# Pre-Visit Guide: What's the Story (1st-5th grade)

## Big Ideas & Major Themes

Here are some relevant topics to review with your students before your visit to the museum.

- Art can depict a single story that can be interpreted from multiple perspectives. Our past experience and way of thinking can impact the way we perceive a circumstance or event.
- Even non-narrative art tells stories – about the person or people who made it, the time or culture in which it was made, or its purpose.

Sigmund Abeles. *Mom, Dad, Worlds Apart.* 1994. Oil on canvas. CMA.

- Art can be a springboard for creating new stories – each work of art might inspire a wide variety of stories from various perspectives.

## SC Standards Addressed

VA1-3 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1, 5.2, 6.1
MI.G.4
MK.G.2; ELA I.3, P.5, C.1
KS.1.A.1, K.P.4A.1, K.P.4A.2
ELA 1.I.3, 1.MC.7; 2.I.3, 2.MC.7, 2.P.5, 2.C.1; 3.I.3, 3,MC.7, 3.P.5, 3.C.1.1, 3.C.1.2, 3.C.C.2

## In the Classroom

Prepare students for your visit with one or more of these activities.

- Look at a work of art together and ask students what might have happened before and after. Have students write a poem, story, or song about what's happening in the image.
- Find an object and consider what its 'life' was like. Make inferences about how it was made, who and what it was made for, and what happened to it over time. Ask students to thin of an object they think would represent their lives.
- Read a book together as a class and have students create illustrations of what they think might have happened before or after the story takes place.

## Resources

Want to explore more? Use these references to learn and share information with your students.

- Narrative Images: MFA. http://educators.mfa.org/vts-2nd-grade-440276 and http://educators.mfa.org/vts-mfa-image-set-404591
- History of the World in 100 Objects: British Museum. http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#1

## Museum Manners

School tours are limited to 60 students per visit. Please watch our welcome video and review these guidelines before your visit.

- Touching can permanently damage works of art. Please don't touch the art, lean on the walls, or get too close.
- Food, drinks, gum, pens, and large bags are not permitted in the galleries. Bring only what you need!
- The museum will provide sketchbooks and pencils for your visit. Please use them safely. For more info, consult the sketching guidelines on the CMA's Visit page.

Watch/share this video with everyone who will be joining!

Questions? Contact us at 803-343-2163 or email tours@columbiamuseum.org
columbiamuseum.org/learn

the Columbia Museum of ART

# Key Terms

As you prepare for your visit, it can be helpful to pre-teach or review some of these vocabulary words with your students. This is particularly beneficial for multilingual learners who might be new to these terms. It may also be helpful to translate some of the trickier words into students' home language/s.

| | |
|---|---|
| **Setting** | Where a story or a work of art takes place |
| **Character** | A person or entity in a story or a work of art |
| **Plot** | The main story of a book, play, or movie that drives the action |
| **Still Life** | A work of art that mostly shows things that are not alive or do not move on their own (like fruit, flowers, or vases) |
| **Portrait** | An image in which a person or a group of people is the main subject |
| **Expression** | The look on someone's face that might suggest how they're feeling |
| **Mood** | The feeling that a work of art might provoke |