

Minnesota Marine Art Museum

Pre-Visit

Enrichment Packet



Adaptable for
Grades 3-12

Congratulations teachers on choosing such a valuable experience for your students! Deciding to share in the joy and discovery of art is sure to serve your students well as the lessons that art can teach us can be applied to a variety of subjects and life lessons.



This enrichment packet is designed to enhance your visit to the Minnesota Marine Art Museum. By providing you with basic background information, you will be able to prepare your class in order to achieve the maximum benefit from your visit. Because this is intended for grades 3-12, modifications will have to be made accordingly.

Your Pre-Visit Packet Includes:

Welcome to the
Minnesota Marine
Art Museum!

Museum Manners

Let's Get Warmed
Up!

Pre-Visit Activity

Post-Visit Activity

Additional
Resources

Welcome to the Minnesota Marine Art Museum!



Minnesota Marine Art Museum is a public non-profit art museum dedicated to collecting, preserving, and exhibiting art inspired by water!



**Do you collect anything? (postcards, teddy bears, Pokeman Cards, Movie Stubs, stickers) Why do you collect these thing? How do you display and care for your collection?*

Museums are places that have collections of things too!

We keep the items safe and clean inside a building. We study our collections and we put them on display along with information about them so people like you can come and see them!

**Did you know that a Zoo is a type of Museum! What do you think Zoo's collect, keep safe, and show to their visitors? (animals)*

Now that you know what a Museum does- what kind of things do you think the Minnesota **MARINE ART Museum collects? (Marine Art= Art Inspired by Water!)*

**What do you think Marine Art might be about? Have you ever heard the word "Marine?" (Marine means Water, so marine art is about water. We have art about boats, rivers, oceans, and people who live near water.) Do you live near any water? (Mississippi River perhaps?)*

Museum Manners

Please have **FUN** – smile, share stories, and laugh!
A museum can be a wonderful place to enjoy
yourself.



Please be **SAFE!** You can help us to do this by not running in the Museum and by not leaning on our walls or pedestals. It can be easy to slip and fall or knock an artwork out of place.

Please **DO NOT TOUCH** any of the artworks or objects. Fingers have a special kind of oil that is good for our skin, but very bad for artworks. Even people who work at the Museum must wear special white gloves to handle an artwork.

Please spit out your gum and leave any food or drink behind before you enter the Museum.

Please remember that there is **NO PHOTOGRAPHY** allowed inside the Museum – with or without a flash. You can take pictures outside the Museum! Feel free to ask a Museum employee to take a picture of your entire group.

Thanks for helping us keep you and the artworks safe!

Let's Get Warmed Up!

By thinking about a few things ahead of time, we'll have the opportunity to apply that knowledge when we get to the Museum for greater comprehension and enjoyment!

* On the board draw a vertical line to create two columns.

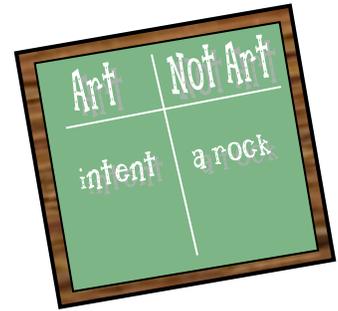
Label one "art" and one "not art."

* **Set the stage...** Imagine that you are the Curator of an art museum. ("Curator" is probably a new word. Curators are Museum workers who decide what pieces best fit into their collection and then study and take care of those pieces.) You

are responsible for choosing items to put in a brand new show. What kinds of things would make your cut and what kind of things would you not put in your show?

* Think about the following questions to decide what qualities art needs to have to go into the "art" category...

- Does art need to look realistic?
- Does art need to be made of something particular- like paint, or clay, or wood?
- How long should art take to make?
- If it costs a lot of money is it really good art?
- Is a movie, or book, play, or musical song a type of art?
- Does art need to be pretty?
- Should art experiment with new ideas?
- If someone copies someone else's piece of art is it still art?



The kind of art you will see at the Minnesota Marine Art Museum includes sculptures, paintings, and photographs, as well as some 3-D artifacts!

Let's Move On!

* **What does art do?** (Tells stories, records history, makes you think and feel, serves as decoration, teaches a lesson)

* **Make a list of examples of the board!** A portrait of George Washington records history- we will know what he looks like as long as the painting lasts! A quilt is not only beautiful art, but functional too- It keeps you warm. What other examples can you think of? (Religious drawings, children's books, cartoons, portraits, music, photographs, poetry, comic books)

* **Why do you watch movies, read books, or listen to music?** How do you feel when you look, listen, and read? Those are all types of art too- just like the **visual** art you will see at the Museum! *I wonder how you will feel when you see the art at the Museum?*

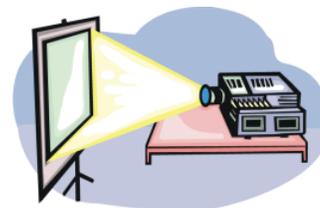
Pre-Visit Activity: Longer Look

OBJECTIVES:

- To develop a comfort level for visiting an art museum and discussing what you see. We will practice the same exercise on your tour at the Museum with a painting on the wall!
- To learn observation skills
- To guide students on how to create informed judgments about art (Art Criticism)



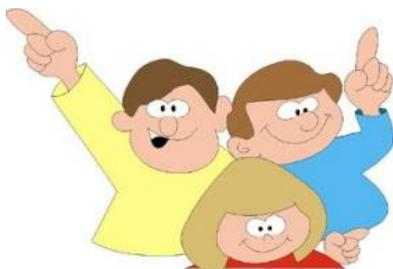
Project or handout the image *Winding Line*, by Winslow Homer on page 6 of this packet.



Teachers: You can have students work individually, in small group, OR you can facilitate a classroom conversation!

If you elect to work in small groups, vote one person the “recorder” to write, one person the “facilitator” to ensure that everyone contributes, and one person the “reporter” to share the group’s observations with the entire class.

Discuss, or work on the handout for 10-15 minutes. Challenge yourself to keep looking!



Share any observations, ideas or thoughts. Remember- there are no wrong answers in this practice.



Winslow Homer, *Winding Line*, 1874, oil on canvas. 15 x 21 inches
Private Collection on view at Minnesota Marine Art Museum.

Name(s): _____



Winslow Homer, *Winding Line*, 1874.

A Longer Look: A Pre-Visit Activity to prepare you for your trip to the MINNESOTA MARINE ART MUSEUM!

If you are working individually, or in small groups use this handout with a separate piece of paper to record your responses.

1. Take some time to look! This sounds easy, but it is a skill we rarely practice. Set a timer for one minute and without talking just look at this image. Keep breathing and keep looking. When you feel you have seen it all, start pretend you are a detective at a crime looking for clues.
2. What did you notice? List “obvious” things first, as well as a few small details.
3. What do you think is happening in this scene?
4. What kinds of lines did the artist use in this painting? What kind of shapes do you see?
5. Let’s think about space. What kind of space did the artist show us? Can we see a lot, or just a little? How much of the painting is earth and how much is sky
6. Let’s think about color. What kinds of colors did Winslow Homer use? Pick a couple of colors in this painting and then put a descriptive word in front of each one. For example, “blue” could be Rice Krispies blue, or faded-jeans blue. Pretend it is your job to name the paint, or make-up color.
7. Imagine you can jump into this painting. Where would you go? Now, take a breath and imagine what it smells like in this scene. What sounds might you be hearing? What can you see beyond the frame?
8. If you could ask Winslow Homer three questions about this painting- what would you want to know?
9. Does this painting remind you of anything you have done, or seen, or read about in your life?
10. If you were making a playlist of music for this painting, which songs would you include?

TEACHER'S KEY



Winslow Homer, *Winding Line*, 1874.

Learning to Look: A Pre-Visit Activity to prepare you for your trip to the MINNESOTA MARINE ART MUSEUM!

Teachers- If you are facilitating a group conversation, make sure you repeat each student's answers (without judgement) to validate the comment and make sure everyone heard it. Keep prompting with, "what else?" questions and "what do you see that makes you say that?" It's okay if it is silent for a bit. Often great observations and comments come after the group has shared their initial responses. This is a practice exercise. The more you do it, the better you will become- just like all practice exercises. Have fun!

1. Take some time to look! This sounds easy, but it is a skill we rarely practice. Set a timer for one minute and without talking just look at this image. Keep breathing and keep looking. When you feel you have seen it all, start pretend you are a detective at a crime looking for clues. Ask students how this part went. Could they have looked for longer than one minute with the same focus? Share with your students that police officers in New York City visit art museums with perception experts to learn how to improve their observation skills based on what they actually see, not what they think is happening.
2. What did you notice? List "obvious" things first, as well as a few small details.
 - a. a rowboat (see "A Bit about the Boat" sheet on the following page)
 - b. a man sitting on the edge of the boat winding line- wearing a hat and boots
 - c. a square shaped spool of fishing line; the man is looking down at the spool
 - d. a rocky shore; glassy smooth water- maybe a lake or pond
 - e. land across the body of water with trees and low hills
 - f. sky with speckled white clouds; a rope near the front of the boat

Small Details

 - g. in the land on the other side of the water, there are rectangular white marks that could indicate some sort of structure
 - h. the man's suspenders
 - i. perhaps a mustache on the man's face
 - j. the two oar fulcrums on the far side of the boat
 - k. a couple of reddish-orange rocks on the shore
 - l. different colored planks of wood forming the hull of the boat
 - m. something tucked under the man's left arm
 - n. the artist's signature in the lower right corner of the canvas.
3. What do you think is happening in this scene? A man is sitting on the edge of his boat winding fishing line around his square-shaped spool on what appears to be a calm day on the rocky shoreline of a lake or pond. There are lots of things we can suppose about the scene. Let's get curious!

4. What kinds of lines did the artist use in this painting? What kind of shapes do you see?

Lines:

- a. the strong curved line that forms the boat's gunwale is in full highlight
- b. the sketchy lines he used to create the horizon line
- c. the short straight lines that create the spool of fishing line
- d. the wispy lines of the clouds

Shapes:

- e. circular shape of the man's hat
- f. triangular shape of the boat's hull to the right of the man's feet
- g. rectangular shape of the body of water
- h. square shape of the fishing line spool
- i. oval shape of the slipknot in the rope
- j. oval shape of the rocks
- k. Crescent moon shape of the part of the suspender that we can see.

5. Let's think about space. What kind of space did the artist show us? Can we see a lot, or just a little? How much of the painting is earth and how much is sky?

The artist shows us a pretty tight, or cropped, view of this man and his boat. Sometimes it is easier to think about space like using a camera. We aren't "zoomed out" enough to see what else is nearby this man and his boat, but we also aren't zoomed in to the point where we might only see a face or his hands. This decision by Winslow Homer gives us enough information to make some theories on what else might be near this man and his boat. The horizon line (line that separates earth from sky) is placed pretty high on the canvas. Homer shows us a lot of earth and lake and more earth behind that, leaving just a bit of sky on view. Maybe 25% of the painting is sky.

6. Let's think about color. What kinds of colors did Winslow Homer use? Pick a couple of colors in this painting and then put a descriptive word in front of each one. For example, "blue" could be Rice Krispies blue, or faded-jeans blue. Pretend it is your job to name the paint, or make-up color.

There are lots of earth tones and muted colors in this painting. A muted color is a pure color that has had gray added to it. This makes the color less bright. The most dominant color in this painting is tints and shades of gold. Homer uses a golden brown color on the rocks, the boat, the man's clothes and hat and on the shoreline across the water. By repeating this color throughout the painting, he creates a sense of harmony and in this case, warmth. The sky and the water are very similar tints of a blue-gray color.

- Olive green, wheat-field tan, chocolate brown, smoky blue, terracotta orange, oil-slick teal, almond, honey, cocoa, molasses, mahogany brown, sage green, etc.

7. Imagine you can jump into this painting. Where would you go? Now, take a breath and imagine what it smells like in this scene. What sounds might you be hearing? What can you see beyond the frame? Perhaps you want to sit on the boat, or swim in the water, or go climb that white wall-like structure on the far shore. Smells: musky, fishy, damp, mildew, old wood, crisp, or humid. Beyond the frame- Who knows?! One of the most exciting parts of artworks is thinking about what the artist chose not to show us. Maybe there is a group of people preparing a shore lunch, or maybe the shore goes on for miles. Maybe his cabin is there, or maybe he has a car parked on the side of a road.

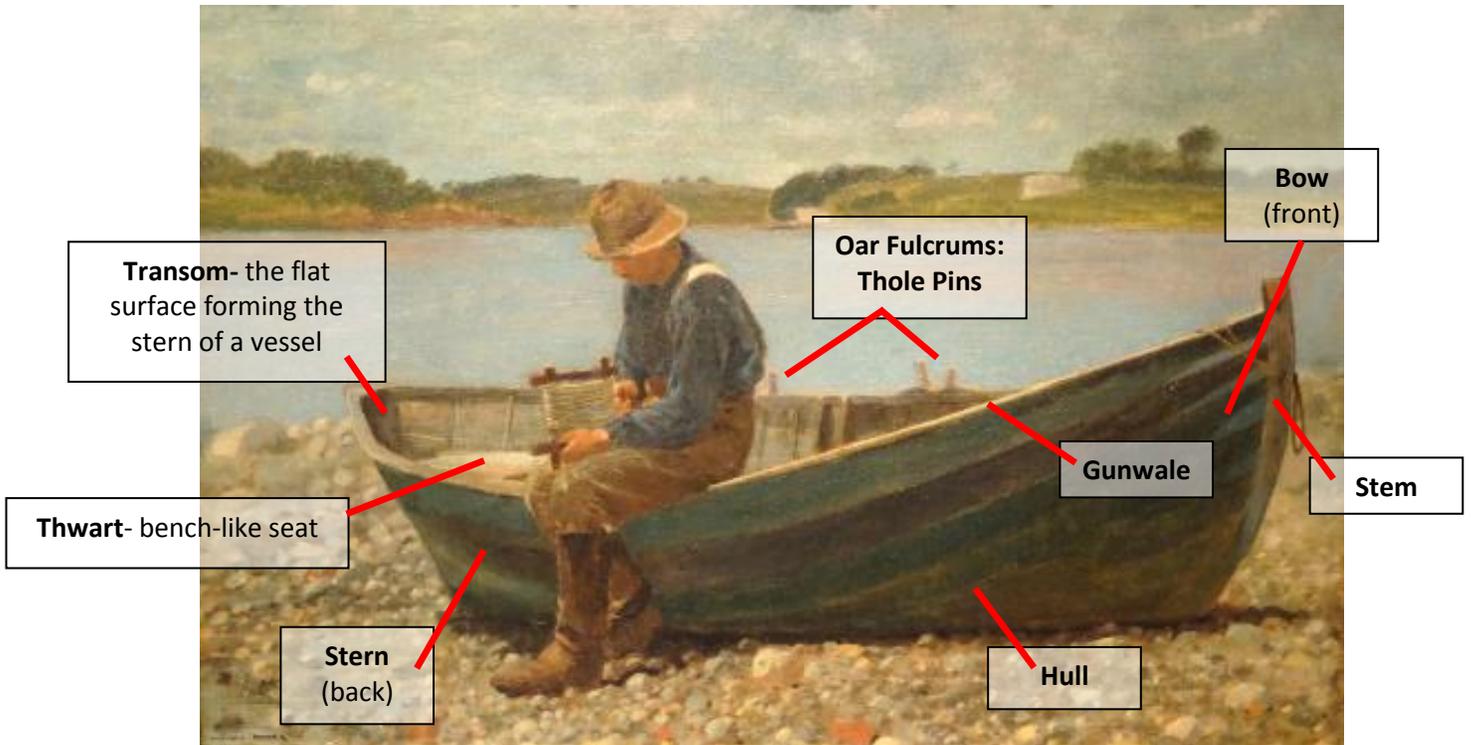
8. If you could ask Winslow Homer three questions about this painting- what would you want to know? Who is that man? Where is this place? Why did you paint this scene? Why didn't you show us the oars? Where are the fish? How come you didn't paint the oar fulcrums, or thole pins, on the near side of the

boat? What mood were you hoping to convey? Is the man happy or sad? Did you get tired painting every little rock?

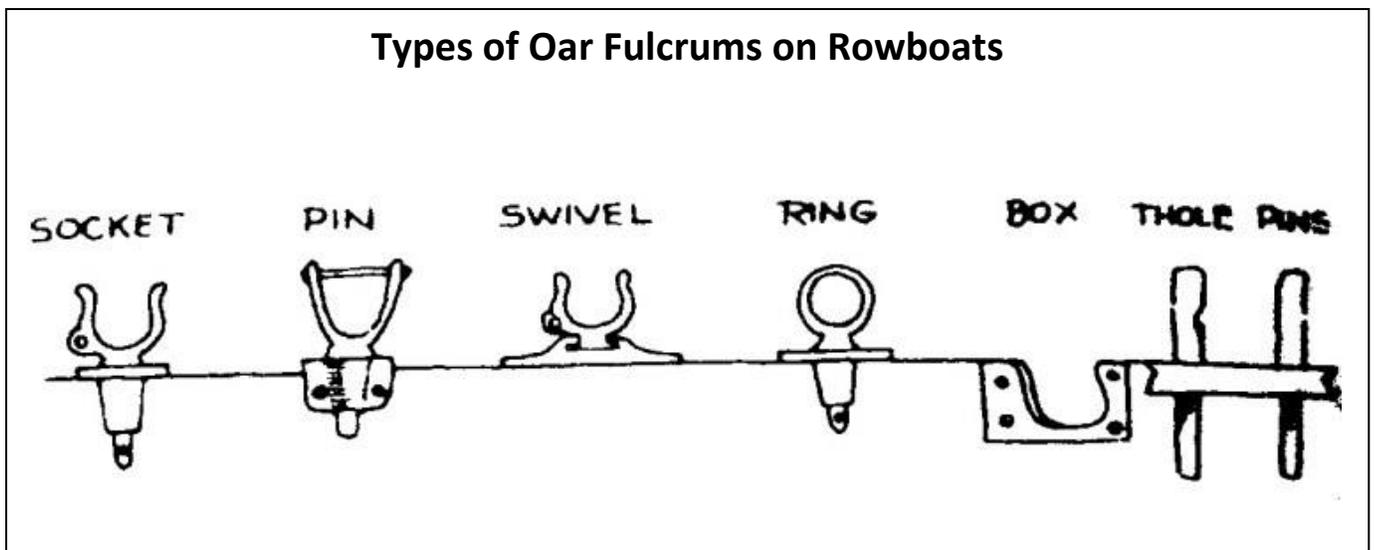
9. Does this painting remind you of anything you have done, or seen, or read about in your life?
Subjective- Maybe there are some boaters, fishers, or outdoor enthusiasts in your class. Maybe someone once did a jigsaw puzzle like this, or maybe it reminds them of a grandfather or neighbor. Perhaps there is a movie or book with the same imagery. Maybe the mood of quiet isolation reminds you of a time when you felt that way.

10. If you were making a playlist of music for this painting, which songs would you include?
"All By Myself," by Derick Carmen; "Dancing with Myself" by Billy Idol; "Row, Row, Row you boat;"
"Fishin' in the Dark," by Nitty Gritty Dirt Band; "Wanted Dead or Alive" by Bon Jovi, ???

A Bit about the Boat!



In rowing, **oars** are used to propel the boat. **Oars** differ from paddles in that they use a fixed **fulcrum**, an oarlock attached to the side of the boat, to transfer power from the handle to the blade, rather than using the athlete's shoulders or hands as the pivot-point as in canoeing and kayaking. (Wikipedia)



Post Visit Activity

Thanks for visiting MINNESOTA MARINE ART MUSEUM!

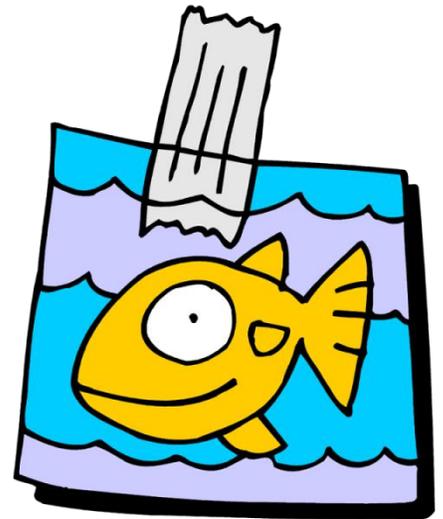
**We're so glad you came to see us, and we hope you come back again soon.
Remember, Tuesdays are ALWAYS free for students.**

Now that you have seen some of the artworks at the Minnesota Marine Art Museum you have a better idea of about what kind of art you like the most and why. We all like different art for different reasons.

Can you remember one art work that you really liked and write why you like it the most?

Thinking about MARINE art- What is your favorite thing that has to do with water.

(swimming pool, bath tubs, water fountain, fishing pond, ocean, beach, rain, puddles, aquarium, snow, faucet, steamboat captain, pirate)



Using the supplies your teacher has made available for you, can create your own artwork about your favorite thing associated with water!

Additional Resources

We invite you to visit us- and then visit us again. The best resource for understanding art is to see the real thing! Our galleries are constantly changing, and we can tailor each visit to include different interactive activities, or create an activity to link with your needs.

Fun Websites:

- http://www.youtube.com/watch?v=Jn7K4_HFTXo
 - o This is a fun 2:36 clip made by the Milwaukee Art Museum about proper Museum Manners! Although it is a different art museum, the same rules apply to our Museum.
- <http://www.metmuseum.org/metmedia/interactives>
 - o The coolest website ever! I could spend hours looking at all of their interactive things. Fun for all ages.
- <http://www.nga.gov/content/ngaweb/education/kids/kids-brushter.html>
 - o The National Gallery of Art's "Brushter" program lets you virtually "paint" and explore brushstrokes.

Great Books about the Mississippi River for all ages available at the Winona Public Library:

- *Tomorrow the River* by Diane E. Gray/ J GRAY, D.
- *Life in a Mississippi River Town* by Laura Fischer/ j977 FISCHER
- *Paddle to the Sea* by Holling Clancy Holling/ J HOLLING, H
- *Mark Twain and the Queens of the Mississippi* by Cherly Harness/ j921 TWAIN, M
- *The Mystery of the Might Mississippi* by Carole Marsh/ J MARSH, C.
- *How to Cross a Pond: Poems about Water* by Marilyn Singer/ j811 SINGER
- *Mississippi Going North* by Sanna Anderson Baker/ E BAKER
- *Ste-e-e-e-embot a-Comin'* by Jill Esbaum/ E ESBAUM