



# The Rockwell Museum

## Kindergarten Tour

## Pre and Post Visit Materials

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## PLEASE NOTE

Please have your students wear nametags large enough to be read by our docents.

## OBJECTIVES

Students will utilize language art skills of writing, speaking, and listening and visual art skills of observation to explore cultural and aesthetic traditions of the American West through the museum's collection of paintings, sculptures and Native American art.

## NEW YORK STATE LEARNING STANDARDS ADDRESSED

### Art

Standard 2. Knowing and Using Arts Materials and Resources

Standard 3. Responding to and Analyzing Works of Art

Standard 4. Understanding the Cultural Dimensions and Contributions of the Arts

### English Language Arts

Standard 1. Language for Information and Understanding

Standard 3. Language for Critical Analysis and Evaluation

Standard 4. Language for Social Interaction

### Social Studies

Standard 1. History of the United States

Standard 3. Geography

## KINDERGARTEN THEME

Theme: What is an Art Museum?

## KINDERGARTEN CURRICULUM ADDRESSED

### English Language Arts

Writing  
Listening  
Speaking

### Social Studies

Myself and others  
My family and other families  
Location of home, school & community  
Basic human needs and wants  
People making rules about the safety of others

### Math

Counting  
Explore patterns  
Use comparative terms (i.e. more/less, large/small, longer/shorter, heavy/light)  
Use words for size and position (i.e., above/below, top/bottom, right/left, beside/in front of/behind, etc.)  
Geometry

- Recognize circle, square, rectangle, and triangle
- Identify shapes in pictorial form

### Science

Light and Shadow

## MUSEUM MANNERS

Please go over these basic rules with your students before their visit.

Look and listen but do not touch the artwork. We have to protect the artwork in the museum so that it does not get hurt by touching it. We want the artwork to last a long time.

Do not lean on walls or cases. Cases are boxes that contain artwork and must not be jiggled. We do not want to get fingerprints on walls or cases.

Raise hands to speak.

Listen carefully when others are speaking.

Use "indoor" voices.

Walk, do not run.

Stay together with your class.

## PLEASE NOTE

Teachers are responsible for maintaining the same discipline as you would in the classroom.

## K W L EXERCISE

Before your visit ask students to tell you:

What do you know  
about art museums?  
about the Western United States?

Then ask students:

What do you want to know  
about art museums?  
about the Western United States?

Record answers and save for post visit.

After the visit ask students to tell you:

What did you learn  
about art museums  
about the Western United States?

## VOCABULARY

1. Collection - A group of objects gathered together (ex: rocks, coins, artwork).
2. Art Museum - a place that takes care of and shows artwork that is special.
3. Artist - A person who makes art (drawings, paintings, sculpture, collage, pottery).
4. Painting - A picture made by using paint on paper, wood, canvas, or other surfaces.
5. Sculpture - An object made out of wood, metal, or clay (or other things) that you can see from two or three sides.
6. Native American - The first people to live in the Americas (North, Central, and South). Native Americans are also called Indians.
7. Cowboy - A person who takes care of cattle or horses.
8. Pattern - Pictures or shapes that make a design (ex: on clothing, on pottery, and on beadwork).
9. Beadwork - An object, sometimes clothing, that is sewn with beads, often in patterns.
10. Pottery - An object made out of clay (ex: bowls, cups, dishes).

## GEOGRAPHY REVIEW

In order for students to comprehend the term “West” on their visit, please use a map of the United States to point out the basic regional division of East and West.

## THE ROCKWELL MUSEUM TRANSPARENCY



The Rockwell Museum, Corning, New York  
Exterior Photo 2001  
Photo Credit: Frank J. Borkowski

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## ELK CALLING TRANSPARENCY

Elk Calling by Norman Akers



Norman Akers, *Elk Calling*, 1999

Oil on Canvas, 66 x 60 inches

Collection of The Rockwell Museum, Corning, New York

Clara S. Peck Fund purchase (2000.17.1)

Photo Credit: Frank Borkowski

## ELK CALLING QUESTIONING ACTIVITY

Project the transparency of The Rockwell Museum to show students where their visit will take place.

Project the transparency of Elk Calling and use the pre-visit questions to engage your students in a dialogue that will help them analyze the painting. Please let your students know that they will be seeing this painting when they come to The Rockwell Museum. This should be an enjoyable activity like reading a story aloud. If you think of other questions to ask, please do so. This pre-visit exercise will encourage students to feel free to answer questions and share their ideas when they come to the museum.

\* \* \* \* \*

The name of this painting is Elk Calling by Norman Akers. He is a Native American from the Osage and Pawnee tribes. This painting was made with oil paints on canvas.

Ask: Do you know what kind of animal this is?

Ask: What do you see in this picture? Note: There are many, many things so please give students time to find them. (ex: sun design, tornado, clouds, water, wind, sky, box, megaphone, cattails, land)

Ask: What colors do you see?

Ask: What shapes?

Ask: Do you think it is day or night?

Ask: What in the picture makes you think that it is day? (Some students may think it is night – ask the student to explain or point out what in the picture makes them think it is night.)

Ask: What kind of weather do you think is happening?

Ask: What in the picture makes you think that?

Ask: What do you think is going on in this picture? What do you think is happening?

Ask: If the Elk is calling, what is he calling for or whom is he calling?

## PRE-VISIT GROUP WRITING / STORYTELLING ACTIVITY

You will need a large piece of paper and a marker.

After the questioning exercise with Elk Calling by Norman Akers lead students in a group story activity. Tell your class that you want them to make up a story about Elk Calling. You want them to think about what the Elk sees and hears and feels and to tell the story about what is happening to him. If you like you can start with "Once there was an Elk . . ." or "One day . ..". Have students take turns adding lines to the story, "round robin style".

**Note:** Please bring this exercise with you on your museum visit. We will read the story on the tour.

## POST-VISIT ACTIVITIES (OPTIONAL)

Here are some suggestions for activities following your visit to The Rockwell Museum of Western Art.

### Journaling

Have students reflect on their experience by creating a journal page.  
You will need: white paper and pencils, crayons, markers, or colored pencils.

Ask students to draw a picture of themselves at The Rockwell Museum and title it: "The Museum and Me". Then ask students to describe their picture.

Ask students to draw a picture of their favorite painting or sculpture and title it "My Favorite Painting " (or sculpture). Then ask students to describe their picture.

### Designing a Pot

You will need: white paper and pencils, crayons, markers or colored pencils.

Ask students to remember the shapes of the pots that they saw at The Rockwell Museum.

Ask students to draw the shapes "really big " in the air.

Ask students to draw a shape of a pot "really big" on their paper, using the whole piece of paper.

Ask students to recall how the artist William Pacheco painted pictures of something he liked on the pot. Now think about your favorite things, something that you like, and draw that on the pot.

Ask students to describe what they drew, and write what it is on the bottom of the page.

Ask students what they would carry in their pot?

Cut out the pots and glue them on to a long sheet of paper. Then make up a class story about the pots (ex: "Once there was a village that had no pots so..." or "Once upon a time in a village the old potter got tired of making the same old pots so...").

### Other Suggestions

Do the same exercise and have children draw patterns on their pots with circles, squares or triangles.

Color the shapes: circles red, squares blue, and triangles yellow.

Count the number of circles, squares or triangles.

### Museum Corner

Start a “museum corner” in your classroom. It can be a place to display a collection of objects or artwork.

Discuss the idea of a collection.

Decide what the class will collect.

Discuss how the class will take care of the objects.

Ask the class how they would explain the collection to a visitor. (What do we want them to know about our collection?)

Write a descriptive label for the collection.

Design an invitation for another class to visit your “museum corner”.