



*Discovering the Story:
A City and Its Culture*

*What Does Your Bed
Look Like?*

An Art Enrichment Activity
for Grades K-3

Based on *Bedstead*
by Benn Pitman, Adelaide Nourse
Pitman and Elizabeth Nourse

Benn Pitman (1822-1910), designer; Adelaide Nourse Pitman (1859-93), carver; and Elizabeth Nourse (1859-1938), painter

Bedstead, c. 1882-83

Gift of Mary Jane Hamilton in memory of her mother Mary Luella Hamilton, made possible through Rita S. Hudepohl, Guardian, 1994.61

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OBJECTIVES

- Students will create a bed that takes inspiration from the style of the Benn Pitman *Bedstead*, relates to their subject area lesson, and incorporates their own interests and ideas.
- Students will have the opportunity to share their projects with members of the Cincinnati Art Museum staff during the videoconference.

TEACHER PREPARATION

MATERIALS

- [Shoebox with removable lid](#)
- Scissors
- Glue
- Construction paper
- Magazines
- Small found objects (buttons, string, bottle caps etc.)
- Other attachment devices as necessary (tape, twist ties, etc.)

BRAINSTORMING

Take a few minutes to ask questions to help students generate ideas. Write their answers on a chalkboard or large piece of paper. Sample questions: What helps make the Pitman *Bedstead* interesting? What are some of your favorite details on it? What are some of your favorite things or activities in your own life? Does anyone have a bed or bedding at home with pictures you like on it? What are they? If your bed, sheets, or blanket could have anything you wanted on it, what would it be?

PROCEDURE

Teacher will:

- [Take the lid off the shoebox.](#)
- Turn the shoebox upside down.
- [Hold the lid on its side vertically](#) and [glue it to the side of the shoebox.](#)
- [Decorate the bed.](#) Cover the bed (shoebox), headboard (lid), and footboard (end of shoebox) with decorations that relate to the Pitman *Bedstead*, the subject area lesson they have completed in relationship to it, and the student's ideas of an ideal bed. Decorations can be made of construction paper, images or words cut from magazines, and small found objects.

DISCUSSION/PREPARATION FOR VIDEOCONFERENCE

Have students display their art on a group of tables. Ask a few students to talk about their beds; ask why they made certain choices. What did they discover? Did the project make them think about the Pitman *Bedstead* differently? If so, how? Ask them to come up with questions they would like to ask someone at the Cincinnati Art Museum about the *Bedstead* during the videoconference.

Preventing Reading Difficulties in Young Children, a report issued by the National Research Council, advocates the arts as a vehicle for language development. It examines the role of games, songs, and poems that emphasize rhyming or manipulation of sounds as important elements in the development of language skills.

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: VISUAL ARTS

Level II – Grades K-4

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Benchmark 1: Knows the differences between art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping shading, varying size or color), and processes (e.g., addition and subtraction in sculpture, casting, and constructing in making jewelry).

Benchmark 2: Knows how different materials, techniques, and processes cause different responses from the viewer.

Benchmark 3: Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories.

Benchmark 4: Uses art materials and tools in a safe and responsible manner.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Benchmark 1: Knows the differences between visual characteristics (e.g., color, texture) and purposes (e.g., to convey ideas).

Benchmark 2: Understands how different composition, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.

Benchmark 3: Uses visual structures and functions of art to communicate ideas.

Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Benchmark 1: Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art.

Benchmark 2: Knows how subject matter, symbols, and ideas are used to communicate meaning.

Standard 4: Understands the visual arts in relation to history and cultures.

Benchmark 1: Knows that the visual arts have both a history and a specific relationship to various cultures.

Benchmark 2: Identifies specific works of art belonging to particular cultures, times, and places.

Benchmark 3: Knows how history, culture, and the visual arts can influence each other.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Benchmark 1: Knows various purposes for creating works of visual art.

Benchmark 2: Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks.

Benchmark 3: Understands that specific artworks can elicit different responses.

OHIO STANDARDS: VISUAL ARTS

Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Grades K-4

Benchmark A: Demonstrates knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

Benchmark B: Uses the elements and principles of art as a means to express ideas, emotions, and experiences.

Benchmark C: Develops and selects a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Historical, Cultural, and Social Contexts: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social, and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in the lives of people.

Grades K-4

Benchmark A: Recognizes and describes visual art forms and artworks from various times and places.

Benchmark B: Identifies art forms, visual ideas, and artistic styles and describes how they are influenced by time and culture.

Connections, Relationships, and Applications: Students connect and apply their learning of visual art to the study of other art areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Grades K-4

Benchmark B: Uses the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships, and interpret meanings in works of art. Students make judgment about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identifies and describes the visual features and characteristics in works of art.

Benchmark B: Applies comprehension strategies to respond to a range of visual artworks.