ANIMALS IN THE MUSEUM
CASA
(Cultural After School Adventures)
with
PS 242 Leonard P. Stavisky Early Childhood School

Program by
the Godwin-Ternbach Museum, Queens College
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Godwin-Ternbach Museum, 405 Klapper Hall, 65-30 Kissena Boulevard, Flushing, NY 11367  
www.qc.cuny.edu/godwin_ternbach
PS 242 Leonard Stavisky Early Childhood School
CASA Students

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Introduction
Elizabeth Hoy, teaching artist

Animals in the Museum, an 11-week class, provided an introduction to art history and art making to the second graders at PS 242. When possible, art objects from the Godwin-Ternbach Museum were brought to the school for the students to examine firsthand. By looking at representations of animals in different styles of art, students were introduced to art history—art across time and from cultures all over the world. The students learned that all cultures make art but the materials they use and the types of art created are as different as the people themselves. The classes addressed questions about art: What is art? Who is an artist? How and why is art created?

These lessons exposed students to printmaking, painting, drawing, and sculpture in addition to technical skills such as perspective and color theory. But most importantly, the lessons gave the students an opportunity to engage in open-ended creativity and experimentation.

The 2nd grade students continually surprised me, coming up with exciting solutions to problems they faced, creative additions to their projects, and ideas I had never considered.

While I don’t expect the students to remember the names of the artists and cultures we studied, I hope that this class serves as the beginning of a lifetime of excitement for the diversity of art and art making.
Self Portrait

Students learned about the different kinds of portraits and explored the idea of self-portraits while also learning about color and pattern. After looking at portraits by Modern artists, Henri Matisse and Pablo Picasso, each student made their own abstract self-portraits with complementary and contrasting colors and patterns.

Samir DiPlan

Grace Lee
Greek Vases

Students were introduced to a variety of shapes and designs of Ancient Greek Pottery. Then, they explored the use of geometric shapes and patterns by designing their own Greek vases.
Students were introduced to resist dyeing by looking at patterns in Batik fabrics from Indonesia. Students learned about watercolor techniques, and specifically how watercolor paints interact with other media (crayons, acrylics and pastels) by composing their own mixed-media underwater seascapes.
Christopher Leung

Sophia Chen

Sydney Robinson
Chinese New Year Dragons

The class learned about the meaning and symbolism of dragons in Chinese mythology and found inspiration in depictions of Chinese imperial dragons. Students learned about Chinese culture and traditional New Years celebrations, then, working with scissor skills and collaging techniques students made their own New Years dragon.
Students learned about folk-art traditions of the Kona people of Panama through Molas. Molas are composed of brightly-colored fabric made in the form of animals or geometric shapes, and are used to decorate the blouses of Kona women. Mola designs include natural world native animals (iguanas, lizards, parrots, fish) and vegetation. Students then created their own Molas.
Jungle landscapes

Students learned about perspective including foreground, middle-ground and background. They explored these concepts by creating their own jungle compositions inspired by the paintings of French artist Henri Rousseau, who used his imagination to create wild jungle scenes.

Rongli Sun
Egyptian Animals

Students were introduced to the art of the ancient Egyptians and explored the visual elements and style of Egyptian art including the use of animal symbolism and hieroglyphs. Students then created their own version of an animal in the Egyptian style. They completed their pieces by writing their names in hieroglyphs.

John Rojas
Totem poles

Students learn about totem poles and the symbolic animal figures that were depicted on them including birds, bears, and how symmetry is used in the design. Students then made their own totem pole figures exploring symmetry and pattern using scissor skills and collaging with paper.
Students were introduced to mobile sculptures through the artwork of American artist Alexander Calder. They created their own kinetic (moving) sculptures each representing an animal habitat. In the process, students learned about balance, movement, and working on a 3-D form.
Printmaking: Flowers & Bees

Students learned that honey comes from bees who transport flower nectar to the hive. They then explored this concept through an introduction to printmaking techniques using everyday objects including plastic forks, bubble wrap and their own thumbprints. The final product was their own honeybee landscape, complete with honeycombs printed from bubble wrap, flowers and foliage from forks, and bees from thumbprints.

Rumaan Raza