



## TEACHER CURRICULUM GUIDE FALL 2004



Featuring a fantastical installation by Linda Price-Sneddon

*Wonder Worlds: Observations in Pipe Cleaners and Pom-Poms*  
October 14, 2004 – February 27, 2005

**TABLE OF CONTENTS**  
**Pre-K – 1<sup>st</sup> Grade**

**Section 1: Introduction**

---

- Exhibition Overview and About the Artist . . . . . 1.1 – 1.3
- Wonder World Programs . . . . . 1.3– 1.5
- Goals and Learner Outcomes . . . . . 1.5– 1.6

**Section 2: Kidspace Schedules**

---

- Kidspace Field Trip Checklist . . . . . 2.1
- Teacher Workshop Overview and Schedule . . . . . 2.2 – 2.4
- Field Trip and Artist Residency Schedule . . . . . 2.5 - 2.8

**Section 3: Pre-K – 1<sup>st</sup> Grade Activities**

---

- Overview . . . . . 3.1
- Before Your Kidspace Visit. . . . . 3.2 – 3.6
- During Your Kidspace Visit . . . . . 3.7
- Artist Residency . . . . . 3.8
- After Your Kidspace Program . . . . . 3.9

**Section 4: Resources**

---

- Massachusetts Learning Standards . . . . . 4.1 – 4.2

*Wonder Worlds: Observations in Pipe Cleaners and Pom-Poms*  
October 14, 2004 – February 27, 2005

**TABLE OF CONTENTS**  
**2<sup>nd</sup> – 5<sup>th</sup> Grade**

**Section 1: Introduction**

---

- Exhibition Overview and About the Artist . . . . . 1.1 – 1.3
- Wonder World Programs . . . . . 1.3– 1.5
- Goals and Learner Outcomes . . . . . 1.5– 1.6

**Section 2: Kidspace Schedules**

---

- Kidspace Field Trip Checklist . . . . . 2.1
- Teacher Workshop Overview and Schedule . . . . . 2.2 – 2.4
- Field Trip and Artist Residency Schedule . . . . . 2.5 - 2.8

**Section 3: 2<sup>nd</sup> – 5<sup>th</sup> Grade Activities**

---

- Overview . . . . . 3.1 – 3.2
- Before Your Kidspace Visit. . . . . 3.3 – 3.8
- During Your Kidspace Visit . . . . . 3.9
- Artist Residency . . . . . 3.10
- After Your Kidspace Program . . . . . 3.11 – 3.14

**Section 4: Resources**

---

- Massachusetts Learning Standards . . . . . 4.1 – 4.2



## *INTRODUCTION*

### ***Wonder Worlds: Observations in Pipe Cleaners and Pom-Poms Linda Price-Sneddon***

**October 14, 2004 – February 27, 2005**

## **EXHIBITION OVERVIEW**

Have you ever looked closely at a flower and noticed its different parts, colors, lines, and textures? Did you ever ponder the many details that make up your home, community, and world? Could you put together all the everyday things you encounter into something simple and artistic, that would be enjoyed by your friends and family?

Boston-based installation artist Linda Price-Sneddon achieves this by creatively organizing the details she has observed in the world around her using craft materials that will be very familiar to your students—pipe cleaners, pom-poms, colored tape, yarn, and putty. Though using familiar art materials, she will challenge your students to think of these craft materials in new ways, forming new symbols and unusual abstract representations.

Linda creates patterns that might be found in various places such as an ocean, colorful garden, or town. She also combines materials to form unusual shapes and symbols. A series of colorful pom-poms might symbolize the different shops on a street near her home, while yarn entwined with pipe cleaners may represent the lines and textures found in the trees in her community park.

Many of the ways in which Linda organizes the craft materials might well cause your students to instantly think of something they have seen before in their world. Or, encourage your students to use their imagination to make up a fantastical story about what they are encountering. There is no right or wrong approach to this exhibit, only a wonder-filled world of observations!

The front half of the Kidspace gallery is a richly colored and densely textured environment. The installation jumps from the floor to ceiling and onto the walls, creating varying patterns, lines, and abstractions. Video images that have been

processed to reveal simple forms and patterns found in nature are projected onto a wall midway into the installation. The back half of the installation is dedicated to visitor and school group participation. There will be an opportunity for the 2<sup>nd</sup> and 3<sup>rd</sup> graders to add to a wall drawing and for the general public to construct a “community garden” of pipe cleaners and pom-poms. The installation also incorporates studio space, where students can create take-home pieces of sculpture using similar materials and techniques to the artist.

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## **ABOUT THE ARTIST**

### **Linda Price-Sneddon**

#### **Artist Statement**

The demands of contemporary life can overload our minds with an internal dialogue that hinders creative engagement with the physical environment. Compounding our ability to engage with the physical world is an entertainment and media culture of flashing images that commands our attention. Careful observation of the living world is becoming an endangered activity in this hyper-saturated landscape of logos and brash images.

Children are immersed in this entertainment and media culture. They are the most desirable consumer group, a highly profitable target market from their toddler years into their teens. Bombarded by slick electronic and print images, they are placed in the position of "passive receptor". Hyper-stimulated by video games, they learn the "reactive" position. The intent of my work at Kidspace is to counter this culture by engaging the children in proactive and creative play, to encourage them to ask questions and carefully observe the world around them.

"Wonder Worlds" is an environment emerging from the potential of the common materials that I have assembled. Like the elements that make up our natural world, the pipe cleaners, pompoms, tape and twine interact with each other, producing a myriad of forms and structures. These materials have been chosen for their flexibility and complementary properties and are capable of generating a complex system of relationships and patterns. The playful and tactile quality of my materials beckons the viewer to take a closer look.

The installation is impermanent. It will exist and change in time. At the end of the show, the installation will be separated back into its component parts so that

the materials may be recycled into new forms. The elements are available to form new relationships...new meanings.

### **Biography**

Linda Price-Sneddon, an installation artist and painter residing in Boston, Massachusetts, has completed the Diploma Program of the School of the Museum of Fine Arts, Boston. She has taught in after school and camp programs at the Boston Public Library, Boston Center for the Arts, and the Montserrat School of Art, Beverly, Massachusetts. Price-Sneddon has been awarded artist fellowship grants from the Massachusetts Cultural Council and the St. Botolph Club, and was awarded the John Singleton Copley Award in a juried show at the DeCordova Museum, Lincoln, Massachusetts. Her work has been in solo and group shows in such Massachusetts galleries and museums as: Essex Art Center, Lawrence; South End Public Library, Boston; Boston Center for the Arts; Montserrat College of Art Gallery, Beverly; Contemporary Art Center, North Adams; Copley Society, Boston; Babson College, Wellesley; and Hallspace Gallery, Boston.

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## **WONDER WORLDS PROGRAMS**

### **TEACHER WORKSHOPS**

We have found that by participating in teacher workshops, educators feel better prepared to incorporate the Kidspace curriculum into their busy schedules. There are four workshops planned for your school this fall, two of which will take place at Kidspace. At these workshops we will review how to make connections between art and other subject areas including science and English language arts. We will also try-out projects outlined in this curriculum. Please mark the workshop dates on your calendar (you can find the dates in Section 2 of this curriculum.) Plus, note the dates for the Three Museum Semester teacher training sessions in the spring.

### **WEB PROJECT**

The *Wonder Worlds* installation process should prove to be quite interesting. Therefore, we have set up a video camera to document Linda as she completes the installation. Check out our web site each day beginning September 27 through October 12 to learn of her progress: [www.massmoca.org/Kidspace](http://www.massmoca.org/Kidspace). You

will need Quicktime Player installed to be able to view the video. (Download Quicktime Player for free at <http://www.apple.com/quicktime/download>).

## **KIDSPACE PROGRAMS**

**This curriculum provides you with classroom activities that you can do with your students before and after visits to Kidspace.** It is broken down into two curriculums: one for Pre-K – 1<sup>st</sup> grade and one for 2<sup>nd</sup> – 5<sup>th</sup> grade. Activities can easily be adjusted to suit the needs and interests of your particular grade level. In certain cases, we offer different activities for the different grade levels.

You will also note new this year in the curriculum packet are activities that directly link to your Reading First initiative. We selected readings from your Scott Foresman books and show how the arts can be used to enhance student understanding of literature. A teacher training workshop with Jill Pompei, NAPS Reading First coordinator and Laura Thompson, Kidspace Associate Curator, will further help you to make connections among the visual and language arts.

**Are You Already Doing Something Relating to Kidspace?** We purposefully choose exhibition themes that easily relate to topics you are working on in school or that are included in the MA Learning Frameworks. This curriculum presents multi-disciplinary activities and a number of different approaches to studying patterns and systems of organization. You might already have in your curriculum projects that can easily tie into themes addressed at Kidspace. For instance, are you planning a unit on geography? Why not have your students learn about how maps organize the geographic world? Then they can create maps of their neighborhood using pom-poms, pipe cleaners, and ripped paper as symbols for buildings, parks, and streets. Or will you be doing do a study of habitats? Why not investigate patterns found in natural settings (i.e. lines in flowers, textures of rocks, spots on animals) and then have your students draw a picture comprised of these patterns? There are many other ways to connect Kidspace to your existing curriculum and we encourage you to plan this before the beginning of the Kidspace semester. We will have time to discuss this further at our teacher workshops.

**Each class will visit Kidspace.** During your visit to Kidspace your students will work with Kidspace staff to explore the *Wonder Worlds* exhibition. Students will then have the opportunity to create their own three-dimensional work of art using craft materials similar to those used by Linda.

**The artist residency program continues this year with Massachusetts Cultural Council funding.** Each class will have a visit with the Kidspace artist. Linda will meet your class in your school's auditorium/lunchroom. Students will work on art projects with the artist. The 2<sup>nd</sup> and 3<sup>rd</sup> graders will have an additional visit to Kidspace, this time with the artist to create a wall drawing in the exhibition. They will also work with her back in their schools. Because of school size and time constraints, we have had to limit the number of visits students can make to Kidspace. This year the 2<sup>nd</sup> and 3<sup>rd</sup> graders will have an additional visit, however, in 2005-06, the 1<sup>st</sup> and 5<sup>th</sup> graders will visit twice. Our goal is to have all students visit Kidspace on several occasions.

**Family days in each school.** New this year is the Kidspace Family Day in your school. At the end of the artist residency, we will set up your students' projects in the auditorium/cafeteria. We would also like to share any projects you have completed with your class relating to *Wonder Worlds*. Please hold onto all projects until the end of the residency (You can send home projects completed at Kidspace—we know your students like to take something home with them during the Kidspace semester). If your students complete writing projects, we will ask you to select some students to read their work at the Family Day event. Parents will receive invitations to the event and Linda will be there to greet families. Refreshments will be served, too.

## **PROGRAM GOALS**

- Contemporary art can be used to sharpen student visual literacy skills which can be applied in many subject areas, including art-, English language arts, science, and social studies.
- Interactions with artists and their artwork help students to more fully understand the artistic problem-solving processes.
- Curriculum materials and teacher workshops can motivate classroom educators to make multiple curriculum connections to the subject of patterns and systems of organization.

## **LEARNER OUTCOMES**

Through multiple activities focusing on contemporary art and patterns and systems of organization, students will:

- discuss their understanding of how an artist's selection of material influences meaning in works of art;
- recognize that symbols can be made up of unusual materials;

- describe details in the world that form patterns and relationships;
- explain their understanding of installation art and compare to past Kidspace exhibitions featuring art of different mediums (sculpture, painting, photography);
- illustrate their interpretations of the world around them sculpture and in written and oral stories.

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## YOUR FEEDBACK AND SHARING WITH OTHERS

We will have an evaluation workshop with all of the teachers in your school (see your school's schedule in this curriculum). We would like to know your thoughts on the curriculum and programs. We also ask that you share your comments on the exhibition. We will provide you with an evaluation form to complete at the workshop. Meanwhile, we would appreciate hearing your thoughts along the way. Drop us a note at [lthompson@massmoca.org](mailto:lthompson@massmoca.org), or phone us at 413-664-4481 ext. 8131. **Your comments do make a difference.**

We hope that you will share your class projects with others in your school. Since each class in your school is involved with Kidspace, it would be interesting to see the different interpretations of the activities and the Kidspace experience. You might display your work throughout the school and meet with other classes to discuss the artists' work and Kidspace.

We would like to visit your school to document your students' work and to hear about the other projects that you develop on your own in conjunction with the *Wonder Worlds* exhibit. You may also send digital photographs, scanned work, or project ideas to the email address above.

We look forward to a successful collaboration!

Laura Thompson, Ed.D.  
Kidspace Associate. Curator

Angela Roberts  
Kidspace Assistant

# **WONDER WORLDS LEARNING STANDARDS**

## **Arts**

Students will:

- Use a variety of materials and media and understand how to use them to produce different visual effects (MA Standard 1.1).
- Expand their repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium. (MA Standard 1.5)
- Identify patterns and symmetrical forms and shapes in the environment and artwork (MA Standard 2.5)
- Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis (MA Standard 2.6)
- Create artwork from imagination to tell a story or embody an idea or fantasy (MA Standard 3.3)
- Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions and customs of people living at a particular time in history (MA Standard 6.3)
- Investigate how artists create their work (MA Standard 7.1)
- Identify and describe examples of how artists make innovative uses of technologies and inventions. (MA Standard 9.3)
- Apply their knowledge of the arts to the study of the English language arts, history and social science, and science and technology (MA Standard 10).

## **History/Social Science**

Students will:

- Describe the location and features of places in the immediate neighborhood of the student's home or school (MA Standard - Pre-K - K.5).

## **Science/Technology**

Students will:

- Identify and explain how symbols and icons are used to communicate a message (MA Standard 3.4)

## **English Language Arts**

Students will:

- Pose questions [about works of art and literature], listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge. (derived from MA Standard 2) .
- Understand and acquire new vocabulary and use it correctly in reading and writing (MA Standard 4).
- Identify the basic facts and essential ideas in what they have read, heard, or viewed (MA Standard 9).

# Simply Patterned

## *Pre-K – 1st Grade Activities*

### **OVERVIEW**

In the classroom and at Kidspace, students in Pre-K – 1st grade will examine simple patterns found in the world around them. In the classroom they will view images of patterns found in nature and in artwork. They will try making different patterns themselves and will create fantastical drawings comprised of varying patterns. New this year, we have selected specific stories from your Scott Foresman series that students can examine for patterns. Art and language arts activities are provided to help you connect your Reading First initiative to Kidspace.

At Kidspace, students will examine a patterned installation comprised of pom-poms, pipe cleaners, color tape, yarn, and dots. They will use the exhibition as inspiration for their own creations of three-dimensional patterns using similar craft materials. At your school, Linda Price-Sneddon will work with your students to create their own patterned illustrations as part of a mural group project.

### **ACTIVITY SCHEDULE**

*Before Your Kidspace Visit: Introduction to Patterns and Installation Art*

1. Discussion: Introduction to Topic and to Kidspace Semester
2. Art: Patterns in Nature and Art
3. Language Arts: Scott Foresman Connections

#### **During Kidspace Visit**

1. Guided Discussion
2. Art-Making Activity: Patterned Mini-Worlds

#### **Artist Residency at Your School: Patterned Murals**

1. Preparing for Artist Residency
2. Art-Making Activity: Patterned Murals

## After Your Kidspace Program: Camouflaging Creatures

1. Science: Animal Camouflage
2. Art: Fantasy Island for Pom-Pom Creatures

### **BEFORE YOUR KIDSPACE VISIT** **Pre-K – 1st Grade**

#### **Objectives**

- Through an introductory discussion on patterns, students will discover that patterns are all around us.
- By reviewing images that show patterns in nature and art, students will be better prepared to talk about what they see during their visit to Kidspace.
- By reading stories and discussing patterns found in them, students will understand that patterns are also found in text.

#### **1. Discussion: Introduction to Topic and to Kidspace Semester**

To begin your Kidspace unit, ask your students to create a definition for the word “patterns” based on what they already know. Record their answers on large chart paper or your blackboard. After, share with them the highlighted definition of patterns below. Compare and contrast your students’ definitions with this definition. Ask your students to think about the places in their homes where they may see patterns (for example, bedrooms, kitchens, bathrooms) and then ask them to describe what these patterns look like. For instance, they might have wallpaper with many flowers on it or a special blanket with repeating colors and lines. As a class you can talk about the patterns that make up all bedrooms, such as all the students’ rooms will have a bed or a lamp. Find the similarities in the students’ bedrooms and talk about how the relationship among the rooms is a pattern.

A pattern is something that is visually repeated, such as a shape, color, texture, or line. Patterns can be found all around us, in our homes, neighborhoods, and in nature. Patterns can also be found in stories and poems that have repetitive themes, refrains, and rhymes. A pattern can also be an object that is repeated such as in every living room in most homes there is a couch.

Explain to your students that this year's Kidspace program focuses on patterns. Give your class an overview of the semester including classroom activities, the visit to Kidspace, and an artist residency with Linda Price-Sneddon.

## 2. Art: Patterns in Nature and Art

Now that your students are aware of patterns, talk about how artists use them in their artwork. In the case of the *Wonder Worlds* exhibition, Linda Price-Sneddon uses patterns of color, texture, and shapes to create a fantastical "installation." Other artists have used patterns to make up interesting designs (Escher, Hirst), architecture (Islamic mosque) and folk art (quilts). Patterns can also be found in nature, such as the repetition of a bee hive or the lines in a spider's web. Show your students the overhead projector transparencies or CD-Rom with images of the following and discuss the patterns in each image. You can also check out the *Wonder Worlds* installation each day beginning September 27 - October 12 to see the progress of the artist as she creates the patterned exhibit. Five to ten minute Quick Time videos can be accessed on our web site at [www.massmoca.org/Kidspace](http://www.massmoca.org/Kidspace).

While looking at the following images, have your students put together a list of words describing each image's pattern. For instance, colorful, jagged, spotted, lined, checkered, etc.

### IMAGE LIST

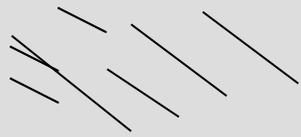
1. Bee hive
2. Peacock
3. Spider web
4. Tree trunk
5. Herat mosque, Afghanistan
6. *Valium*, 2000 by Damien Hirst  
Gloss household paint.  
Damien Hirst makes spot paintings with perfect circles in variations of dimensions and colors.
7. *Development II*, 1939 by M.C. Escher  
Woodcut in brown, grey-green and black, printed from 3 blocks.  
Escher used mathematics to figure out the patterns in his intricate prints.
8. *Hive Project* quilt installation by twelve artists of the New Image group.  
Each artist made 64 separately hung 12" squares, with her choice of subject, to be hung in a grouping that allows its outer columns to intermix with those of other groupings.
9. *Drawing in Space* (detail), 2003 by Linda Price-Sneddon  
Pom-poms, yarn, pipe cleaners, tape.

**INSTALLATION ART:** Explain that when they are visiting Kidspace, your students are going to see an exhibition that involves an art installation taking over the entire gallery. Drawings will be made on the gallery walls, and sculptural elements will be piled on the floor and will hang from the ceiling. The artist will create this work of art specifically for Kidspace and at the end of the exhibit, she will take the installation apart, re-sort the materials and use them for a different installation. In other words, this art piece only exists

for a short period of time, is not permanent like a painting, and will change as the artist works on it. Ask your students to discuss how an installation is different from other kinds of art work they may have experienced. For instance, how is the installation different from last year's Kidspace exhibition – *Nature Park* – that had landscape sculptures and grass chairs?

**Definition of Installation Art (ArtLex Dictionary)-** “Art made for a specific space, exploiting certain qualities of that space, more often indoor than out. The term became widely used in the 1970s and 1980s, largely replacing the term "site-specific," which means the same thing. Installations may be temporary or permanent, but most will be known to posterity through documentation. As a consequence, one aspect of installations is often the difficulty with which they can be commodified. Artists especially identified with installations are Walter De Maria (American, 1938-), Nancy Holt (American, 1938-) and Mary Miss (American, 1944).”

**DRAWING PATTERNS:** (Materials: Paper, crayons or markers). After viewing the artwork, ask your students to draw patterns on their paper that they just described.

<b>Examples:</b>			
	Choppy	OOOOOO OOOOOO OOOOOO OOOOOO	Spotted

Ask your students to then use all of the descriptive patterns they drew to create one larger abstract drawing in crayon and marker. Tell your students that thinness/thickness of lines as well as colors will add to their descriptive patterned drawings.

### 3. Language Arts: Connecting to Scott Foresman

**STORY TIME:** This activity demonstrates how to use the arts to support language arts activities. Students will explore patterns in the structure of the text, as well as the content of the story, and then will create drawings. To begin this activity, remind your students that patterns exist in stories. Using the stories that you are already reading in class, have your students find the refrains that are repeated. Also ask your students to describe the stories' patterns.

## Kindergarten

The focus on your Unit 2 Scott Foresman series is on **a world of wonders**. Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- **Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate:** This story has many details about a day in kindergarten class. Repetitive use of “Miss Bindergarten gets ready for kindergarten” throughout the story, as well as the rhyming “Bindergarten / kindergarten.” Use the images in the story to help your students figure out what is going on in it and how it relates to their own experiences.
- **Growing Vegetable Soup by Lois Ehlert:** This story describes a family planting and then harvesting a vegetable garden. The illustrations are wonderful for discussing patterns found in nature.

## 1<sup>st</sup> Grade

The focus on your Unit 2 Scott Foresman series is on **taking a closer look**. Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- **Oh Cats! by Nola Buck:** This story has many details about the day in the life of three cats. Discuss the pattern in the story—repetition of the line “I can see cats. One, two three cats.” Or how each line ends in the word “cats.” Use the pictures in the story to find more details and patterns.
- **Look at That! by B.G. Hennessy:** This story finds a boy looking up at the clouds for patterns that form different images such as a hat, a man, and a pan. The use of rhyming words sets a pattern throughout the text. The author also uses a pattern starting out most pages: “Look at that cloud! Can you find...”

**DRAWING:** (Materials: markers or crayons, paper). Following your story time, have your students complete drawings that depict the details in one of the stories you read together. First make a list of the details that they can remember from the story. Especially focus on those things that are repeated throughout the story. This will help to reinforce their retention skills. Then have your students choose one detail, such as the cats that are throughout the "Oh Cat!" story and draw them repeating in an interesting pattern on the paper. This will give them more practice for when at Kidspage creating their own patterned works of art.

## DURING YOUR KIDSPACE VISIT

### Pre-K – 1st Grade

A series of questions will be used to help guide your students in their exploration of *Wonder Worlds*. They will be asked to respond to these questions using the artwork as a source of both information and inspiration. Each question builds upon another so that students can create stories about a magical patterned world based on the installation. For instance, they might be asked the following questions when standing in front of one section of the installation:

- What do you think is going on in this area of the installation?
- Do you notice a pattern?
- Imagine that you are able to shrink down to 1 inch tall. How would it feel to live here?
- Have you ever seen something similar to this area of the installation in real life?
- How do you think the artist made this? Why do you think she chose to use these materials?
- What are the different parts of this installation?
- How does this piece relate to the last section we looked at?
- How does the video relate to the idea of patterns?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of the various ways in which artists incorporate patterns in their artwork. Visual literacy skills include thinking critically about what one sees, forming opinions and interpretations about artwork, and expressing in words these observations and opinions.

Following the guided discussions, students will have the opportunity to reflect on the artist's art-making process. We will talk about what the artist needed to do in order to create the installation. Then students will create their own patterned work of art—a sculpture using pipe cleaners and pom-poms.

## **ARTIST RESIDENCY**

### **Pre-K – 1st Grade**

Your students will have the opportunity to work with Linda Price-Sneddon in your school's cafeteria for a 45-minute session.

We recommend that you prepare your students ahead of time for this exciting piece of the Kidspace program. Please review the art that your students viewed at the Kidspace gallery. Ask them to create a list of any questions that they might have for the artist, such as: why did she decide to sculpt using many different types of materials or how did she become interested in working with craft materials? Inform students that they will have the opportunity to ask the artist some of these questions and that they will also work on a group art project with the artist.

Your students will create a class mural using colorful dots (stickers) to create abstract designs and patterns. This project will involve the exploration of simple relationships and repetition from which patterns can be formed. Color, size, and shape relationships will be emphasized.

# AFTER YOUR KIDSPACE PROGRAM

## Pre-K – 1st Grade

### Objectives

- Students will further explore patterns in the camouflaging designs of animals in nature.
- Through imagining the *Wonder Worlds* installation as a fantastical habitat and inventing animals for it, students will understand the relationship between environment and animal life.

### 1. Science: Animal Camouflage

Continuing your study of patterns, we recommend that you study animal patterns. Discuss how different kinds of animals live in different parts of the world. For instance, you would find a giraffe in the grasslands of Africa but a squirrel lives in most areas of the world. Talk about how certain animals have patterns that help to protect them in their environment. For instance, a turtle might have a spotted shell so it can blend into the water in which it lives. Read a book in class and use not only the text, but also the illustrations to explain camouflage patterns of animals. Two favorite books of Kidspace staff are: *I See Animals Hiding* by Jim Arnosky (Scholastic) and *What Color is Camouflage* by Caroline Otto (Harper Collins). Have your students pick out how the different animals blend into their environments and discuss why it is necessary for them to do this.

### 2. Art: Fantasy Island for Pom-Pom Creatures

(Materials: pom-poms, pipe cleaners)

Ask your students to imagine *Wonder Worlds* was a fantastical island environment. Have them invent camouflaged animals to live on the island of colorful, soft pom-poms, prickly pipe cleaners, and unusually shaped dots. Using pom-poms and pipe cleaners, ask your students to create a variety of real or imagined creatures. For instance, using two pipe cleaners (cut in half) wrapped around a pom-pom, they might invent a new kind of spider.



Example:

# **Our Patterned World**

## ***2<sup>nd</sup> – 5<sup>th</sup> Grade Activities***

### **OVERVIEW**

In the classroom and at Kidspace, students in 2<sup>nd</sup> – 5<sup>th</sup> grade will examine patterns and relationships that exist in nature and art, as well as in language, maps, and daily life experiences. Patterns are things that can be experienced visually such as the repetitive lines in a tree or the symbols used in Morse code. Patterns also show us relationships among things such as in the family structure and among the activities we try to accomplish each day. We will use the *Wonder Worlds* exhibition as the catalyst for discussions and for activities focusing on how we organize the many details of our world into patterns and how they form and inform various relationships.

This curriculum suggests a variety of activities that investigate patterns in language arts, history and geography, and the visual arts. Please feel free to modify it to suit your class' individual needs and varying age groups. In the classroom students will view images of patterns found in nature and in art. They will try making different patterns themselves and will create fantastical drawings comprised of varying patterns. New this year, we have selected specific stories from your Scott Foresman series that students can examine for patterns. Art and language arts activities are provided to help you connect your Reading First initiative to Kidspace.

At Kidspace, students will examine a patterned and systematically organized installation comprised of pom-poms, pipe cleaners, color tape, yarn, and dots. They will use the exhibition as inspiration for their own creations of three-dimensional sculptures using similar craft materials. At your school, Linda Price-Sneddon will work with your students to create their own illustrations as part of a group mural project. The 2<sup>nd</sup> and 3<sup>rd</sup> graders will have an additional visit to Kidspace with the artist to add to the installation's wall drawing.

## **ACTIVITY SCHEDULE**

### *Before Your Kidspace Visit: Introduction to Patterns and Installation Art*

4. Discussion: Introduction to Topic and to Kidspace Semester
5. Art: Patterns in Nature and Art
6. Art: 1,000 Ways to Use Pom-Poms and Pipe Cleaners
7. Language Arts: Scott Foresman Connections

### **During Kidspace Visit**

3. Guided Discussion
4. Art-Making Activity: Mini-Worlds

### **Artist Residency at Your School: Murals**

3. Preparing for Artist Residency: Journaling Your Day
4. Art-Making Activity: Mapping Your Day Murals

### **After Your Kidspace Program: Patterns in Codes and Symbols**

3. Art/ History: Morse Code
4. Language Arts: Cinquain Poems
5. Extensions: Geography and Genealogy

**BEFORE YOUR KIDSPACE VISIT**  
**2<sup>nd</sup> – 5<sup>th</sup> Grade**

## **Objectives**

- Through an introductory discussion on patterns, students will discover that patterns are all around us.
- By reviewing images that show patterns in nature and art, students will be better prepared to talk about what they see during their visit to Kidspace.
- Through trying out many ways to make things using two pom-poms and three pipe cleaners, students will learn how to develop patterns and establish relationships among materials.
- By reading stories and discussing patterns found in them, students will understand that patterns are also found in text.

## **1. Discussion: Introduction to Topic and to Kidspace Semester**

To begin your Kidspace unit, ask your students to create a definition for the word “patterns” based on what they already know. Record their answers on large chart paper or your blackboard. After, share with them the highlighted definition of patterns below. Compare and contrast your students’ definitions with this definition. Ask your students to think about the places in their homes where they may see patterns (for example, bedrooms, kitchens, bathrooms) and then ask them to describe what these patterns look like. For instance, they might have wallpaper with many flowers on it or a special blanket with repeating colors and lines. As a class you can talk about the patterns that make up all bedrooms, such as all the students’ rooms will have a bed or a lamp. Find the similarities in the students’ bedrooms and talk about how the relationship among the rooms is a pattern.

A pattern is something that is visually repeated, such as a shape, color, texture, or line. Patterns can be found all around us, in our homes, neighborhoods, and in nature. Patterns can also be found in stories and poems that have repetitive themes, refrains, and rhymes. A pattern can also be an object that is repeated such as in every living room in most homes there is a couch.

Explain to your students that this year’s Kidspace program focuses on patterns. Give your class an overview of the semester including classroom activities, the visit to Kidspace, and an artist residency with Linda Price-Sneddon.

## 2. Art: Patterns in Nature and Art

Now that your students are aware of patterns, talk about how artists use them in their artwork. In the case of the *Wonder Worlds* exhibition, Linda Price-Sneddon uses patterns of color, texture, and shapes to create a fantastical “installation.” Other artists have used patterns to make up interesting designs (Escher, Hirst), architecture (Islamic mosque) and folk art (quilts). Patterns can also be found in nature, such as the repetition of a bee hive or the lines in a spider’s web. Show your students the overhead projector transparencies or CD-Rom with images of the following and discuss the patterns in each image. You can also check out the *Wonder Worlds* installation each day beginning September 27 – October 12 to see the progress of the artist as she creates the patterned exhibit. Five to ten minute Quick Time videos can be accessed on our web site at [www.massmoca.org/Kidspace](http://www.massmoca.org/Kidspace).

While looking at the following images, have your students put together a list of words describing each image’s pattern. For instance, colorful, jagged, spotted, lined, checkered, etc.

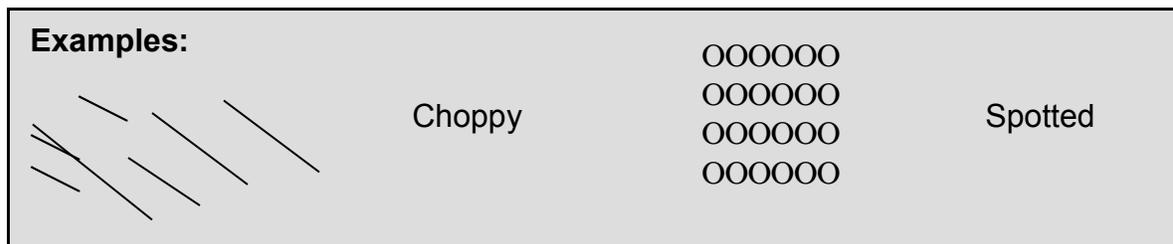
### IMAGE LIST

10. Bee hive
11. Peacock
12. Spider web
13. Tree trunk
14. Herat mosque, Afghanistan
15. *Valium*, 2000 by Damien Hirst  
Gloss household paint.  
Damien Hirst makes spot paintings with perfect circles in variations of dimensions and colors.
16. *Development II*, 1939 by M.C. Escher  
Woodcut in brown, grey-green and black, printed from 3 blocks.  
Escher used mathematics to figure out the patterns in his intricate prints.
17. *Hive Project* quilt installation by twelve artists of the New Image group.  
Each artist made 64 separately hung 12" squares, with her choice of subject, to be hung in a grouping that allows its outer columns to intermix with those of other groupings.
18. *Drawing in Space* (detail), 2003 by Linda Price-Sneddon  
Pom-poms, yarn, pipe cleaners, tape.

**INSTALLATION ART:** Explain that when they are visiting Kidspace, your students are going to see an exhibition that involves an art installation taking over the entire gallery. Drawings will be made on the gallery walls, and sculptural elements will be piled on the floor and will hang from the ceiling. The artist will create this work of art specifically for Kidspace and at the end of the exhibit, she will take the installation apart, re-sort the materials and use them for a different installation. In other words, this art piece only exists for a short period of time, is not permanent like a painting, and will change as the artist works on it. Ask your students to discuss how an installation is different from other kinds of art work they may have experienced. For instance, how is the installation different from last year’s Kidspace exhibition – *Nature Park* – which had landscape sculptures and grass chairs?

**Definition of Installation Art (ArtLex Dictionary)**- “Art made for a specific space, exploiting certain qualities of that space, more often indoor than out. The term became widely used in the 1970s and 1980s, largely replacing the term “site-specific,” which means the same thing. Installations may be temporary or permanent, but most will be known to posterity through documentation. As a consequence, one aspect of installations is often the difficulty with which they can be commodified. Artists especially identified with installations are Walter De Maria (American, 1938-), Nancy Holt (American, 1938-) and Mary Miss (American, 1944).”

**DRAWING PATTERNS:** (Materials: Paper, crayons or markers). After viewing the artwork, ask your students to draw patterns on their paper that they just described.



Ask your students to then use all of the descriptive patterns they drew to create one abstract drawing in crayon and marker. Tell your students that thinness/thickness of lines as well as colors will add to their descriptive patterned drawings.

### **3. Art: 1,000 Ways to Use Pom-Poms and Pipe Cleaners** (Materials: Pom-poms and pipe cleaners, scissors)

This sculpture activity is a fun way to get your students to think about the different relationships and patterns that can be formed using simple craft materials. Give each student two pom-poms and three pipe cleaners. Ask them to try to make something either “realistic” (like a dog or star) or “abstract” (like an unusual shape) from the materials in front of them. They can cut the materials or keep them as they are when making up their combinations. Have your students explain to the class what they made and notice the different results each student arrived at. Then break your class into groups of three or four and have them connect their pieces together to make a new sculpture. Again, talk about the final group sculpture and ask your students to discuss how they problem solved connecting their individual pieces to each other.

#### 4. Language Arts: Connecting to Scott Foresman

**READING TIME:** This activity demonstrates how to use the arts to support language arts activities. Students will explore patterns in the structure of the text, as well as the content of the story, and then will create drawings. To begin this activity, remind your students that patterns exist in stories. Using the stories that you are already reading in class, have your students find the refrains that are repeated. Also ask your students to describe the stories' thematic patterns.

##### **2<sup>nd</sup> Grade**

The focus on your Unit 2 Scott Foresman series is on “**new beginnings: zoom in!**” Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- ***The Ugly Duckling* by Hans Christian Andersen:** This story has many details about an ugly duckling. Use this story to discuss sequential patterns or relationships in the plot: what happened first, second and last. Note to your students that this story is made up of a traditional pattern of storytelling: a beginning laying out the problem, a culminating event to bring about a solution, and happy ending.
- ***Eye Spy* by Pat Cummings:** This story is a great one for talking about looking at the details in our world. The students in the book use various lenses to look at the patterns that make up skin, sugar, and cotton. Talk about how story themes can tell us something about patterns. This is also a good story to look for patterns in text. Have your students examine the story for repetitive use of words or rhyming words.

### 3rd Grade

The focus on your Unit 2 Scott Foresman series is on “**imagine that! the whole wide world.**” Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- ***Guys from Space* by Daniel Pinkwater:** This story describes a fantastical trip that a boy took in a space ship. What is interesting here is that the boy has to help the space people understand his world. You might read this story and then have your students imagine they have to describe the patterns that make up their own world to someone from another planet. Also, you can have your students imagine that the *Wonder Worlds* installation is another planet and they have to describe it.
- ***Tornado Alert* by Franklyn M. Branley:** This story describes the details and patterns that make up a tornado. Have your students pull out the patterns described in the story such as the color and shapes. Monitor your students’ comprehension of the story by asking them to describe the details that make up a tornado.

### 4<sup>th</sup> Grade

The focus on your Unit 2 Scott Foresman series is on “**a wider view.**” Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- ***The Cricket in Times Square* by George Selden:** This story has many details about a country cricket who finds himself in New York City for the first time in his life. After reading the Cricket story, have your student visualize the new world that Chester the cricket finds himself. You can have them verbally describe it or do a drawing depicting one scene in the story. This will be great practice for when your students visit Kidspace and have to seek out the details in the installation.
- ***I Love Guinea Pigs* by Dick King-Smith:** This story is a great one for looking at the patterns that make up guinea pigs.. Not only are patterns found in people’s homes and in the forest, but also on animals. Talk about the patterns that make up a “crested,” “smooth,” and “Peruvian” guinea pig. This will help reinforce student comprehension and retention, as well as will continue to build their awareness of patterns.

### 5<sup>th</sup> Grade

The focus on your Unit 2 Scott Foresman series is on “**my world and yours.**” Students will have the opportunity to observe the details or patterns that make up the stories in their reading text books. Cause and effect as a common storytelling device make up many plot patterns in this unit. And when they visit Kidspace, they will use these detection or decoding skills to “read” the details in the *Wonder Worlds* exhibit.

Suggested stories:

- ***The Diver and the Dolphins* by Wayne Grover:** This story is a good one to use when talking about cause and effect. Talk to your students about how story’s plot describes a relationship called “cause and effect.”-- cause (what happened to the dolphin) and effect (what the diver did to help him). Have your students pick out the cause and effect details.
- ***Dwaina Brooks* by Phillip Hoose:** Similarly, this story’s plot describes a cause and effect relationship. Have your students discuss what Dwaina does to help homeless people. What is the problem that Dwaina sets out to solve and do other problems arise throughout the story that

**DRAWING:** (Materials: markers or crayons, paper). Following your reading time, have your students complete drawings that depict the details in one of the stories you read together. First make a list of the details that they can remember from the story. Especially focus on those things that are repeated throughout the story. This will help to reinforce their retention skills. Then have them choose one detail, such as the lines and colors that make up the guinea pigs in “I Love Guinea Pigs” and draw them repeating in an interesting pattern on the paper. This will give them more practice for when at Kidspace creating their own patterned works of art.

For the 5<sup>th</sup> graders who are focusing on cause and effect in their reading, have them draw a map describing the steps that the main characters had to take to solve the problem. This map should only use visuals and no words, so that your students can get practice in forming symbols. First they should start out drawing the problem and from there, add the different solutions the character(s) came up with. You might brainstorm together as a group to think up symbols for different parts of the story.

## DURING YOUR KIDSPACE VISIT

### 2<sup>nd</sup> – 5<sup>th</sup> Grade

A series of questions will be used to help guide your students in their exploration of *Wonder Worlds*. They will be asked to respond to these questions using the artwork as a source of both information and inspiration. Each question builds upon another so that students can create stories about a magical patterned world based on the installation. For instance, they might be asked the following questions when standing in front of one section of the installation:

- What do you think is going on in this area of the installation?
- Do you see patterns?
- Describe how the patterns look.
- Imagine that you are able to shrink down to 1 inch tall. How would it feel to live here?
- Have you ever seen something similar to this area of the installation in real life?
- How do you think the artist made this? Why do you think she chose to use these materials?
- What are the different parts of this installation?
- How does this piece relate to the last section we looked at?
- How does the video relate to the idea of patterns?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of the various ways in which artists incorporate patterns in their artwork. Visual literacy skills include thinking critically about what one sees, forming opinions and interpretations about artwork, and expressing in words these observations and opinions.

Following the guided discussions, students will have the opportunity to reflect on the artist's art-making process. We will talk about what the artist needed to do in order to create the installation. Then students will create their own patterned work of art—a sculpture using pipe cleaners and pom-poms.

# ARTIST RESIDENCY

## 2<sup>nd</sup> – 5<sup>th</sup> Grade

Your students will have the opportunity to work with Linda Price-Sneddon in your school's cafeteria for a 45-minute session. In addition, the 2<sup>nd</sup> – 3<sup>rd</sup> graders will have a second visit to Kidspace to add to a wall drawing. We will need your students to come prepared for this experience, so please make sure to do the following activities.

### Questions for the Artist

Please review the art that your students viewed at the Kidspace gallery. Ask them to create a list of any questions that they might have for the artist, such as: why did she decide to sculpt using many different types of materials or how did she become interested in working with craft materials? Inform students that they will have the opportunity to ask the artist some of these questions and that they will also work on a group art project with the artist.

### Preparing for the Mural Project

Your students will create a class mural using various craft materials, forming designs and patterns that describe their day. Prior to their interaction with Linda, have your students keep journals of observations. They should log the events that make-up their entire day (sleeping, breakfast, walk or ride to school, class, etc). Encourage them to look for things that they never noticed before as well as evidence of relationships and repetition in the world around them.

\*\*\* They should bring their journals with them to the artist residency, where they will translate this information into symbols forming the basis of their mural project.

For the **second and third grade students**, they should bring this information to Kidspace, where they will transfer it onto special paper and then add it to a wall drawing. They will also use it back at school when working with Linda again, so they should hang onto it.

# AFTER YOUR KIDSPACE PROGRAM

## 2<sup>nd</sup> – 5<sup>th</sup> Grade

### Objectives

- Students will further explore patterns in the form of codes and symbols.
- Through examining Morse code, students will learn that language is made up of patterns.
- By creating their own cinquain poems and designs, students will further understand how to create symbolic patterns in text and art.

### 1. Art / History: Morse Code

(Materials: Pom-poms, pipe cleaners, paper, scissors, glue)

Morse code uses a patterned symbol system made up of dots and dashes. Use this activity to introduce your students to the history of Morse code as a form of communication. Talk about how a patterned symbol system can be used to transmit information.

(Taken from: <http://www.wrvmuseum.org/morsecode/morsecodehistory.htm>)

#### Morse Code History

In 1836, Samuel Morse demonstrated the ability of a telegraph system to transmit information over wires. The information was sent as a series of electrical signals. Short signals are referred to as dits (represented as dots). Long signals are referred to as dahs (represented as dashes). With the advent of radio communications, an international version of Morse code became widely used.

Morse code relies on precise intervals of time between dits and dahs, between letters, and between words. Here's a chart that shows these relationships:

dit	1 unit of time
dah	3 units of time
pause between letters	3 units of time
pause between words	7 units of time

The speed of transmitting Morse code is measured in WPM ([words per minute](#)). The word "Paris" is used as the standard length of a word. To transmit the word "Paris" requires 50 units of time. If you transmitted the word "Paris" 5 times, you would be transmitting at 5 WPM. An experienced Morse code operator can transmit and receive information at 20-30 WPM.

Follow up by having your students write a message in Morse code. Copy the alphabet below and distribute to your class. Have them write a message on a piece of paper, and then they can translate it into our pom-pom and pipe cleaner code: one pom-pom represents a dot and half of a pipe cleaner is a dash. They can either weave their messages together or glue them down onto paper.

<b>Morse Code Alphabet</b>		
A .- -	N - .	0 - - - - -
B - . . .	O - - -	1 . - - - -
C - . - .	P . - - .	2 . . - - -
D - . .	Q - - . -	3 . . . - -
E .	R . - .	4 . . . . -
F . . - .	S . . .	5 . . . . .
G - - .	T -	6 - . . . .
H . . . .	U . . -	7 - - . . .
I . .	V . . . -	8 - - - . .
J . - - -	W . - -	9 - - - - .
K - . -	X - . . -	Fullstop . - . - . -
L . - . .	Y - . - -	Comma - - . . - -
M - -	Z - - . .	Query . . - - . .

## 2. Language Arts: Cinquain Poems

(Materials: pom-poms, pipe cleaners)

A **cinquain** is a five-line poem that gradually increases the number of syllables in each line until the last which returns to 2 syllables. Use this activity to talk about how poems can have patterns to them. Introduce cinquain poems to your students using the poem below. Then have your students write their own cinquain poem that is a description of the *Wonder Worlds* exhibition using the cinquain organizer in the highlighted box below.

Colors	a one-word title, a noun
Bright, fluffy	two adjectives
Looking, learning, creating	three-ing participles
A new land to discover	a 4-5 word phrase
Fuzzyworld	a synonym for your title, another noun

### Cinquain Organizer

- 1 \_\_\_\_\_  
a noun that reminds you of something from *Wonder Worlds*
- 2 \_\_\_\_\_, \_\_\_\_\_  
two adjectives that describe what you've seen
- 3 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
three -ing verbs that describe what you could do inside the exhibit
- 4 \_\_\_\_\_  
4-5 words that tell more about what you've experienced
- 5 \_\_\_\_\_  
a noun that you would use as a title for all or part of the exhibit

Next have your students take their descriptive poems and translate them into a sculpture. Using pom-poms and pipe cleaners, make up different symbols to represent each descriptive word in the poem. For instance to represent "colorful," they might use various colored pom-poms tied together with a pipe

cleaner. Challenge your students to think abstractly and to make up their own symbols.

### **3. EXTENSIONS**

**Geography:** Study the spatial patterns that comprise your community, such as where stores and homes are located in relation to parks and roadways. National Geographic has a good web site on this topic with curriculum activities at: <http://www.nationalgeographic.com/xpeditions/lessons/03/g68/hometown.html>

**Genealogy:** Study the patterns that make up your students' families by having them complete a basic genealogical study. Each student should find out as much information as possible about their family trees. Put this information together on a chart. Then have your students represent the patterns in their individual families using colored tape, paper, or any craft materials. They can color code different family lineages, where their families lived, ages, etc. You might first have a discussion on how to organize this information and form different categories as a class.

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