About this Resource

This resource will allow you to lead your students through a close looking exercise to introduce and practice using descriptive vocabulary and critical thinking in preparation for their WordShop visit.

This approach to looking at art is based on the Art of Seeing Art method created by the Toledo Museum of Art. It is worksheet-based and will help you and your students gain familiarity with talking about and looking at works of art such as those found in the Toledo Museum of Art’s collection.

How to use this Resource:

- Print out the document for yourself.
- Read through the document carefully.
- Print out a copy of the True Colors Worksheet for each student.
- Assemble the materials you will need for the activity.

This exercise is meant for use in the classroom. There is no substitute for seeing the real work of art at the Toledo Museum of Art. We are open Tuesday and Wednesday 10 a.m.–4 p.m., Thursday and Friday 10 a.m.–9 p.m., Saturday 10 a.m.–5 p.m., and Sunday 12 p.m.–5 p.m. Docent-led WordShop tours are available free of charge.


Goals:

To apply visual literacy strategies to foster observation, descriptive vocabulary, and creative thinking.

Objectives:

- Students will employ close looking.
- Students will use descriptive vocabulary.
- Students will use critical thinking to interpret a color.

Connections to the Common Core State Standards:

- **CCSS.ELA-Literacy.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-Literacy.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
**Materials:** Paint swatches*, reproductions of works of art**, worksheets, and pencils

**Length:** 20–25 minutes

**Step 1:** Spread the images out among the tables. Have the students work in pairs. Pass out the paint swatches and worksheets to the students, one color for each pair.

**Step 2:** Ask the students to work together see how many images they can find their color in. Have them write down the names of the works as they find the color in them. Allow the students to move from table to table examining the images.

**Step 3:** After the students have found their color in at least one image, have them return to their seats and work together to fill out the worksheet for their color.

**Step 4:** If time allows ask for volunteers to share their colors and poems.

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* Paint swatches can be easily obtained from a local paint or hardware store.

** We recommend art postcards, but images can also be used from magazines or printed from the internet.

Based on ideas from: “Smell This Story, Taste This Poem” by Gabriela Pereira, Don’t Forget to Write for the Elementary Grades p. 187.
True Colors Worksheet

What color is your paint chip?

Works of art your color was found in:

Where can you find this color in the world?

Animals that are this color:

Objects that are this color:

This color smells like:

This color sounds like:

This color tastes like:

What mood is this color?:

Write a haiku about your color:

(Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines do not need to rhyme. Use your thoughts above for inspiration for your poem.)

(5)

(7)

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