

# Animal Nature: Pre-K & Kindergarten

## Museum Manners

Please review these guidelines with your students before your visit to the museum.

- Touching can permanently damage works of art. Please don't touch the art or lean on the walls in the galleries.
- Food, drinks, and gum are not permitted in the galleries.
- Be careful where you walk! Try to stay at least arms-length from any work of art.
- No pens, backpacks or large bags are allowed in the galleries.

Questions? Contact us at 803.343.2163 or email [tours@columbiamuseum.org](mailto:tours@columbiamuseum.org)  
[columbiamuseum.org/learn](http://columbiamuseum.org/learn)



## Resources

Want to explore more? Use these references to learn and share information with your students.

- Stampede, Animals in Art: Denver Art Museum. <https://denverartmuseum.org/exhibitions/stampede>
- Images of Henri Rousseau: Henri Rousseau. <http://www.henrirousseau.org/the-complete-works.html>
- In the Company of Animals. <https://www.themorgan.org/exhibitions/images/in-the-company-of-animals>

## Big Ideas & Major Themes

Here's some information relating to your program to review with your students before visiting the museum.

- Animals live in habitats—environments that provide the things they need (like food, water, and shelter)
- In art, the environment is called the setting. Details can give us clues about where an action is happening.
- Art can tell us about the people who lived in a time or place—by what we can see and by the materials they used to create it.



Charles C.H. Nahl. *Buffalo Hunt*, 1868

## Standards Addressed

VAK-1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1, 5.2, 6.1, 6.2

MK.G.1

ELA I.3, P.5, C.1

KS.1.A.a, KE.3, K.P.4A.1, KP.41.2

SSK-1.3, 4.1

De.CR NH.3, NH.4, NH.5

## In the Classroom

Prepare students for your visit with one or more of these activities.

- Discuss the materials used to make art, e.g. crayons come from wax made by bees; clay comes from the earth; paint can be made with colors from plants, rocks/minerals, and even animals!
- Take a nature walk to look for animals and make observations about their habits and habitats. Extend the discussion of setting to books you read.
- Look at the work of an artist that features lots of animals (like Henri Rousseau) and go on a virtual scavenger hunt. Have students identify animals and describe the image using elements like color and shape.
- Read *Animalia* by Graeme Base and have each student illustrate a page with an animal and objects that start with a letter of the alphabet.
- Explore different ways to categorize animals using images or toys.
- Write a poem or collaborative story inspired by a work of art featuring animals (check out the Denver Art Museum's *Stampede* slideshow.).