



The Infinite Art Hunt in the Classroom

Integrate art-making into your classroom with art projects and lesson plans inspired by *The Infinite Art Hunt*, geared towards children ages 6 through 8.

Finding Inspiration

While watching *The Infinite Art Hunt*, notice the kinds of questions Freddie asks artists and the observations she and her friends make about the art around them. Point out how Freddie finds inspiration both in her environment and in the work of other artists. Encourage students to come up with their own ideas for art projects and create art as a class.

Facilitating Conversations about Art

After creating art together, invite students to display their work in a mini exhibition and engage in a conversation about their art. Brainstorm with your students ways to offer positive feedback to one another. Here are some of our favorite conversation starters:

Questions to ask the artist:

- What materials did you use?
- How did you decide to _____?
- Is there anything you would change?
- What name would you give this artwork?
- What was the hardest part of creating this piece?
- What is your favorite part of your artwork?
- How did you feel while making your art? How do you feel looking at it now?

Commenting on someone else's work:

- I see _____. I think _____. I wonder _____.
- I like how you _____.
- This reminds me of _____.
- I'm inspired by _____.
- I want to know more about _____.
- I notice _____.
- I notice how _____ is different from _____.

Remind your students that there are many reasons to create art, one of which is to communicate and start a conversation. Sometimes the way an artwork makes someone feel or think when looking at it is different from what the artist intended—and that's a great thing! Everyone will have their own unique interpretation of an artwork, from the viewer to the artist.



Vocabulary

- **Exhibition/Exhibit:** A display of objects or artworks that tell a story or share a common theme.
- **Gallery:** A room in an exhibition that is often full of art.
- **Inspired:** Getting an idea from someone else's work.
- **Materials/Medium:** What an artwork is made of.
- **Perspective:** Someone's point of view or the way they see the world.
- **Interpretation:** The meaning that you find in an artwork. Different people can have different interpretations.

Tips for Educators

- Rather than asking “What is that,” when looking at someone’s art, use open-ended language like, “Tell me about your work.”
- It can be helpful to follow up a student’s interpretation or observation with, “What do you see that makes you say that?” Make sure the evidence connects to the artwork.
- Sometimes students will refer to one person’s art as especially “good” or “the best.” Encourage language that does not assign value such as good or bad. Instead, group discussions should be driven by noticing, questioning, and appreciating.
- Making art can be a vulnerable experience. Some students might find it intimidating to share their work. Meet your students where they are and allow them to share when they’re ready.
- Offer words of encouragement. Remind them that mistakes and reworking an artwork are all part of the creative process. Art can start in one place and finish in another.
- If students struggle with making mistakes or wanting their work to be perfect or like someone else’s, consider sharing some of the following resources:
 - ***Beautiful Oops*** by Barney Saltzberg
 - ***The Book of Mistakes*** by Corina Luyken
 - ***Ish*** by Peter Reynolds



National Learning Standards (Grades 1 & 2)

The lesson plans designed to be used in conjunction with *The Infinite Art Hunt* align with several National Learning Standards, specifically for grades 1 and 2.

Visual Arts Standards (Grade 1)

Generate and conceptualize artistic ideas for work:

VA: Cr1.2.1a

Use observation and investigation in preparation for making a work of art.

Refine and Complete Artistic Work:

VA: Cr3.1.1a

Use art vocabulary to describe choices while creating art.

Perceive and Analyze Artistic Work:

VA:Re.7.2.1a

Compare images that represent the same subject.

Apply Criteria to Evaluate Artistic Work:

VA:Re9.1.1a

Classify artwork based on different reasons for preferences.

Synthesize and relate knowledge and personal experiences to make art:

VA:Cn11.1.1a

Understand that people from different places and times have made art for a variety of reasons.

Literacy Standards (Grade 1)

Reading

RL.1.2

Retell stories, including key details, and demonstrate a central message or lesson.

RL.1.3

Describe characters, settings, and major events in a story using key details.

Speaking and Listening

SL.1.4

Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL.1.1.C

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Visual Arts Standards (Grade 2)

Generate and conceptualize artistic ideas for work:

VA:Cr1.1.2a

Brainstorm collaboratively multiple approaches to an art or design problem.

Organize and develop artistic ideas and work:

VA:Cr2.1.2a

Experiment with various materials and tools to explore personal interests in a work of art or design.

Refine and complete artistic work

VA:Cr3.1.2a

Discuss and reflect with peers about choices made in creating artwork.

Select, analyze, and interpret artistic work for presentation:

VA:Pr4.1.2a

Categorize artwork based on a theme or concept for an exhibit.

Convey meaning through the presentation of artistic work:

VA:Pr6.1.2a

Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Apply criteria to evaluate artistic work:

VA:Re9.1.2a

Use learned art vocabulary to express preferences about artwork.

Literacy Standards (Grade 2)

Speaking and Listening:

SL. 2.1.A

Follow agreed upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other materials.



Pennsylvania Learning Standards (Grades 1 & 2)

The lesson plans designed to be used in conjunction with *The Infinite Art Hunt* align with several Pennsylvania State Learning Standards, specifically for grades 1 and 2.

Production and Performance—Visual Arts

Elements and Principles:

9.1.V1.A

Know and use basic elements of visual art.

Demonstration

9.1.V1.B

Create works of art and identify art materials, techniques, and processes.

Creative Thinking and Expression

Communicating through the Arts Technologies

9.1.V 1 J

Use a variety of technologies for producing works of art.

Critical Response to Works of Art

Critical Response:

9.3 1.G

Compare and contrast the characteristics of works of art.