

Participating in an Artmobile field trip exposes students to art material/concepts using visual thinking, sketching, moving, and writing. Tours last for 30 minutes, and the SOLs that can be applied are listed on the next page.

Teachers are encouraged to select 1 or 2 of the field trip activities listed below.

1. **I See, Think, Wonder:** **Grade Level:** Grades 4-5, 6-8, 9-12; **Subject Area:** English, Fine Arts, Visual Arts; **Activity Type:** Engagement Activity

LOOK & WRITE

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. **Perceive, Know, Care About:** **Grade Level:** College, Grades 4-5, 6-8, 9-12; **Subject Area:** Fine Arts, History and Social Science, Visual Arts; **Activity Type:** Engagement Activity

LOOK

This activity activates prior knowledge while developing insight into historical perspectives. Use this activity to help students broaden their horizons and explore diverse ideas. It allows students to examine a figure that is featured in a work of art.

3. **Sketching to Learn: 30-Second Sketch:** **Grade Level:** Grades 4-5, 6-8, 9-12; **Subject Area:** Fine Arts, Visual Arts; **Activity Type:** Engagement Activity

DRAW (paper & pencil)

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

4. **Before & After**: **Grade Level:** Grades 4-5, 6-8, 9-12; **Subject Area**: English, Fine Arts, Visual Arts; **Activity Type**: Engagement Activity

DRAW (paper & pencil))

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

5. **Make it Move**: **Grade Level:** Adult, College, Grades 4-5, 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.

6. **Strike a Pose**: **Grade Level:** Adult, College, Grades 4-5, 6-8, 9-12; **Subject Area**: Fine Arts, History and Social Science, Visual Arts; **Activity Type**: Engagement Activity

MOVE

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

7. **Observational Poetry**: **Grade Level:** 4-5, 6-8, 9-12; **Subject Area**: Visual Arts, Theatre Arts, English, Critical Thinking, Creative Thinking, Communication; **Activity Type**: Distance Learning, Lesson Concept

Write (pencil & paper)

Use this simple creative writing exercise to help students collaboratively use creative thinking in tandem with critical thinking as they make meaning from abstract artworks.

Standards of Learning: English

Communication

- 4.1 The student will use effective oral communication skills in a variety of settings.
- 5.1 The student will use effective oral communication skills in a variety of settings.
- 6.1 The student will use effective oral communication skills in a variety of settings.
- 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
- 8.1 The student will participate in, collaborate in, and report on small group learning activities.
- 9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.
- 10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.
- 11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.
- 12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

Reading

- 4.4 The student will expand vocabulary when reading.
- 5.4 The student will expand vocabulary when reading.
- 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
- 7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
- 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.
- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Writing

- 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- 5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
- 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.
- 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.
- 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.
- 9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.
- 10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.
- 11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.
- 12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

Standards of Learning: Digital Learning Integration

(5 C's Connection - Collaboration, Communication, Creative Thinking, Critical Thinking, and Citizenship)

Global Collaborator: GC

Students use appropriate technologies, including assistive technologies, to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Standards of Learning: Fine Arts-Visual Arts

Creative Process

- 4.1 The student will apply creative thinking to artmaking.
- 4.2 The student will apply a creative process for artmaking.
- 5.1 The student will apply a creative process for artmaking.
- 5.2 The student will apply creative thinking to artmaking.
- 5.3 The student will apply a creative process for artmaking.
- 6.1 The student will apply creative thinking to communicate personal ideas, experiences, and narratives in works of art.
- 6.2 The student will apply steps of a creative process.
- 7.1 The student will apply creative thinking to communicate personal ideas, experiences, and narratives in works of art.
- 7.2 The student will apply steps of a creative process.
- 8.1 The student will apply creative thinking to artmaking.
- 8.2 The student will apply steps of a creative process.
- AI.1 The student will apply creative thinking to original artistic works.
- AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.
- AII.1 The student will apply creative thinking to original artistic works.
- AII.2 The student will apply a creative process to develop ideas and artwork.
- AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.
- AIII.2 The student will apply a creative process to develop ideas and artwork.
- AIV.1 The student will demonstrate an in depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.

Critical Thinking and Communication

- 4.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
- 4.4 The student will describe how personal beliefs influence responses to works of art.
- 4.5 The student will demonstrate skills needed to work collaboratively in an art community.
- 5.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
- 5.4 The student will select a preferred work of art and defend the selection.
- 5.5 The student will apply skills needed to work collaboratively in an art community.
- 6.3 The student will analyze, interpret, and evaluate artwork.
- 6.4 The student will formulate, justify, and examine personal responses to art.
- 6.5 The student will develop communication and collaboration skills for a community of artists.
- 7.3 The student will analyze, interpret, and evaluate artwork.
- 7.4 The student will formulate, justify, and examine personal responses to art.
- 7.5 The student will develop communication and collaboration skills for a community of artists.
- 8.3 The student will analyze, interpret, and evaluate artwork.
- 8.4 The student will describe and justify personal responses to visual qualities in works of art.
- 8.5 The student will develop communication and collaboration skills for a community of artists.
- AI.3 The student will analyze, interpret, and evaluate artwork.
- AI.4 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.
- AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.
- AII.3 The student will analyze, interpret, and evaluate artwork.
- AII.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.
- AIII.3 The student will analyze, interpret, and evaluate artwork.
- AIII.4 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIV.3 The student will analyze, interpret, and evaluate artwork.
- AIV.4 The student will justify personal perceptions of an artist's intent, using visual clues and research.

Fine Arts-Visual Arts continued

History & Culture

- 4.6 The student will explore and examine cultural and historical influences of art.
- 4.7 The student will explain how art is an integral part of one's life and community.
- 4.8 The student will give credit to sources used in art research.
- 5.6 The student will explore and examine cultural and historical influences of art.
- 5.7 The student will describe how artists contribute to society.
- 6.6 The student will explore and understand historical and cultural influences of art.
- 6.7 The student will describe ways artists contribute to their communities and society through their work.
- 7.6 The student will explore and understand historical and cultural influences of art.
- 7.7 The student will identify venues for experiencing visual arts in the community and the Commonwealth.
- 8.6 The student will explore and understand historical and cultural influences of art.
- 8.7 The student will identify visual art resources in the community and the Commonwealth, including but not limited to community art centers, museums, and galleries.
- AI.6 The student will understand historical and cultural influences of art.
- AI.7 The student will identify ways to engage the school community through the visual arts.
- AII.6 The student will understand historical and cultural influences of art.
- AII.7 The student will identify ways that art can be used to address community needs.
- AIII.6 The student will understand historical and cultural influences of art.
- AIII.7 The student will describe opportunities for visual arts engagement, leadership, and advocacy within the community.
- AIV.6 The student will understand historical and cultural influences of art.
- AIV.7 The student will identify arts leaders and advocates in the community and describe their impact.

Standards of Learning: Physical Education

Motor Skill Development:

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.
- 5.1 The student will demonstrate movement forms, create movement patterns, and begin to describe movement principles.
- 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.

Social Development

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
- 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.
- 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.