

Dear 5th Grade Volunteers,

Working in collaboration with MoMA's education department of MoMA, we have devised an engaging in-class session prior to the 5<sup>th</sup> grade field trip there this spring.

The theme of the visit will be **"Museums & Collecting: How MoMA Works."** We think this theme is particularly interesting since, for the past several years, the children have just been looking at images of works of art; this visit will lend more insight into how museums operate, how paintings become part of the collection (i.e. "how did this get here?"), etcetera.

In anticipation of the field trip, and rather than following the usual format of Artful Looking sessions, we thought it would be fun to have the children be "Curators for a Day," -- or an hour ;-)-- and create their own gallery from some of the paintings/objects in MoMA's collection that they will hopefully see during their visit.

In the PTA closet, there is a carefully marked bag with many of the 5th grade materials, particularly the "MoMA in a Box" cards which have examples of some of the museum's most iconic works. The children will use the cards in a curatorial game of sorts: groups of four kids will each get 6 different art cards (hence "MoMA in a Box") and the kids will collaborate to choose three of these works to hang in their "gallery." Each group will present to the others why they chose the artworks they did, what they named their gallery and how they organized it (similarities, differences, elements of art, etc). They may also choose to create a 4<sup>th</sup> artwork to become part of their collection using the picture frame sheets (either individually or as a group). As volunteers, you will facilitate the game and a little research on your part on the works of art in the box is recommended. Further, the following link ([https://www.moma.org/learn/moma\\_learning](https://www.moma.org/learn/moma_learning)) to MoMA's Education Department is an extremely helpful "one stop shopping" tutorial in anticipation of your classroom visit.

There are sample worksheets in the bag, but it would be preferable for you to make copies of the worksheets attached here which you will use in the classroom. What you will need in advance and on the day of your in-class session (all of which are attached here except for the picture frame pad which is in the PTA closet on the AL shelf) include:

**Resource Page for Volunteers**

**Curator for a Day Worksheet**

**"Our Art Gallery" Worksheet**

**Thumbnails of 6 paintings**

**Melissa and Doug Picture Frame pad (in PTA closet – take up to the classroom with you for the project).**

As always, please let us know if you have any questions.

All the best,

Lauren and Jordana

## ***5<sup>th</sup> Grade In-Class session: “Curator for a Day”***

In the “MoMA in a box” set, there are 15 copies of 6 different art cards (i.e. there are 15 “Starry Night” cards, fifteen “Persistence of Memory” cards, etc.). Parent volunteers will divide the class into groups of about four or five children. Each group will receive 6 works of art and act as a curator to pare them down into a selection of 3 using the thumbnails and “Our Art Gallery” worksheet.

Below are resource links to help volunteers prepare for the session:

For each of the art cards provided, you may find information about the work on **MoMA's Collection page**. The easiest way to do this is to use this link and then type the artwork's title in the search bar:

<http://www.moma.org/explore/collection/index>

Here's an example of what the page looks like for Starry Night:

Starry Night

[http://www.moma.org/collection/object.php?object\\_id=79802](http://www.moma.org/collection/object.php?object_id=79802)

Be sure to check out all tabs at lower right for more information about the work.

You may find additional information for most of the 6 art cards under the **MoMA Learning** sub-site. Just search by artist name (in the search bar).

[http://www.moma.org/learn/moma\\_learning](http://www.moma.org/learn/moma_learning)

If parents want some extra pointers on leading object-based conversations, check out **MoMA Educator Tips** videos:

<http://www.moma.org/learn/teachers/showcase>

And/or our recent **MoMA-led Course MOOC**, now available on demand might be helpful: ***Art & Inquiry: Museum Teaching Strategies for Your Classroom***

<https://www.coursera.org/learn/artinquiry/>

Further, for some historical information on MoMA and ideas related to the “Museums & Collecting” theme which will be the focus of the field trip, check out the **80th Anniversary website**

<http://www.moma.org/interactives/exhibitions/2009/momastarts/>

Another possibility for an interesting discussion is to explain the concept of provenance and examine the ownership history of one of the 6 artworks (Starry Night is a particularly good example as it has a lengthy history). The details of its provenance can be found on the Starry Night webpage -- <https://www.moma.org/collection/works/79802> -- under the Provenance Research Project tab.

Group Names \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Curator for a Day!

1) Imagine that everyone in your group is a curator at the Museum of Modern Art in New York City. You are in charge of one gallery (room) at the museum. You are given several paintings and must decide which ones to include in your gallery. This decision can be based upon the similarities and/or differences in subject matter, composition (“elements of art”) and historical background among the given works of art. Cut out the three paintings you choose and use the attached “Our Art Gallery” sheet to glue them into your gallery.

2) Why did you choose these paintings for your gallery? In what ways are they similar? In what ways are they different?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Give your gallery a name based upon your choices and briefly explain it.

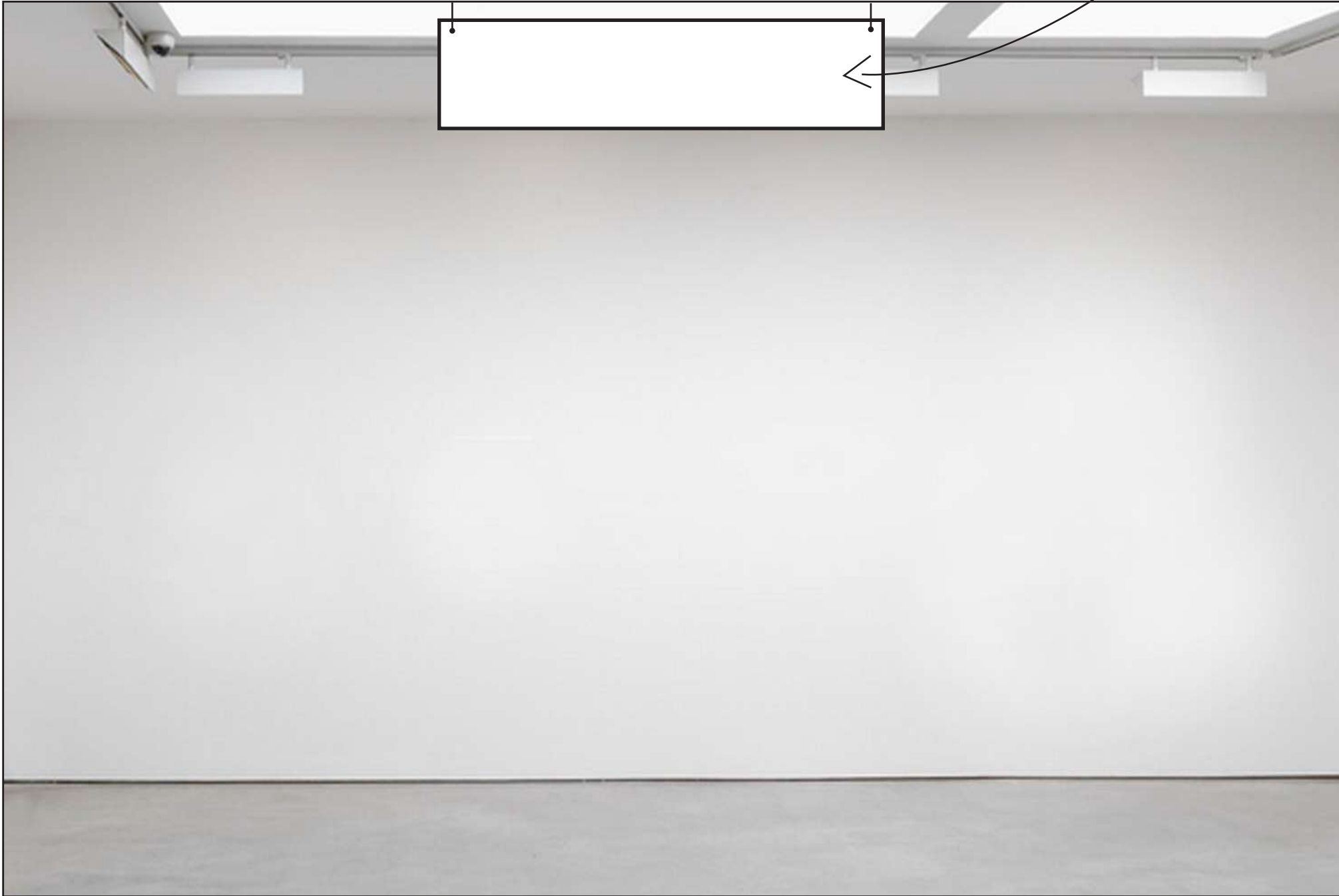
\_\_\_\_\_

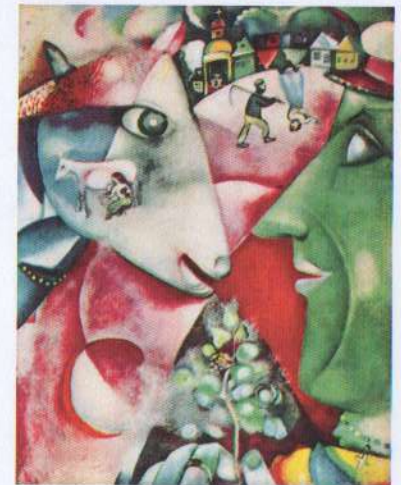
4) When your worksheet is complete, ask the Artful Looking volunteers for a blank picture frame and create a work of art together that you feel belongs in your gallery (you can also work individually if you choose to). Keep in mind its relation to the other paintings already in your gallery.

# Our Art Gallery

Cut out the paintings you want in your gallery and use a glue stick to glue them onto the wall.

*Write gallery  
name here!*





**Hello 5th Graders!**

# What is a Curator?



**Now it's time for YOU to be the curator!**

# How does a curator choose which works of art to put together in a gallery?





*The Sleeping Gypsy*

Henri Rousseau - French  
1897

Oil on canvas  
51 x 79 inches



*Christina's World*

Andrew Wyeth – American  
1948

Tempera on panel  
32 ¼ x 47 ¾ inches



*The Starry Night*

Vincent Van Gogh – Dutch  
1889

Oil on canvas  
29 x 36 ¼ inches

Rousseau

Wyeth

Van Gogh

