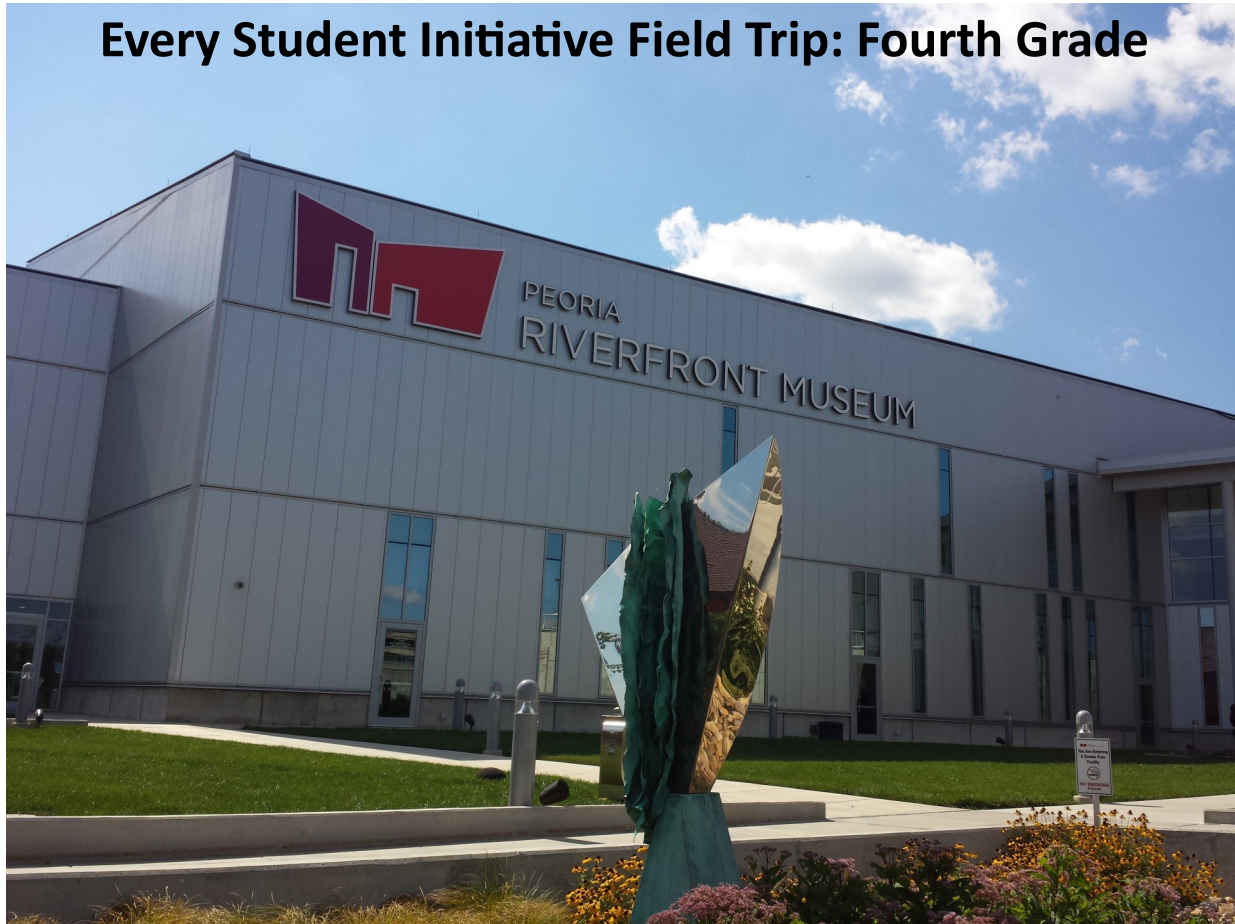


# Every Student Initiative Field Trip: Fourth Grade



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The Every Student Initiative (ESI) aims to bring every student in the Central Illinois area to the Peoria Riverfront Museum every year. To help us achieve this goal, Polly Barton, of the Barton Family Foundation, donated \$250,000 specifically to help bring the Peoria Public Schools Kindergarten through 8th grade students to the Peoria Riverfront Museum. Since the museum is an educational organization whose goal is to inspire lifelong learning, matching the Peoria Public Schools' curriculum to support their educational goals is very important. Through visits to specific exhibits, planetarium shows, and Giant Screen Theater educational films, the Peoria Riverfront Museum hopes to inspire students to further develop their knowledge of topics outlined in the curriculum per their grade level.

**INCLUDED IN YOUR E.S.I. FIELDTRIP:**

- Transportation to and from your school
- Pre-Visit Video
- Brief staff welcome and orientation upon arrival at the museum
- 3 hour visit to the museum's galleries, and either the DOME Planetarium or the Giant Screen Theater as best pertains to your specific curriculum
- Pre & post visit materials for teacher use
- Pre, during, and post visit student activities customized for your trip

## Greetings,

**We are very much looking forward to your visit to the Riverfront Museum! To ensure the best possible experience for your group, please review the following information prior to your visit.**

Since your class will be joining us for an Every Student Initiative field trip, your educator's guides, and pre/post visit activities are all included in this packet, and can also be found on the PSD150 website. If you have questions about any of the information seen here, please contact us and we will happily assist you.

### Arrival/Check-In:

- Please **confirm your final numbers** (students & chaperones) with Holly Johnson **5 days prior** to your visit.
- Do your best to **ARRIVE ON TIME!** Tours are carefully scheduled, and arriving on time makes the day go easier for both you and your students.
  - "On Time" is defined as arriving **5-10 minutes before your first scheduled program** to allow for transition time (e.g.: check-in, bathroom breaks, etc.)
- Upon arrival, one leader should check in at the front desk to report the final tally of students and adults and to pay for the field trip. It is important that you know your total numbers before coming to the front desk. This will ensure your group starts promptly at your designated time.
- Rolling bins will be provided to your group upon arrival to store items like sack lunches and/or coats. We cannot provide cooling or heating services for lunches.
- A museum host/educator will greet the group in the lobby and give a brief orientation

### Bus Loading/Unloading Zones:

- Buses can load and unload at the front entrance of the museum at 222 SW Washington Street. There is a drop-off lane directly in front of the museum.
- There is no on-site bus parking; buses can park under the Bob Michel Bridge.
  - A bus driver map is available online, or at the front desk.





### **Group Orientation:**

- Upon your arrival at the museum, a staff member will briefly explain the museum rules, review your group's specific schedule, and provide chaperones with maps, activity sheets, and gallery guides as needed.

### **Chaperone Policy:**

- Peoria Riverfront Museum recommends one chaperone for every five students; all attending adults are considered a chaperone.
- Chaperones arriving separately can park in the museum parking deck for free.
- All chaperones should be made aware of the tour's itinerary.
  - Chaperone guides are available on the museum's website; please make use of these.

### **Museum Rules:**

Our goal is to provide a successful learning environment for all students. **You can help to create that environment by clarifying our behavioral expectations with your students both before you arrive AND by helping us enforce those expectations during your visit.** During your group orientation, a staff member will remind your students of the following rules:

- Walk in the museum. No running.
- Use indoor voices.
- Many of our exhibits are "hands-on," but some are not. We'll help your students to know the difference.
- No food, drink, candy or gum in the galleries.
- Respect others in your group as well as other museum visitors and staff.
- Teachers and chaperones must stay with their groups at all times.
- Photography is permitted in some galleries. Please ask your host for details.

## CUSTOMIZED GROUP SCHEDULES

## Fourth Grade Field Trip, Element 1: Art—Personal Narrative



As Peoria continues to emerge as a national center for the visual arts, artists, and creative talent, the Peoria Riverfront Museum is leading the region as the finest multidisciplinary museum in the nation by providing our communities with a public forum to showcase artistic talents and inspire creativity in this place we call home.

*Emergence: The National Arts of Central Illinois* is a collaboration between the Museum and nationally recognized artists to share ideas, build strong community relationships, and continue to develop the national identity of the arts in Central Illinois.

Museum curatorial staff, with assistance from prominent members of Central Illinois Arts organizations and institutions - including Oscar Gillespie from Bradley University, Joe and Michele Richey from the Prairie Center of the Arts, John Miller from Illinois State University, Andrea Ferrigno from Knox College, Anita Tuccillo from Illinois Central College and Susan Czechowski from Western Illinois University - invited more than fifty internationally and nationally recognized artists to participate in this exhibition.

*Emergence: The National Arts of Central Illinois* is a platform for an ever-evolving tradition of premier contemporary art exhibitions that recognize the contributions made by our nationally known artists to the cultural landscape of Central Illinois. Traditions communicate values, stories and accomplishments while encouraging groups of people to create and share a collective identity, which in turn serves to shape individual identities. They remind us that we are part of a history that defines our past, shapes who we are today and who we are likely to become.

This exhibition provides context for meaningful pause and reflection on the arts in Central Illinois, and is a catalyst for creative and innovative development within our community.

**Presented by:** Sharon & John Amdall

**Sponsored by:** Visionary Society, Illinois Arts Council Agency, Sid Paul Ruckriegel

“The purpose of *Emergence* is to inspire visitors to be creative, and to highlight the many talented artists who live in Central Illinois. Every artist in this show is just like me or you. Everyone has the potential to be an artist or contribute their ideas to help grow the community in a positive way. A community that is more informed about art will have more confidence in their ability to use their creativity.”

- Zac Zetterberg, PRM Assistant Curator of Art



**Blowing Bubbles**  
Steven Ciezki



**The Sun Only Comes Out at Night**  
Kenneth Hoffman



**But am I?**  
Chrissy LaMaster

The primary focus of your E.S. I. field trip will be telling personal narratives through art, as seen in our special exhibition, *Emergence: The National Arts of Central Illinois*. Prior to your visit, it is our hope that your class will have completed the pre-visit activity, **Seeing Stories in Art—Part I**, and have begun discussing the many ways that art can be used to tell stories. In this way, students will arrive at the museum excited about the exhibit, and prepared for what they will see, as well as what will be expected of them while in the gallery.

While in the gallery, **you** will lead your class through the in-visit activity, **Seeing Stories in Art—Part II**, asking open-ended questions about the artworks that most intrigue you, as well as three pre-determined pieces (we will provide a guide for you to use, complete with example questions in case art is not your area of expertise). This casual gallery tour will help engage the students, and reveal how art can be used to tell a story. After your walk-through (intended to last approximately 15 minutes), each student will receive a clipboard, pencil, and worksheet, and then be instructed to walk back through the gallery to locate their favorite piece. Once they have selected a piece, their worksheet will take them through the beginning stages of crafting a personal narrative inspired by that particular artwork. Please allow at least 15 minutes for students to complete their worksheets; some students may appreciate having even more time available to them if possible. When students leave the gallery, please be sure to collect their worksheets, as they will be needed in order to participate in the post-visit activity, **Seeing Stories in Art—Part III**.

If you plan to make use of the post-visit activity, please do so within one week of your visit so that the artwork will still be fresh in the students' minds. The post-visit activity will consist of providing students time to complete the narratives they began in the gallery. You will have access to a digital catalog of pieces in the exhibit that you can use to help remind students of the piece they chose to write about. After their narratives have been completed, students should then present their pieces either to the class or to a smaller group of their peers depending on the time you have available in your classroom.

The objective of this portion of the field trip is to promote critical thinking by combining art with literacy. After having completed **Seeing Stories in Art—Parts I, II, and III**, students should be able to enumerate some of the many ways that art can be used to tell a story, more confidently view and discuss works of art, and express their memories and opinions in the form of a personal narrative.

### **General Art Appreciation Vocab:**

<b>Abstract</b>	Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
<b>Collage</b>	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
<b>Color wheel</b>	A circular diagram of the spectrum used to show the relationships between the colors.
<b>Complementary colors</b>	Colors opposite one another on the color wheel. Red/green, blue/orange, yellow/violet are complementary colors.
<b>Cool colors</b>	Colors suggesting coolness, blues, greens, violets and their variants.
<b>Figurative</b>	The representation of people, subjects, and scenes from everyday life.
<b>Focal point</b>	The place in a work of art at which attention becomes focused because of an element emphasized in some way.
<b>Installation art</b>	The combining of elements into a singular artwork that is specifically located in one place; an artwork that exists only in the place in which it was/is installed, and is not able to be relocated like a painting or print .
<b>Mixed media</b>	An artwork in which more than one type of art material is used.
<b>Perspective</b>	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
<b>Point of view</b>	The angle from which a viewer sees the objects or scene in an image.
<b>Primary colors</b>	Red, yellow, and blue. From these all other colors are created.
<b>Scale</b>	Relative size, proportion; the determination of measurements of dimensions within a design or artwork.
<b>Sculpture</b>	Three-dimensional artwork to be seen either in the round (from all sides) or as a basrelief (a low relief in which figures protrude only slightly from the background).
<b>Secondary colors</b>	Colors that are created by the mixture of two primary colors, i.e. red and yellow make orange, yellow and blue make green, blue and red make violet, etc.
<b>Still life</b>	A specific type of visual artwork representing one or more inanimate object.
<b>Vanishing point</b>	In perspective drawing, a point at which receding lines seem to converge.
<b>Warm colors</b>	Colors suggesting warmth, such as reds, yellows, and oranges.
<b>Watercolor</b>	A transparent pigment used with water. Paintings done with this medium are known as watercolors.



## PRE-VISIT ACTIVITY: Teacher Guide

### SEEING STORIES IN ART—PART I

#### Pre-Visit Activity Objective:

To allow students to practice seeing stories as told through art, and to encourage them to think creatively and uniquely about what they have to add to world around them.

#### To introduce the activity, share the following information with your students:

Art comes in many forms: paintings, sculptures, music, and even writing! On your upcoming field trip to the Peoria Riverfront Museum, you will spend time in our art gallery, *Emergence: The National Arts of Central Illinois*. In that exhibit, you will be looking at many different types of artworks and the stories they tell. Finally, you'll end your time in the gallery by writing a personal narrative inspired by your favorite piece in the exhibit. To get ready for that visit, we are going to practice finding stories in art, and then we are going to create our own art to reflect those stories.

#### Warm Up to the Activity:

Show your students the three sample pieces of artwork on the following pages. Lead them in a brief discussion of each piece. Feel free to use the questions below or ask your own. The sample answers below are just that, *sample* answers; students might have totally different and equally valid responses.

- What do you see? What kinds of colors, lines, shapes, or figures are in this piece?
- What do you feel when you look at this piece? What does it make you think about?
  - A. Peaceful; lonely; thoughtful; quiet. Farming, summer, heat, storms, night time.
  - B. Energetic; confused; calm; silly. Shapes; chaos; coloring; fruit.
  - C. Quiet; strong; hopeful; thoughtful. Family; people; night sky; darkness.
- What do you think the artist was feeling or think about when he or she created it?
  - A. Capturing the motion of the wheat moving in the breeze.
  - B. Making the shapes look like they are bending or talking.
  - C. Telling stories about the past.
- What would you name this piece of art?
- Can you describe this piece of art in one word?
  - A. Outside
  - B. Loud.
  - C. Night.
- Does this art remind you of anything you've seen or experienced before?
  - A. Impressionist paintings (Claude Monet)
  - B. Modern paintings/Color Block paintings
  - C. Pointillism (Georges Seurat)

## PRE-VISIT ACTIVITY: Teacher Guide

### SEEING STORIES IN ART—PART I

**To begin the activity, share the following information with your students:**

I am going to play four different pieces of music for you. You will hear all four pieces one time through. During that time, you will answer a few questions about the how the music makes you feel or what it makes you think about. When you're done with the questions, you will draw a picture inspired by the music.

You should only play the first 90-120 seconds of each piece.

A) Ludwig van Beethoven's 5th Symphony, Movement I

<https://youtu.be/6z4KK7RWjmk>

B) Harry Potter & the Half Blood Prince: Harry & Hermione

<https://www.youtube.com/watch?v=ySvXYETgOws>

C) Antonio Vivaldi's Four Seasons: Spring

[https://www.youtube.com/watch?v=mFWQgxXM\\_b8](https://www.youtube.com/watch?v=mFWQgxXM_b8)

D) Skyrim Theme Song

[https://www.youtube.com/watch?v=AVy7YPPNP\\_zl](https://www.youtube.com/watch?v=AVy7YPPNP_zl)

A



Lynette Lombard, Wheat Dusk, oil on linen, 43" x 48" 2013-15

**B**



Andrea Ferrigno, *And She Was*, acryla gouache on panel, 16"x20", 2017

C



Nana Ekow Maison, *The Story Teller*, Water Mixable Oil Paint, 45"x35", 2017

## PRE-VISIT ACTIVITY: Teacher Guide

### SEEING STORIES IN ART—PART I

**To conclude the activity, share the following information with your students:**

“Art is about making the ordinary extraordinary, and making the intangible tangible.” - Zac Zetterberg, Assistant Curator of Art at PRM

Mr. Zetterberg designed the art exhibit that we will be seeing when we visit the museum. He, and several others, reached out to over 50 artists in central Illinois and invited them to put their art on display for everyone to enjoy. A few of the artists even agreed to make something completely new! All of these artists, including Mr. Zetterberg, are excited about you seeing the artwork on display. They all want you to walk away knowing that each and every one of you has the potential to add beauty to the world around you.

# SEEING STORIES IN ART—PART I

To get ready for your visit to the Peoria Riverfront Museum, you are going to practice finding stories in art!

Your teacher will play four different pieces of music (A, B, C, & D) for you to listen to and think about.

**While you are listening** you will answer questions for each song, and then draw a picture inspired by the music and how it makes you feel or what it makes you think about. Give your drawing a title.

## A

How does the music make you feel?

What instruments do you hear?

Does the music remind you of anything?

Have you heard any music like this before?

What do you think the name of this song should be?

## A:

---

## B

Is this song fast or slow? Are the notes high or low?

Do you like this song; do you want to hear it again?

What do you think the composer (the person who wrote the music) was thinking?

What do you think the composer wanted you to think about when you heard this music?

## B:

---

# SEEING STORIES IN ART

**C**

Does this music make you want to dance or sing?

How would you describe this music to your friend?

Why do you think the composer wrote this music?

**C:** \_\_\_\_\_

**D**

How does the music make you feel?

Who does this music make you think about?

Close your eyes; what colors does the music make you think about?

Other than in the classroom, where do you think you might hear a song like this again?

**D:** \_\_\_\_\_



# SEEING STORIES IN ART—PART III

During your recent visit to the Peoria Riverfront Museum you explored the exhibition *Emergence: The National Arts of Central Illinois*, where you got to see many different types of art, and look for the stories they told. While you were in the gallery, you began crafting a personal narrative based off of your favorite piece of art. **Your job today is to finish writing your narrative.**

Remember to include things like:

- The name of the piece you chose and the name of the artist who created it.
- What kind of art you selected (a painting, a sculpture, glass, furniture, photograph or a print).
- What shapes/colors are in the piece?
- Why you chose this piece.
- What the piece makes you feel or think about.

When you're done with your narrative, you will have a chance to present it to the class.

**If you need to, you can use the blank space on this paper to continue brainstorming your narrative.**

## Fourth Grade Field Trip, Element 2: Science—Environment/Energy/Transfer of Forces



### **DYNAMIC EARTH**

*Learning Standards: K-PS3-1 (energy); 5-ESS2-1 (Earth/Universe); MS-ESS2-4, MS-ESS2-5, HS-ESS2-2, HS-ESS2-4, HS-ESS2-6, (Earth's Systems); HS-LS2-5 (Ecosystems)*

(Grade 4 and older)

30 min.

This award-winning show explores the inner workings of Earth's great life support system: the global climate. Follow a trail of energy that flows from the Sun into the interlocking systems that shape our climate: the atmosphere, oceans, and biosphere. Audiences will ride along on swirling ocean and wind currents, dive into the heart of a monster hurricane, come face-to-face with sharks and gigantic whales, and fly into roiling volcanoes.

For more information about this show, please see the official Educator Guide located on the museum's website at <http://www.peoriariverfrontmuseum.org/educators/educator-resources/teacher-guides>.