem?

2) Making Connections

Do students utilize different clues to make connections and solve problems? Do students make connections between different stories (i.e. characters, plots, tricks, etc.)? Do students connect attributes of art objects to their work or ideas? Do students make connections between problem solving in the museum and the world around them?

3) Explaining the inspiration and choices in art making

Can students explain their choices in material, tool, and subject matter in their artwork? Can students articulate where their ideas came from and/or if they saw something in the museum that gave them an idea?

R E F E R E N C E S

Image Credits:

Cover and Table of Contents images

<http://brainslt.blogspot.com/2013/07/detective-board.html>

[http://shapingamerica.byu.edu/gallery/blanket-tower-to-be-named/
www.denverartmuseum.org](http://shapingamerica.byu.edu/gallery/blanket-tower-to-be-named/)

<http://www.poetry4kids.com/blog/news/please-don't-read-this-poem-a-poetry-activity-using-invisible-ink>

http://creativity.denverartmuseum.org/1991_1012/

http://creativity.denverartmuseum.org/1969_345/

http://creativity.denverartmuseum.org/2008_891/

http://creativity.denverartmuseum.org/2005_63/

http://creativity.denverartmuseum.org/2007_38/

<http://www.denverartmuseum.org/article/staff-blogs/canaletto-frame-conservation>

http://creativity.denverartmuseum.org/hamilton_building/

MUSEUM DETECTIVES

AGE GROUP: 6 TO 8 YEAR-OLDS
SUMMER CAMP SETTING
(CAN ADAPT FOR CLASSROOM SETTING)

LESSON TIME:
2 HOURS AND 15 MINUTES
(FOUR 45-MINUTE LESSONS)

The Museum Detective Sidekick lesson introduces students to methods for exploring a museum. An initial introduction with inquiry-based, hands-on components and an inspiration exploration of a museum gallery will guide students to take on the role of a detective in their explorations. Using a Lesson Planning by Object-inspired curriculum design, this lesson will support students in achieving four objectives.

OBJECTIVES

- 1) Students will be able to identify different tools for observation and exploration of the museum and its objects (e.g. magnifying glasses, note/sketch pad, tweezers, measuring tape, flashlight, camera, gloves, etc.) and distinguish from other types of tools
- 2) Students will be able to relate the role/job of a detective to the type of observation and discovery that can be done in a museum
- 3) Students will be able to create a museum mascot/sidekick that reflects the characteristic of an object in the museum collection with a variety of art materials
- 4) Students will be able to write or draw a label for their sidekick explaining what inspired it and why it makes a good detective sidekick

CHECKLIST OF MATERIALS

- Detective tools (e.g. magnifying glasses, note pad, tweezers, measuring tape, flashlight, camera, etc.)
- Other types of tools (e.g. stethoscope, cooking utensils, head phones, etc.)
- Detective book (Children's book with detective and sidekick, such as *Ace Lacewing: Bug Detective*)
- Chart paper
- Markers
- "Sketch pad sheets" for the gallery (1/student) (Appendix 1C)
- Materials for Museum Sidekicks (Recycled materials, including: plastic bottles, toilet paper rolls, cardboard, Styrofoam, colored felt sheets, paper, etc.; Tools and other supplies, including: googly eyes, scissors, glue, pom-poms, etc.)
- Large index cards (1/student)



1

**Introduction &
Read Aloud
(45 minutes)**



2

**Exploration:
Is it a detective tool?
(20-30 minutes)**



3

**Practice Detective
Observer Skills
(30-45 minutes)**



4

**Create Museum
Sidekick
(45 minutes)**

LEARNING EXPERIENCES:

MUSEUM DETECTIVES

Introduction: Setting the Scene

To set the scene for the Secret Art Detective Agency, it is important to give guidelines and expectations for the way to engage in play, while still achieving learning objectives. In order to establish the roles of detectives, you will first set up the overarching problem or mystery, and prompt a call to action for students. Slightly changing your tone and including detective vocabulary during these interactions will help establish the scene.

1. Introduce new “detective recruits” to the Secret Detective Agency (See script ideas in Appendix 1-A)
2. Pose the mission by reading Mystery Maven’s letter (See Appendix 1-B)



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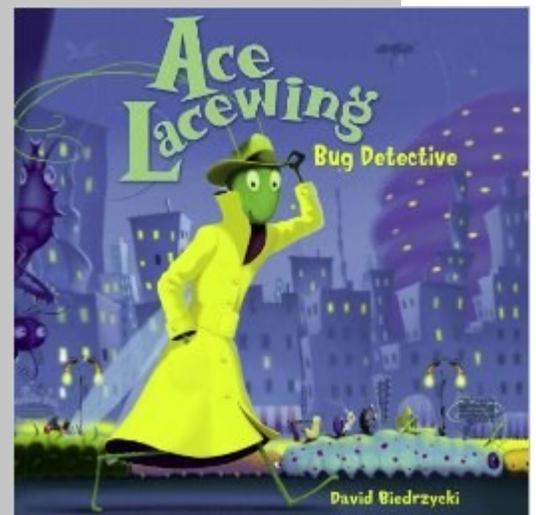
Activity 1:

Read Aloud - What is a detective?

1. Read a detective story (*Ace Lacewing: Bug Detective* by David Biedrzycki)

Questions:

- How does Ace get his mission?
- What tools do you notice Ace using?
- What do you think is important to help Ace solve the mystery?
- Did we meet Ace’s sidekick? Tell me about him.
- What do you think are good characteristics for a sidekick?
- How do you think we could be like Ace in the museum?



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MUSEUM DETECTIVES

Activity 2: Is it a detective tool?

1. Think-pair-share: What is a detective?
2. Brainstorm and record a list as a class
3. Sorting activity
 - Ask students to work in small groups and sort through different tools to determine if they can be classified as a detective tool or another type of tool. When sorting, students should discuss their reasoning for how they sort each tool.
4. Reflect - if we are museum detectives, which of these tools will help us uncover the mysteries of the museum?



Activity 3: Practice Detective-Observer Skills

1. Introduce **Seymour**, as a museum mascot/sidekick, who helps kids in the museum find art/museum friends
2. Explain Seymour's story (see story below)
3. Use our Detective skills to find objects that help inspire our sidekicks
4. Students record findings on "sketch pad sheet" (Appendix 1-C)
 - Sketch the object that is inspiring your creature
 - Write why you think this would be a good sidekick

CLASSIFIED: SEYMOUR'S STORY

Seymour is a mascot for the Denver Art Museum, who was inspired by a Pre-Columbian vessel from the museum's collection. This vessel was chosen by museum staff and became the beloved character, **Seymour** ("see-more"), who pops up all around the museum indicating cool things for families to investigate (look at and do) and what objects make great "art friends."



3



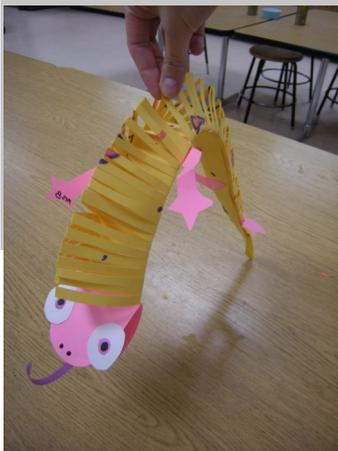
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Activity 4: Creating a Museum Sidekick

1. Make creatures inspired by objects to serve as our sidekicks
2. Based on the choices of the students, they will create a sidekick creature inspired by an object in the galleries (e.g. lizards, jaguars, snakes, birds, monkeys, etc.) - these creatures will be made with recycled materials using plastic bottles, Styrofoam, or paper as a base. *See the following projects for material ideas*
 - Paper lizards: <http://artolazzi.blogspot.com/2011/04/3-d-lizard-directions.html>
 - Toilet paper roll bird: <http://artolazzi.blogspot.com/2013/06/owls.html>
 - Plastic bag creatures: <https://www.flickr.com/photos/neusalopez/6765924431/in/set-72157629040592753/>
3. Students will create a label for their creature (See Appendix 1B)



9



10



11

EVALUATION

Teachers can check for understanding throughout and use the final sidekick and label as a summative evaluation. Aligned with the objectives, teachers can assess student understanding by:

- 1) Monitoring students correct identification of the responsibilities and tools of a detective
- 2) Monitoring students level of connection between the role/job of a detective to the type of observation and discovery that can be done in a museum
- 3) Evaluating students' museum mascots/sidekicks to identify if they reflect the characteristics of an object in the museum collection, as identified in the object label

REFERENCES/IMAGE CREDIT

Biedrzycki, D. (2005). *Ace Lacewing: Bug Detective*. Watertown, MA: Charlesbridge Publishing.

- 1: http://www.ehow.com/info_8329416_detective-science-experiments-kids.html
- 2: <http://www.artancient.net/servlet/the-3664/Pre-Columbian-Chimu-Vessel/Detail>
- 3: <http://historydetectives.nyhistory.org/2013/04/special-event-sketching-in-the-gallery/>
- 4: Anonymous, Western Panama & adjoining areas of Costa Rica, *Frog pendant*, Pre-Columbian, ca.600 B.C. – 1600 A.D., Gold, 2 7/16" x 2 3/16" , Gift of Douglas P. and Cynthia A. Sandell, in memory of Mr. and Mrs. Donald J. Erickson, 2006.012 (Retrieved: http://www.vanderbilt.edu/gallery/apo_art.html)
- 5: <http://uproxx.com/technology/2014/05/atts-new-fiber-system-might-make-disasters-worse/>
- 6: http://www.amazon.com/Ace-Lacewing-Detective-David-Biedrzycki/dp/1570915695/ref=pd_bxgy_b_img_y
- 7: <http://www.behance.net/gallery/The-Tools-of-a-Consultant-Detective/7395895>
- 8: Denver Art Museum (www.denverartmuseum.org)
- 9: <http://artolazzi.blogspot.com/2011/04/3-d-lizard-directions.html>
- 10: <http://artolazzi.blogspot.com/2013/06/owls.html>
- 11: <https://www.flickr.com/photos/neusalopez/6765924431/in/set-72157629040592753/>

MUSEUM DETECTIVES

Sample Script for Introduction

Welcome, New Recruits! You have entered your very first day at the Secret Detective Agency! I'm the Lieutenant and I will be heading up all of our cases/missions together. We are happy to have you as part of the team. We are going to introduce ourselves to each other [Detective _____]. I want to show you around and share a few things about how things work around the agency. You see we just moved into a new office, so I'm still getting used to it, too. Hopefully we can all make it our own together. [Talk through guidelines and rules]

Phone starts ringing...Excuse me, that's embarrassing, I hoped we wouldn't be interrupted, but I'm sure it is a very important matter, so I must take it. Wait, that's weird – it's not my cell phone! Where is that ringing coming from?! Wait – I think I hear it coming from the closet/cabinet! [Find an old phone in the cabinet]. Weird! I guess I should answer it? Hello...? Yes, this is the Secret Detective Agency, can I help you? You have an *art* mystery that needs to be solved? Well, it's not my specialty, but I have a new team of recruits, so I'm sure they could help me...He asked can you help? [wait for student response] He asked can you be trusted? [wait for student response] Wait, you don't want to give us any information over the phone, why? How will we know where to start? Who did you say this was, again? Hello...? Hello?

Wow, recruits – that was so strange! I've never seen this phone before, but it started ringing and the person on the other line, they seemed to know all about the SDA. They wanted our help, but I don't know where to begin with helping them. How should we find out more? Maybe we should start looking for clues? [Letters on the phone – SADA] Wow, you're right there are letters on the phone – SADA. Hmm... that's kind of similar to our name SDA, wait I think that sounds kind of familiar. I think that there used to be a Secret ART Detective Agency and it was in the basement of an art museum. How weird that this phone would be in our new office [hopefully kids will remind me that we are in an art museum]. Do you think that this is where the old Secret ART Detective Agency was? Do you think that we ended up here, so we could help solve Art Mysteries?! Wow! I guess we are going to have to change the initials on the door – SADA. Hmm...let's start our clue board, because, Art Detectives, it looks like we've got a case! [Put up mystery head, picture of the phone with initials]

[Someone slides a letter under the door, let kids notice or point out] What's that? Can my clue gatherer get it? We were just about to gather more clues and now we have what looks like a letter to deal with, we can't be sure that this is just any letter, though, we need to do some more investigating! [As open the letter, talk about the tools of our eyes we can use to look for characteristics on the envelope and other ways we can learn more about who sent this letter.] I'm going to read it, so I need my recorder (all of you) to keep track of the details that we are uncovering as we read...

TOP SECRET: MUSEUM DETECTIVE SKETCH PAD

Sketch the art object that inspired your Detective Sidekick.



What is the name of the art object? _____

What materials would help you make your sidekick? (Write or draw.)



(Sample of Index Card Label)

Sidekick's Name: _____

Inspired by: _____

What makes this sidekick a good detective? (Write or draw.)

HEROES

SAVE THE DAY

This lesson continues the adventure by sending students on a case of a missing person. Through twists and turns in the stories told by various heroic characters throughout the museum, students will slowly discover the clues and solve the mystery.

- 1) Students will explore the stories of heroes from various cultures
- 2) Students will use critical thinking skills, inquiry, and oral language to piece together the clues mystery
- 3) Students will create visual art inspired by art objects

Length: Lesson can be divided into **five** 30-45 minute lessons (or combine for one full day)

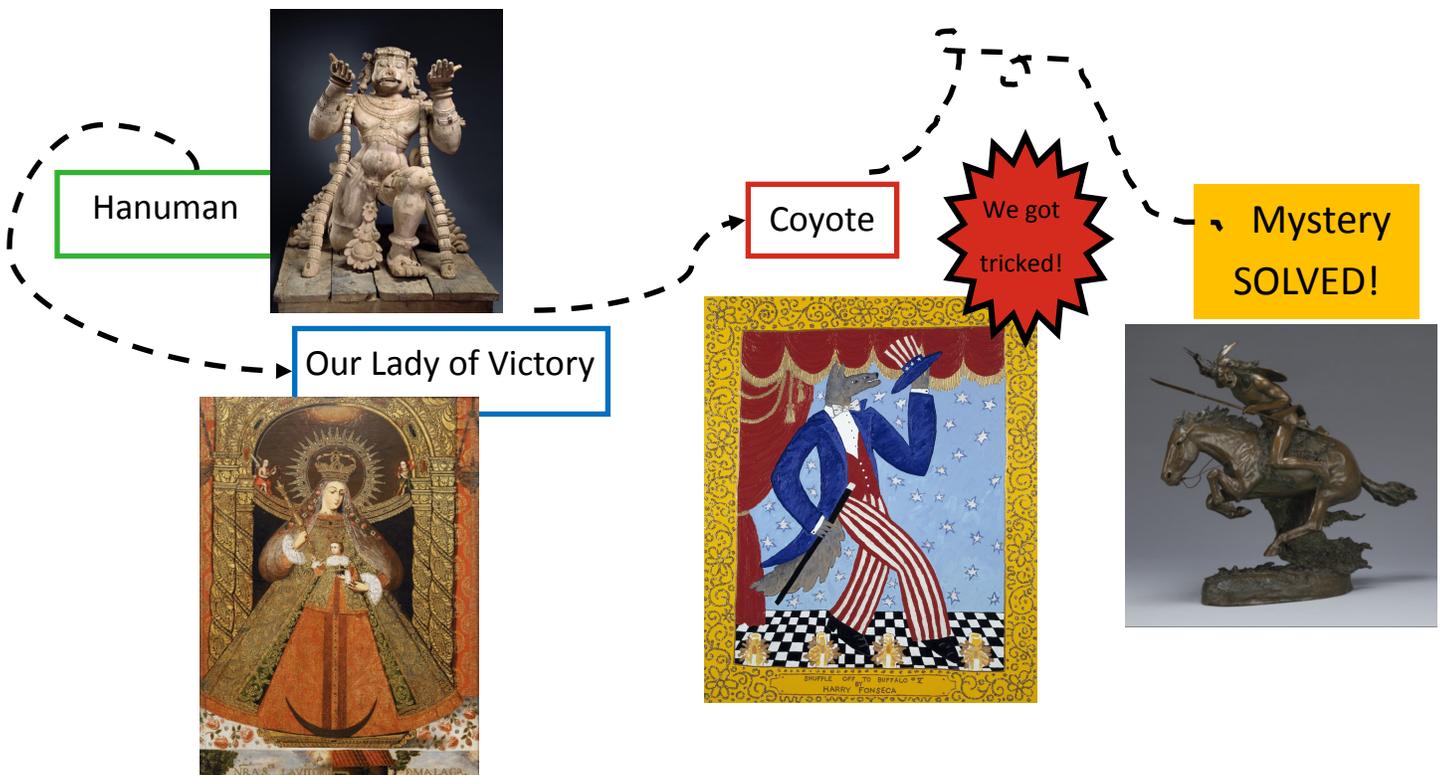
In the appendices:

- Missing Person Case File (3A)
- Note from Mystery Maven (3B)
- Hanuman's Story with Yoga (3C)
- Yoga Pose Cue Cards (3D)
- Riddle from Hanuman (3E)
- Report with Sticky note (3F)

Materials

- Styrofoam plates
- Scissors
- Blunt pencils or tongue depressors
- Printing Ink
- Paper
- Brayer
- *Coyote: A Trickster tale from the American Southwest* by Gerard McDermott
- Lost Wax Casting video: <https://www.youtube.com/watch?v=uPgEIM-NbhQ>
- Small plastic or metal objects
- Silicone plastique
- Model Magic

HEROES HELPING US SOLVE THE MYSTERY



SETTING THE SCENE...

Open case file. Looks like we've got a case of a missing person on our hands. Someone is LOST!

A note slides under the door... Oh no, it looks like another message from...Mystery Maven!

*See Appendix 3A & 3B

Hanuman

When you reach *Hanuman* sculpture

- 1) Prompt students to look for clues about this hero (What are the physical characteristics of the sculpture? What does this tell us about the hero?) and record their answers.
- 2) Give students time to sketch, write, or photograph artwork.
**Teacher note: Draw students' attention to the strength of his body, kneeling pose, monkey face, jewelry on his arms, etc. You can reference these observations when they come up in the story.*
- 3) Ask students why they think that this was an important hero for them to visit.
- 4) Share **Hanuman's story with Yoga storytelling method** using Yoga Pose Cue Cards (see Appendix 3C & 3D)
- 5) Prompt next clue through **Hanuman's Riddle** (see Appendix 3E)

It was the greatest leap ever taken. The speed of Hanuman's jump pulled blossoms and flowers into the air after him and they fell like little stars on the waving treetops. The animals on the beach had never seen such a thing; they cheered Hanuman, then the air burned from his passage, and red clouds flamed over the sky..."

- Ramayana, retold by William Buck

With our help,
Hanuman slowly began to remember.
He remembered that he could grow bigger than a **frog**.
He remembered that he could grow bigger than a **cat**.
He remembered that he could grow bigger than a **dog**.
He remembered that he could grow bigger than a **horse**.
He remembered that he could grow bigger than a **tree**.
He remembered that he could grow bigger than a **mountain!**

When he was as large as a mountain,
Hanuman leaped across the ocean!

Excerpt from Hanuman's Story with Yoga



Our Lady of Victory

- 1) Encourage students to find the jewelry box and imagine the jeweled necklace inside.
- 2) Re-read the riddle and prompt students to find a lady hero, based on what they learned about the characteristics of heroes from Hanuman. [Big size, adorned in flowers, etc.]
- 3) When they find *The Lady of Victory of Málaga*, ask them to discuss, sketch, write, and photograph.
- 4) Prompt students to look for clues in the painting. If needed, prompt students to look at the bottom of the painting to find a pirate ship.
- 5) Explain that this hero - Lady of Victory - was a figure who always helped sailors and even rescued them from dangerous pirates.
- 6) Prompt discussion about different types of transportation at that time in history and record their ideas. **Teacher Note: Emphasize **horses**, as to set them up for discovering the mystery.*
- 7) If possible, visit the nearby sculpture of a ship to look closely and discuss.
- 8) Find the next clue from Mystery Maven (see appendix 2F)

Hmmm, where do we go from here? What do detectives do? Let's look in the painting to see if there is anything we can learn about her story.

...

That reminds me, this hero - Lady of Victory - was a figure who always helped sailors and even rescued them from dangerous pirates. She was really important, as there were TONS of sailors back in the 1700s when this was created, because their weren't any cars. How did people get around on water? On land at this time in history? [Record their answers] Remember, it is important to think about what we can see, but it is also important to think about things that are connected to what we can see, because there might be clues involved.



HERO PORTRAITS

Encourage students to experiment with the various features of heroes. How are they inspired by the two hero artworks? What characteristics do the heroes in their lives have? Create portraits using printing techniques.

- 1) Prompt students to think about the different features of the two heroes they visited. Ask them to also consider the ways heroes are depicted in popular culture. They can also think about heroes in their lives to inspire their artwork.
- 2) Using a pencil, students can draw different facial features, bodies, clothing, etc. Remind them to emphasize details with pencil or dowel marks.
- 3) Students can cut out different features to layer in prints.
- 4) Flood the cutouts with ink or paint using a brayer.
- 5) Place paper face-down onto the cutout. Rub paper with palm.
- 6) Peel up paper to reveal print.
- 7) Allow to dry and repeat with other features.



<http://melissaesplin.com/2008/10/spooky-prints-tutorial/>

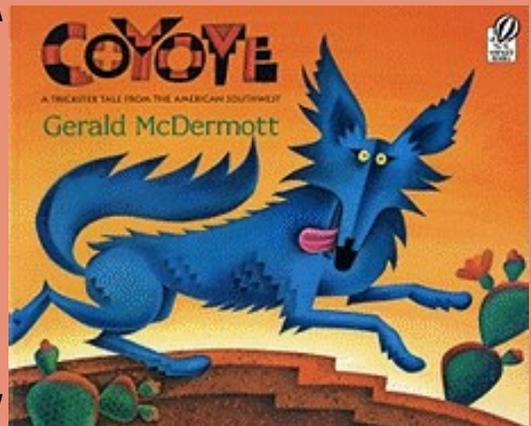


<http://makeitawonderfullife.blogspot.com/2010/01/printed-people.html>

Coyote

- 1) Review the last piece of evidence. Ask students, if they know anything about this Coyote figure. If they do, record answers.
- 2) Visit *Shuffle Off to Buffalo #V* (Harry Fonseca)
- 3) Read *Coyote: A Trickster tale from the American Southwest* (Gerard McDermott)
- 4) Prompt students to think about the characteristics of Coyote. Record all answers.
- 5) Prompt student to consider how Coyote's tricky personality might be telling us something about our mystery. Ask for students' thoughts.

**Teacher Note: Encourage students to realize that Coyote might be trying to throw off our investigation, due to his clever and tricky ways.*



Mystery SOLVED!

Remington's *Cheyenne*

- Return to Clue Board. Revisit the evidence from earlier.
Do you think that maybe Coyote spilled the on purpose?
Do you think the words that are smudged might be answered by clues we have?
LOST _____ BRONZE _____ & _____ SCULPTURE
- Piece together as a group that it is the LOST _____ BRONZE American INDIAN & HORSE SCULPTURE.
- Introduce the idea of Lost-wax casting to figure out the puzzle.
Show video: <https://www.youtube.com/watch?v=uPgEIM-NbhQ>
- Visit Remington's *Cheyenne*. It's not lost - it's right here! Mystery SOLVED! Now, let's practice this technique.
- Art making: Use silicone plastique to make a cast of different plastic or metal objects or creatures. Use casts to make models with Model Magic or play dough.

Lost Wax Casting Process

The Lost Wax Casting Process



0:12 / 6:04



<http://sweetdreamsandsweetliving.blogspot.com/2013/04/silicone-plastique-mold-making-putty.html>

References & Resources

McDermott, G. (1999) *Coyote: A trickster tale from the American Southwest*. Boston: HMH Books for Young Readers.

The Lost Wax Casting Process [Video file]. Retrieved from <https://www.youtube.com/watch?v=uPgEIM-NbhQ>

Art object resources:

Hanuman

http://creativity.denverartmuseum.org/1991_1012/

Our Lady of Victory

http://creativity.denverartmuseum.org/1969_345/

Coyote

http://creativity.denverartmuseum.org/2005_63/

Remington's *The Cheyenne*

http://creativity.denverartmuseum.org/1981_14/

Additional Resources for Art making:

Hero Portraits

<http://makeitawonderfullife.blogspot.com/2010/01/printed-people.html>

Silicone Plastique

<http://sweetdreamsandsweetliving.blogspot.com/2013/04/silicone-plastique-mold-making-putty.html>

<http://www.amazon.com/Easy-Mold-Silicone-Molding-Casting/dp/B003CHMZXI>



DETECTIVE SKILLS PRACTICE

EXPERIENTIAL PLAY CENTERS

Age: 6-8 year olds

Lesson Length: Varies (Free-choice activities)

This lesson utilizes experiential play to encourage detective-like skills. Several of these skills relates to close looking and art making process, while others encourage students to think of new forms of inquiry, critical thinking, and problem solving. The six stations provide opportunities for students to make choice in the skill to practice and extend the activities with additional art making and collaborating with peers.

Activities

Detective Skill 1: Dusting for Fingerprints

Detective Skill 2: Guess Who?

Detective Skill 3: Mystery Objects

Detective Skill 4: Shadow Studies

Detective Skill 5: Reading between the Lines

Detective Skill 6: Digging for Clues

Materials

Detective Skill 1: Dusting for Fingerprints

- Baby powder
- Make-up brush
- Glass jar
- Gloves
- Tape
- Stamp pads
- Paper
- Black pen

Detective Skill 2: Guess Who?

- Puzzles and Guess Who? Games

Detective Skill 3: Mystery Objects

- Empty Tissue Boxes
- Various objects
- Envelopes
- Index Cards

Detective Skill 4: Shadow Studies

- Various objects
- Flashlight
- Tape
- Paper
- Colored pencils

Detective Skill 5: Reading between the Lines

- Various Detective Books (Picture Books and short chapter books) - List provided in Appendix

Detective Skill 6: Digging for Clues

- Sand
- Plastic bin
- Paint brushes
- Broken Terracotta pot and other objects



DETECTIVE SKILLS PRACTICE

EXPERIENTIAL PLAY CENTERS

Setting the Scene...

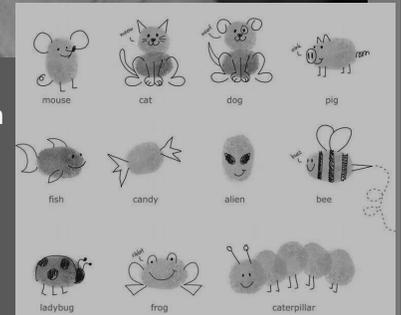
As Detectives, we must always hone our skills. I have set up several stations at the Agency for practicing art sleuthing techniques. At each station, think about how you could use these skills when solving art mysteries.

Detective Skill 1: Dusting for Fingerprints

Students will practice dusting for fingerprints and then create fingerprint art.

1. Set up a station with baby powder, a small dish, a make-up brush (blush or powder brush), non-latex gloves, black paper, tape, and a small container (plastic or glass jar or dish). Holding the container on top and bottom, firmly press fingertips on to central portion of the jar.
2. Instruct students to 1) put on gloves, 2) put a small amount of baby powder on the brush, and 3) gently dust the container with the brush—a print should be revealed. They can then lift the print with tape and attach to the black paper.
3. Fingerprint art: Using a variety of ink pads, students can make fingerprints on paper and then add to the prints with pens or markers, creating a variety of creatures of characters.

*Note: This video walks through the process step-by-step: <http://science.wonderhowto.com/how-to/use-baby-powder-reveal-latent-fingerprints-302458/>



Detective Skill 2: Guess Who?

Students will practice close looking and inquiry skills to play with the Guess Who? Game or various puzzles.

*Note: To follow the theme, Guess Who characters can be switched out for famous paintings. Puzzles featuring famous works of art are also available for purchase.

Detective Skill 3: Mystery Objects

Students will use clues and their sense of touch to guess what object is in the empty tissue box.

1. Set up a station with 5-8 empty tissue boxes. Attach 2 envelopes to the sides of each box. Insert index cards with clues on one side, and a guessing card on the other. Place appropriate object in each box. (See Appendix 2A for ideas)
2. Instruct students to use both the clue and their sense of touch to guess what is in each box. This can be played individually or with partners. Additionally, have a few boxes without clues to allow students to create their own.





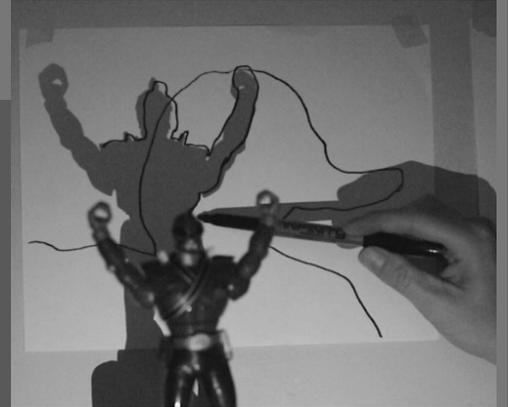
DETECTIVE SKILLS PRACTICE

EXPERIENTIAL PLAY CENTERS

Detective Skill 4: Shadow Studies

Students will trace different objects' shadows using a flashlight and markers to practice drawing skills and using creativity to imagine what could emerge from the shadows.

1. Set up a station with painter's tape, paper, various objects (dolls/ action figures, tools, etc.), flashlight, and colored pencils.
2. Instruct students to tape a sheet of paper to the wall and set up the flashlight in front of the object to create a shadow. Using the pencils, outline the figure. Repeat with other objects or just use one. Remove the paper from the wall. Using your imagination, use the outline to create something new—what will your outline become?



Detective Skill 5: Reading between the Lines

Students will explore different detective stories to find techniques for solving mysteries and practice literacy skills. (See a list of books in Appendix 2B)

1. Set up a station with various books—both picture books and short chapter books.
2. Encourage students to add characteristics of detectives, detective tools, and other findings to you ongoing lists.

Detective Skill 6: Digging for Clues

Students will practice the work of archeologists and anthropologists to uncover art objects in a "archeological site."

1. Set up a station with a plastic bin filled partially with sand or dirt. Provide paint brushes and small basters. In the dirt, hide different objects, or even the pieces of a broken terra cotta pot.
2. Instruct students to carefully uncover the objects using gentle brushes with the paint bristles or soft puffs of air, reminding them of the delicate work that is needed due to the fragility and age of these objects. Once they have found all the objects—they can record their findings (object, location, and time and then re-bury the objects for the next detective.





DETECTIVE SKILLS PRACTICE

EXPERIENTIAL PLAY CENTERS

Appendix 2A: Ideas for Mystery Object Clues

I can be made of plastic or metal.

I'm sometimes hard to twist, so you might need the help of tools.

Sometimes I hold in bubbles, sometimes I prevent spills. (Answer: Bottle Cap)

I'm made of rubber.

I can fit in a pocket or a pencil pouch.

I help when you make mistakes. (Answer: Eraser)

I'm soft like a bunny's tail.

I'm used by artists to spread and smear, and even decorate.

When you pull me apart, I lose my shape. (Answer: Cotton Balls)

I'm a tool.

I help people make beautiful pictures.

I make colors dance on paper. (Answer: Paint brush)

Appendix 2B: Book List

There are great resources for students' exploration of detectives and art mysteries. Find your own or choose from the ones below for your classroom.

Picture Books:

- *Art Dog*, by Thatcher Hurd
- *Spot the Differences Series*, by Dover
- *The Great Art Scandal: Solve the Crime, Save the Show!*, by Anna Nilsen
- *Who Stole Mona Lisa?*, by Ruthie Knapp
- *Olivia . . . and the Missing Toy*, by Ian Falconer

Chapter Books:

- *Nate the Great Series*, by Marjorie Weinman Sharmat and Mitchell Sharmat
- *Magic Tree House Mysteries Series* (especially *Mummies in the Morning #3*; *Monday with a Mad Genius #38*), by Mary Pope Osborne and Sal Murdocca
- *Box Car Children Series*, by Gertrude Chandler Warner
- *The Mystery of the Stolen Statue (Third-Grade Detectives)*, by George E. Stanley and Salvatore Murdocca

Lesson Image Credits

- <https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTl1m9K4WtCWW-wDWsYAYCswbkvuvNIMAw8oobYo238o8PKev1tAQ>
- <http://science.wonderhowto.com/how-to/use-baby-powder-reveal-latent-fingerprints-302458/>
- <http://media-cache-ec0.pinimg.com/originals/e2/cc/6a/e2cc6aaae6571b0747eb23233aa28ec8.jpg>
- <http://www.teachpreschool.org/2013/06/diy-kleenex-box-math-games/>
- <http://artchoo.com/drawing-with-kids-shadow-drawings/>
- <http://tradewindtiaras.blogspot.com/2011/12/diy-project-potsherds-for.html>

Art Protectors Unite!

An exploration of the art and science behind art conservation

Lesson Length:
Three 45-min sessions

Ages: 6–8 years old

Objective: Give all students an introduction to the profession of conservation (aka Art Protectors) – a job that mixes science and art

Based on the ideas of
Mortimer Adler

This lesson will expose students to the profession of art conservation through hands-on exploration. Using the skills of close observation and problem-solving, students will analyze an art “crime scene” to experiment with the role of a conservator. They will also discuss the profession in a seminar format after watching a video about a day in the life of a conservator. Finally, students will explore three different stations to try their hand at the responsibilities of an art conservator.

Activity 1

Examination and
Preventative work

Activity 3

Conservation Centers

Activity 2

“Day in the Life” Video &
Class Seminar Discussion

Materials

- Gloves
- Notebooks or Recording sheets
- Several “artifacts” (see description in Activity 1)
- Video projection with Internet Connection
- Student computer/iPad stations
- Mystery Message materials (lemon juice, iron, iodine, baking soda, etc. – see list in Activity 3)
- “Home” building supplies (cardboard, cotton balls, tape, etc.—see list in Activity 3)

Setting the Stage

As detectives of the world, we sometimes get cases of damage or mistaken identity. Indeed, a case like this has just come up! I got a call that we have a new art crime scene, and they need our help. Let's go check out the scene!

Activity 1: Examination & Preventative work

Examine an object and build it a "safe home" to prevent damage

Set up an "art crime scene" in the classroom, in a bin, or even in a museum gallery. This scene will have "artifacts" (one per small group) that needs to be examined, repaired, and given a safe home. Artifacts can be anything from a stained textile to a cracked egg shell to a broken toy or clay sculpture. Multiple objects allow for groups to rotate from one artifact station to another.

Teacher note:

Remember an artifact can be anything that indicates culture or historical context (i.e. anything!)

1. Arrive at the crime scene and talk through the decisions and actions necessary to solve the mystery and help out (including what type of tools are needed). As a class, look over one object. The teacher will model how to look at the object and observe its characteristics, while handling it with care. He/She can also use the "I see/I think/I wonder" thinking routine from Artful Thinking (). The class will discuss handling, recording their observations, making hypothesis about how this issue could have occurred, and then planning a way to repair the object and discussing ways to prevent this in the future.

2. Small groups will either work with all students completing all jobs, or each will have a different job to do. Wearing gloves, students will look at the objects and record the color, the patterns, the break, and any other damage. They will then develop ideas as to how this damage could have happened and how they can repair or solve this issue. Finally, they will discuss ways to protect the object, so it doesn't happen in the future.

3. If students indicate the interest, they should be given the opportunity to repair the object, and propose and create a way to prevent further damage (creating a "home" for the object).

Activity 2: Video & Seminar

Watch a “Day in the Life Video” and have a Seminar discussion

1. Watch a video

Day in the life of a museum conservator

(<http://creativity.denverartmuseum.org/interview/museum-conservator-gina-laurin/>)



2. Seminar discussion

Teacher facilitates questioning and student discussion. Can use “I see / I think / I wonder” thinking routine (Get more information on this and graphic organizers—see *Teacher Support page*)

Teacher note:

Although, this activity is typically used with an artwork or object, the video lends itself to identifying what you’ve seen in the video, thinking about the role of a conservator, and asking further questions)

I see – What did you notice about this video? (Tools, role or responsibilities of a conservator, things that were interesting)

I think – What do you think that a conservator does? What do conservators do every day? What do you think would be fun or not so fun about this job?

I wonder – What do you wonder about this job? What questions would we ask Gina?

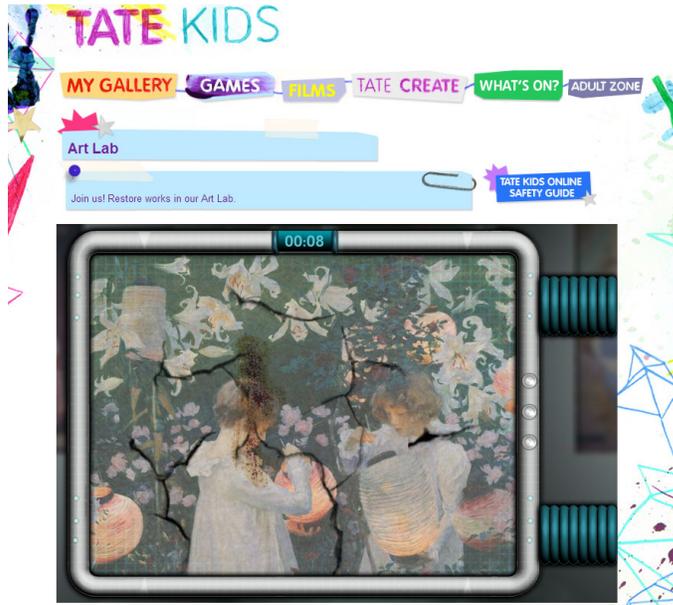
Additional Resources on conservation:

- <http://www.denverartmuseum.org/article/staff-blogs/conserving-canaletto-cleaning-decisions-videos-part-5>
- <http://www.moma.org/explore/collection/conservation/index#projects>
- <http://www.wccfa.com/>

Activity 3: Conservation Centers

Conservators act in a lot of ways like a detective sometimes. They have to use their tools to figure out how to repair art and sometimes even uncover clues or mystery pictures in objects.

(10–15 minutes at each center)



Center 1:
Practice Conservation duties and explore tools
 Tate Modern's website (<http://kids.tate.org.uk/games/art-lab/>)

Center 2: Mystery message (teacher-led) –
 Create several mystery messages with a cotton swab or paint brush on white paper and then test different other substances to try to reveal the picture/message (e.g. lemon juice with ironing, corn starch mixture with iodine solution, baking soda mixture with purple grape juice)

Explain that the chemical reaction of materials helps to reveal different messages (Mimics how conservators use chemistry to protect the object, but reveal different images under the first image you see) – *See Teacher Support for more information*



Center 3:

Build a safe home for an object

Have several objects and mixture of materials – cardboard, tape, bubble wrap, cotton balls, tissue paper, foam, plastic bins, etc.)



Teacher Support / Resources

Objective: Give all students an introduction to the profession of conservation (a job that mixes science and art)

Activity 1

Examination and Preventative work

Artful Thinking Routines

Project Zero's Artful Thinking website has wonderful introductions to the various thinking routines to support the use of these routines with art objects. (http://www.pzartfulthinking.org/see_think_wonder.php)

Activity 2

"Day in the Life" Video & Class Seminar Discussion

When using the thinking routines as a support for further discussion, especially in a seminar-like format, there are several recording sheets or thought catchers available online:

- <http://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-organizers.pdf>
- <http://www.pcs.k12.mi.us/tmccurdy/mindset/SeeThinkWonderThinkingRoutine.pdf>

Activity 3

Conservation Centers

Mystery Messages

- <http://www.indigoimage.com/secretmsg/ink.html>
- <http://chemistry.about.com/od/chemistryhowtoguide/a/invisibleinks.htm>
- <http://chemistry.about.com/od/chemistryhowtoguide/qt/readinvisible.htm>

References

Denver Art Museum. *Museum Careers: Museum Conservator—Gina Laurin*. Retrieved from <http://creativity.denverartmuseum.org/interview/museum-conservator-gina-laurin/>

Tate Museum. *Tate Kids: Art Lab*. Retrieved from <http://kids.tate.org.uk/games/art-lab/>

Traverse City Area Public Schools & Project Zero (Harvard Graduate School of Education). *Artful Thinking: I See/I Think/I Wonder*. Retrieved from http://www.pzartfulthinking.org/see_think_wonder.php.

Images:

<http://creativity.denverartmuseum.org/interview/museum-conservator-gina-laurin/>

<http://www.poetry4kids.com/blog/news/please-dont-read-this-poem-a-poetry-activity-using-invisible-ink/>

http://en.wikipedia.org/wiki/File:Bubble_wrap_play.jpg

<http://kids.tate.org.uk/games/art-lab/>



Following the Thread: The Story of a Missing Blanket

Age: 6-8 year olds

Lesson Length: 3x 30-minute lessons

This lesson leads students to learn the stories behind three artworks, including the artist's process in creating each. Coyote causes mayhem again by planting a confusing clue on the path, which encourages inquiry and critical thinking to uncover the stories behind several art objects.

Activities

1) Activity 1: Blanket Studies

Students will create blanket studies, as records, when they learn of the mystery of the missing blanket.

2) Activity 2: Exploring materials and creating a "blanket"

Students will sleuth through galleries looking at textiles with various materials in order to detect the answers behind the clue.

3) Activity 3: Coyote's Promise

Once students realize they have been tricked by Coyote again, they will piece together the clues to discover the answer to the mystery!

Materials

- Incident Report (Appendix 5A)
- Photograph images of Blanket Tower, Marie Watt
- Felt sheets in various colors
- Sticky-back felt sheets in various colors
- Scissors
- Glue
- Blanket Tag (Appendix 5B)
- Torn Second half of Blanket Tag (Appendix 5C)
- Notebooks to record materials
- Mixture of boldly colored fabrics pieces (reds, yellows, blues, greens, and gold) - felt, cotton fabrics, or even fabric-like recycled materials)
- Nail with a note (Appendix 5D)
- Strips of paper for students' promises

Following the Thread: The Story of a Missing Blanket

Setting the Scene...

We've got a new mystery ! Explain to students that we've gotten an Incident Report (IR) from a Security officer that he wants us to meet him on the 3rd floor, because an object is MISSING! (See Appendix 5A)

Security officer (or letter) shares an Incident Report. At 0600 the realized that one of the blankets was missing, because he found a tag without a blanket! Mysteriously the video footage of the gallery is gone and they can't compare the way the tower looked yesterday to the way it looks today, so they need our help...

Activity 1: Blanket Studies

- 1) Prompt students to review photographs of the piece that were taken yesterday.
- 2) Encourage students to think through how they can document the artwork now.
- 3) Propose that they use one of the artist Marie Watt's techniques—creating small studies, or samplers, of her works before making her actual towers. Then they can make a study to help compare the tower today to the one yesterday.
- 4) Give students materials for studies.
- 5) Once they complete their studies, read the tag and figure out next steps.



After students complete their Blanket Studies...

- 1) Read the story on the tag after explaining that each blanket in the tower has a story written out on a tag by its owner or creator (Appendix 5B).

"Art grows out of each particular situation and I believe that artists are better off working with whatever their environment throws up."

This unusual "blanket" is made from materials that I found and stitched together like fabric cloth. I always think the process of stitching, especially the repetitive aspect, slows down action and I believe makes thinking deeper. The way it hangs creates the most unique shadow on the wall.

- 2) Based on the story, talk as a group as to where you might find blankets in the museum that were stitched together.
- 3) Lead the group to check out quilts looking for unusual materials.

Following the Thread: The Story of a Missing Blanket

Activity 2: Exploring materials and creating a "blanket"

- 1) Explore the quilts recording different material types
- 2) Find the torn piece of the Blanket tag (Appendix 5 C)
- 3) Realize as a group that Coyote has tricked you again!
- 4) Return to the classroom to research and create mixed media "blankets" inspired by the colors and patterns of Kente cloths.

Art making

Based on the clue, research Kente cloths on the internet to find various examples for inspiration. Provide students with boldly colored fabrics—primarily reds, yellows, blues, greens, and gold. Students can also use patterns and material choices from the blankets and quilts they found in the galleries to inspire their blanket creations.

Using a mixture of fabric pieces (felt, cotton fabrics, or even fabric-like recycled materials), students will construct small blankets by sewing, weaving, or tying fabrics together or gluing layered fabrics together with fabric glue.



Activity 3: Coyote's Promise

- 1) Find a metal nail with a note wrapped around it, reading: (Appendix 5D)
Okay, I promise that I won't trick you any more, if you promise, too.
- 2) Support students making the connection that this is a promise from Coyote and it relates to an African Nkisi, which is a power figure in which African people nailed into to a wooden figure to make an agreement or promise between two people or groups. It appears that Coyote is trying to make a promise that he will stop tricking us!
- 3) Ask students: Do we agree to his promise?
- 4) Visit the *Nkisi Ngondi*. Ask each student to write out their promise to Coyote.
- 5) On same floor, you will come across El Anatsui's *Rain Has No Father* and solve the mystery! It's not missing, it's been here the whole time - it was just Coyote that tricked us!

References

<http://pdxcontemporaryart.com/watt>
http://mkwatt.com/index.php/content/work_detail/category/blanket_stories_samplers/
<http://gs.riverdale.k12.or.us/~jrobinson/AfricanartEnrichment.html>
http://www.hamilltribaltextiles.com/Kente_Cloth.html
<http://thekulturekidz.com/kente-cloth/>