

# The Ringling



MEET THE RINGLING

VIDEO TOUR AND LESSON PLANS

## LESSON 1

### BEFORE THE TOUR | IDENTIFYING ART STORIES

#### Overview

Students will learn what art is, create their own definition for art, and learn to pull information from visual imagery in art.

## LESSON 2

### VIDEO TOUR | MEET THE RINGLING

#### Overview

Join museum educator Katie as we explore four very different works of art. Students will explore social and emotional learning concepts, experiment with creative movement while exploring story structure, and compare and contrast works of art from different times and cultures.

## LESSON 3

### AFTER THE TOUR | CREATING STORIES

#### Overview

Students will write or read a story and create a work of art that illustrates specific aspects of that story.

Photos, left to right: Michelangelo Buonarroti (Italian, 1475 - 1564), *David*. Maker: Fonderia Chiurazzi (Italian, founded 1870), early 20th century. Bronze, 198 3/4 in. Bequest of John Ringling, 1936. SN5466; Peter Paul Rubens (Flemish, 1577 - 1640), *The Gathering of the Manna* (detail), c. 1625. Oil on canvas, 192 x 162 in. Bequest of John Ringling, 1936. SN211; Seated Buddha, 3rd or 4th century. Gray schist, 15 1/4 x 9 5/16 x 2 3/4 in. Gift of Eleanor B. Lehner, 1994. MF94.8.1; Grace Hartigan (American, 1922 - 2008), *Holidays*, 1973. Oil on canvas, 79 x 92 3/4 in. Gift of anonymous donor, 1974. SN939



## OVERVIEW

Students will learn what art is, create their own definition for art and learn to pull information from visual imagery in art.

## OBJECTIVES

Students will be able to:

- Compose a definition for art
- Use art to identify parts of a story

## MATERIALS

- Pencil
- [Image of Plowing in the Nivernais by Rosa Bonheur.](#)
- Student Handout: Identifying Art Stories on page 3.
- Markers or colored pencils

## TIME

15 - 30 minutes

## STANDARDS

Students will practice and exhibit mastery of [LAFS.K-5.RL.3.7: Use illustrations and details in a story to describe its characters, setting, or events](#) (first grade).

Additional standards include:

- LAFS.K-5.RL.1.3
- LAFS.2.RL.1.1
- LAFS.K-5.RL.2.5

## STEPS

1. Print a copy of the Student Handout (page 3) for each student.
2. Begin lesson by discussing art. Ask students to create a definition for art by asking, "What do you think art is?" and writing their answers on the board. Using students responses, bring students to a consensus on a class definition of art.
  - a. *For older students, write a definition for art. Begin as a class by making a list of nouns, adjectives, and adverbs that define art. Using that word bank, each student writes a personal definition for art. Explain that art is subjective, and means something different to each person, so our definitions can be unique.*
3. Explain that some works of art tell a story, and we can figure out that story by using our observation skills. Pull up the image of Plowing in the Nivernais by Rosa Bonheur on the screen. Pass out the Student Handout and guide students to identify characters, setting, and movement.
  - a. *Take a blue marker or colored pencil and place a circle around the main characters (oxen, men working). For older students, also put a blue square around the supporting characters (oxen, men behind plow).*
  - b. *Take a green marker and circle areas that give you a clue about the setting (field, hills). Where are these oxen and people? Discuss the type of habitat shown in the painting.*
  - c. *Take a red marker and circle all the areas you see action and movement. Who is moving in this painting?*
  - d. *Using your red marker, draw an arrow in the direction the oxen and people are moving. What direction is that?*
4. After students identify the characters, setting, and general movement in the painting, discuss what plot they think is happening.
  - a. *What do you think happened right before this scene?*
  - b. *What do you think will happen next?*
  - c. *What do you think the men are thinking?*
  - d. *What do you think the oxen are feeling?*
5. As a class, discuss what story you see happening in the painting. Ask what happens in the beginning. What evidence do you see in the painting that tells you that? Ask what happens in the middle, or what is happening right now in the painting. What evidence do you see in the painting that tells you that? Ask what happens in the end. What evidence do you see in the painting that tells you that?
  - a. *For older students, write a short story inspired by this painting. Underline parts of the story that you see evidence for in the painting. Leave areas of the story without underline that show your imagination or interpretation of the story.*





## OVERVIEW

Students will learn about The John and Mable Ringling Museum of Art in Sarasota, Florida, and expand their understanding of types of art to include sculpture, painting, abstract, and representational. Through engaging discussions about art, students will practice social and emotional skills such as self-awareness and relationship building. Students will also use creative movement to determine the story structure in a narrative painting, and compare and contrast works of art from different regions, times, and cultures.

## OBJECTIVES

Students will be able to:

- Identify and understand emotion in works of art
- Use visual imagery to analyze and describe a story
- Compare and contrast two works of art from different cultures and regions
- Make personal connections to work of art

## TIME

30 minutes

## MATERIALS

- Internet connection and screen
- [Meet The Ringling Virtual Tour](#)

## STEPS

- Pull up the [Meet the Ringling Virtual Tour](#).
1. At certain points in the video, pause to allow students to answer questions or respond to prompts. Students can answer verbally or through written response.
  2. At the end of the tour, discuss the works of art the class looked at.
    - a. *What was your favorite part?*
    - b. *Did you learn anything new or surprising?*

## STANDARDS

This virtual tour focuses on mastery of [LAFS.K-5.RL.3.9: Compare and contrast the treatment of similar themes and topics \(e.g., opposition of good and evil\) and patterns of events \(e.g., the quest\) in stories, myths, and traditional literature from different cultures](#) (fourth grade).

Additional standards addressed include:

LAFS.K-5.RL.1.1  
 SS.K.A.2.4  
 SS.2-5.A.1.1  
 VA.K-5.C.1.2  
 VA.K-5.H.1.1



### OVERVIEW

Students will write or read a story and describe how the work of art they create illustrates specific aspects of that story.

### OBJECTIVES

Students will be able to:

- Write a short story about their favorite holiday
- Create a work of art that demonstrates an aspect of that story
- Explain the connection between their artwork and their story

### TIME

50 minutes

### STANDARDS

This lesson focus on practicing mastery of [LAFS.1-5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequence](#) (third grade)

Additional standards include:

VA.2.H.1.1

LAFS.K-5.RL.3.7

### MATERIALS

- Page 6, links to images from *Meet The Ringling* video tour.
- Copy or watercolor paper
- Watercolor paint
- Paintbrush
- Water
- Black permanent marker
- Pencil

### STEPS

1. Spend 2-5 minutes recalling the video tour *Meet The Ringling*. Click on the images on page 6 to pull up The Ringling's eMuseum to help students recall the four works of art the tour introduces, ending with the abstract work *Holidays* by Grace Hartigan.
2. Ask students to write down their favorite holiday. A holiday could be a day of remembrance or observation (e.g., Fourth of July or Valentine's Day) or a religious holiday (e.g. Christmas or Passover).
  - a. *For older students, introduce the concept of homonyms, or words that have the same spelling or sound alike but have different meanings. Holiday is a homonym, because it could mean a celebration or observance day like Memorial Day or Mother's Day, or it could mean taking a vacation. Allow students to choose which definition on which they would like to base their artwork and story.*
3. Write a short story that has a clear beginning, middle, and end inspired by your favorite holiday. Depending on the needs of your classroom, you can instruct students to write a fictional story based on their holiday, or a nonfiction story based on a real memory they have of that holiday.
  - a. *For younger students, read a book about a holiday that is coming up, and base your artworks on that book.*
4. After writing a story, create a work of art to illustrate one aspect of your story inspired by the style of Grace Hartigan. Pass out watercolor or copy paper, watercolor paint, and a permanent marker. Pull up the image of *Holidays* by Grace Hartigan on the screen. Instruct students to make a watercolor holiday all their own as follows:
  - a. *Use a pencil to create shapes and objects that illustrate one part of your story.*
  - b. *Trace those shapes and objects in permanent marker. Use an eraser to rub away the pencil marks.*
  - c. *Choose 3 - 4 colors that remind you of your holiday. Paint lightly over your permanent marker sketches to cover the entire paper.*
  - d. *Let dry.*
  - e. *In pairs, have students share their story and explain what part of the story their abstract watercolor illustrates.*

