Teacher Preview

Tour Information Packet

August, 2019

Tampa Museum of Art
Table of Contents

Contact us .......................................................................................................................... 2
Student and Youth Tours .................................................................................................... 3
The Bus is on Us.................................................................................................................. 3
Exhibitions......................................................................................................................... 4
Tour Themes ....................................................................................................................... 5
Classroom Extension .......................................................................................................... 7
  Art and the Ancient World .............................................................................................. 7
  Art and Looking ............................................................................................................. 8
  Art and Storytelling ....................................................................................................... 10
  Additional Resources .................................................................................................... 12
Planning ............................................................................................................................ 13
 Advocate .......................................................................................................................... 16
  Why visit the Museum? ................................................................................................. 16
  A sample letter to administrators ............................................................................... 18
Appendix ........................................................................................................................... 19
Book your tour TODAY

TampaMuseum.org/Tours

Contact us:

Brittny Bevel
Education Curator
813.421.8362
Brittny.Bevel@TampaMuseum.org

Victoria Pagel
Education and Tour Programs Coordinator
813.421.8385
Victoria.Pagel@TampaMuseum.org
Student and Youth Tours

The Museum’s objective is to provide teachers with the means to make the Museum an extension of the classroom. Visit the Museum with your class for a FREE guided tour. All K-12 schools who visit the Museum on a guided tour receive free admission for the students and one free chaperone for every 10 students. School tours are thematic and follow the Florida State Standards.

Docent-led tours focus on connecting students with the Museum’s collections and special exhibitions. They inspire an understanding and appreciation of the visual arts. Students are encouraged to use critical thinking and viewing skills to connect the art on view with their studies and their own life experiences. Tours are led by volunteer docents, trained by Museum Education Department staff, who deliver tours based on current museum pedagogical theory.

Submit a tour request form to be contacted by a member of the Education staff who will help you plan your school’s visit. Tours must be scheduled at least three weeks in advance.

The Bus is on Us

Apply for an ArtLine Transportation Grant and the Museum will cover the costs to bring your school group downtown. Transportation grants are distributed on a first come, first served basis to schools with a demonstrated need. To apply, fill out a tour request form and answer yes when asked if you would like to apply for the ArtLine!

The ArtLine and Student Tours are made possible by the Corbett Family Foundation and the Tampa Yankees Foundation.

To schedule a tour, visit TampaMuseum.org/Tours or email Education@TampaMuseum.org
Exhibitions

2019-2020

Classical World
Ongoing

Tableau and Transformation: Photography from the Permanent Collection
On view through October 20, 2019

Robert Rauschenberg: America Mix Suite
On view through January 5, 2020

Jean-Michel Basquiat: One Master Artist/Two Masterpieces
On view September 12 through November 10, 2019

Purvis Young: 91
On view September 12, 2019 through January 26, 2020

Sacred Diagrams: Haitian Vodou Flags from the Gessen Collection
On view September 12, 2019 through January 26, 2020

Making of a Museum: 100 Years | 100 Works
On view November 8, 2019 through March 15, 2020

White Gold: Thomas Sayre
On view January 23 through May 17, 2020

Modern Women: Modern Vision, Works from the Bank of America Collection
On view February 20 through May 24, 2020

Her Story: Stories of Ancient Heroines and Everyday Women
On view March through October 2020

*Note: Exhibitions subject to change
Tour Themes

Art and… Tours

Customize your tour of the Tampa Museum of Art to fit your classroom needs. Below is a synopsis of our “Art and…” tours. Select one and let us know how we can assist in bringing classroom learning to the Museum and vice versa.

Art and the Ancient World

Focus on the iconography and objects of the ancient Greeks and Romans as you explore *The Classical World*. Learn about Greek and Roman artifacts within their artistic, social, religious, economic, and/or political contexts. Explore artifacts from an archaeological perspective. Recommended for students studying ancient cultures, mythology, ceramics, or classic literature.

Art and Looking

Focus on having meaningful discussions that follow the standards for speaking and listening as you discuss the elements of art and principles of design. Explore the highlights of the Museum as a docent takes students through significant works of art on view in both the permanent antiquities collection and the rotating modern and contemporary exhibitions. Recommended as an introduction to museums and the basics of composition, technique, and media. Age appropriate art historical information will be delivered based on students interests and background knowledge.

Art and Storytelling

The Ancient Greeks and Romans told stories to explain the unexplainable. Modern artists use well-known stories to convey new messages. Explore the stories told through artistic depictions by ancient and/or modern artists. Recommended for students studying stories, fables, and myths and those creating sequential art.
State Standards

Art and the Ancient World

SS.1.A.2.1 Understand history tells the story of people and events of others and places.

SS.1.A.2.2 Compare life now with life in the past.

SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with the Hellenistic Period.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5 Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response.

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and forms from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

VA.K12.H.1 Through study in the arts, we learn about and honor others and the world in which they live(d).

VA.K12.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MAFS.K12.MP.5.1 Use appropriate tools strategically.

MAFS.K12.MP.6.1 Attend to precision.
Classroom Extension

Art and the Ancient World

Social Studies/Visual Arts In *Her Story*, your students will encounter stories related to the lives of everyday women. Recreate an ancient procession or parade in your class. Assign students different research questions, such as: What did they wear? Who did they honor? What activities took place during celebrations? Challenge students to create displays related to their research topic. Some students can sew actual *peplos*, others might create a diorama of a sporting event.

English/Language Arts/Visual Arts In *Classical World*, your students encountered ancient myths and heroes. After discussing the differences between myths, legends, and fables, challenge your students to write their own myths. Collaborate with their art class and have them turn their myths into comics, storyboards, movies, or even their own antiquities inspired vessels.

Math/Science/English/Language Arts/Visual Arts The objects in our antiquities collection have survived because of careful excavation and conservation. However, several of the objects only exist as fragments. Assign individual students or groups a fragment of a broken ceramic vessel, like a plate or bowl, and have them use the scientific method to determine what the form of the whole object might have been. Use the grade/age appropriate “Observation Worksheet” from the appendix to record observations about the fragment. Can they determine what shape the vessel would have if it was whole? What additional information do they need to find the answer? If their ceramic piece includes images from antiquity, collaborate with their English class to research the myths to finish the image on the vase in addition to the shape. Collaborate with their art class to build a reconstruction of the vessel based on their findings.
State Standards

Art and Looking

VA.K12.C.1  Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.K12.O.1  Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.K12.O.3  Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.K12.S.1  The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

LAFS.910.RL.3.7  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

LAFS.K12.SL.1.2  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SS.912.H.1.1  Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.3  Relate works in the arts to various cultures.

SS.912.H.2.4  Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5  Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response.

MAFS.K12.MP.1.1  Make sense of problems and persevere in solving them.

MAFS.K12.MP.2.1  Reason abstractly and quantitatively.

MAFS.K12.MP.3.1  Construct viable arguments and critique the reasoning of others.
Classroom Extension

Art and Looking

Social Studies The collection at the Tampa Museum of Art is varied as represented by *Making of a Museum: 100 Years | 100 Works*. When your students visited this exhibition, they saw works of art from Ancient Greece and Rome, prints and photographs related to the excavation and excitement of many of these works, and artwork by contemporary artists inspired by the Classical World. Throughout history, artists have been inspired by what came before them. Assign each student or group of students an ancient culture from different parts of the world. Each research team should look into that culture and trace their artistic influence throughout history. For younger students, as a class look at the art and culture of the Seminoles or other Native American tribes in Florida and trace that influence to contemporary Florida culture.

Math/Science During their visit the Museum, students may have noticed a variety of ways artwork is displayed. Some things are hung on the wall while others are resting on pedestals. Collaborate with the art class to put on an exhibition of the students’ work. Students in art will create the artwork for display. During their math and science classes, students will explore the engineering involved in putting on an exhibition. For each work of art, they will need to measure and weigh each work of art. They will need to calculate the weight load of each pedestal, shelf, and wall hook available to determine the best way to display different works of art. For museums, the standard is to hang the center point of a work of art at 60 inches, the average eye-level for adults. Determine the appropriate eye-level for your students. Students will need to calculate the appropriate height to hang the hooks for all pieces that hang on the wall based on the size of the artwork and where hardware is located on the piece.

Visual Arts Challenging topics are easier to discuss when we use artwork as a mediator. Thomas Sayre’s *White Gold* broaches the topic of cotton in the south in an approachable way. The beauty of the work draws the viewer in and then confronts them with the volatile history of cotton. Have your students work with their Social Studies class to research resources produced outside of the south and a controversy that surrounds that production. Have the students complete a visual work of art related to their research topic that draws the viewer in before confronting them with controversy.
State Standards

Art and Storytelling

VA.K12.H.1 Through study in the arts, we learn about and honor others and the world in which they live(d).

VA.K12.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.K12.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and Form from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.6.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.K.RL.1.3 With prompting, identify characters, settings, and major events in a story.

LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).

SS.1.A.2.5 Distinguish between historical fact and fiction using various materials

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.6 Analyze how current events are explained by artistic and cultural trends of the past.
Classroom Extension

Art and Storytelling

Social Studies In *Modern Women: Modern Vision*, your students saw photography taken during the Great Depression. During this time, documentary photography was important as a means of communicating contemporary events across the nation. We know that many of these photographs were highly composed and were used to demonstrate bleak economic situations and the hardships facing the American people. Ask each student to research a current local or national issue that has been politicized by candidates running for any level of office. If they were the photojournalist assigned to help tell that particular story, what photographs or types of photographs would they need to take? Bonus points if students build a portfolio of photographs (found or personal) documenting their current event. Ask each student to present their portfolio to the class and discuss the decisions they made to sway the opinion in one way or the other.

English/Language Arts The exhibition *Her Story* explored some of the ways stories have been passed down through time. When someone wanted to memorialize a loved one with an epitaph, they were challenged to tell the story of that person’s life in as few characters as possible. In today’s society of fast-paced information, we have to share ideas in 280 characters or less on Twitter. Challenge your students to tell their life story in 280 characters. If that’s just too easy, follow Hemmingway’s lead and tell your story in six words.

English/Language Arts Jean-Michel Basquiat frequently incorporated specific words into his paintings to challenge viewers to think critically and ask questions about the narrative(s) present in his artwork. Have your students research some of Basquiat’s artwork and take a look at the two paintings on view at the Museum. Ask them to select a word used in one of Basquiat’s paintings and use the word-web worksheet included in the Appendix to explore the possible meanings of that word and the painting.
Lesson Planning

Additional Resources

Jean-Michel Basquiat

Brooklyn Museum, Teaching Resource: Special Exhibition, *Basquiat: The Unknown Notebooks*  

Basquiat Boom for Real, Creative Learning Teacher Resource,  
http://dl.groovygecko.net/anon.groovy/clients/barbican/basquiat_teacher_resource.pdf


Purvis Young

Gadsden Arts Center & Museum, *FOUND: Vernacular Art & Gee’s Bend Quilts*,  

Philadelphia Museum of Art, *Jail was Heat*  

Antiquities

The J. Paul Getty Museum, *Ancient Art Lessons and Art Activities*  
http://getty.edu/education/teachers/classroom_resources/curricula/ancient_art/

Art History Teaching Resources, *Greek Art*  
http://arthistoryteachingresources.org/lessons/greek-art/

The New Deal and the Depression Era

Teaching History.org, *Recession, Depression, Hard Times, New Deal: Classroom Resources*  
https://teachinghistory.org/nhec-blog/21783

Library of Congress, *New Deal Programs: Brother, Can You Spare a Dime?*  
http://www.loc.gov/teachers/classroommaterials/lessons/dime/
Planning

Steps for a successful field trip

So, just how can teachers ensure a successful field trip? Keep these tips in mind:

1. **Do your homework.** Attend Teacher Preview and learn about the offerings at the Tampa Museum of Art. Use the information about our exhibitions to spark some creative connections to your classroom.

2. **Follow protocol and plan early.** Every school has different field trip protocols, just as every cultural institution has different field trip protocols. Here are some things to keep in mind about the Tampa Museum of Art:
   a. **Three weeks’ notice.** Tour requests must be submitted at least three weeks before the date of your tour.
   b. **First come, first served.** Have at least two dates in mind for your visit to the Museum. We do everything in our power to accommodate schools, however, other groups or programs may be taking place at the museum on your preferred date.
   c. **Sixty students maximum in the galleries at one time.** With our limited gallery space, we can handle a maximum of 60 students on a highlights tour of the whole museum. If you wish to only see a portion of the museum, we will work with you to determine the maximum number of students we can handle. Students who are not on tour are invited to enjoy Curtis Hixon Waterfront Park.

3. **Advocate for your field trip with school administration.** Use the information in this packet to assist you in making a case to your administration as to why your students should visit the Tampa Museum of Art. In this packet, you will find:
   a. **Studies** that demonstrate the benefit of field trips for students.
   b. **Tour themes and cross curricular lesson plan ideas** that can link to specific **state standards.**
   c. A sample **letter to administrators.**

4. **Submit your tour request form.** We offer a simple online tour request form that gets us all of the information we need to book your tour. This is also where you will be asked if you would like to apply for a transportation grant. Visit [www.TampaMuseum.org/school-tour-request-form](http://www.TampaMuseum.org/school-tour-request-form) to book your tour.

5. **Review your confirmation letter.** After we have processed your tour in our system, we will send you a confirmation email with attachments. The attachments include Museum guidelines, transportation grant award information, and any costs associated with extra chaperones.

6. **Book your buses.** Whether your administration is paying for the buses, or the Museum is, you are responsible for booking your own buses. For transportation grant awardees, send us the invoice you receive from transportation and we will pay them directly.

7. **Prepare your students.** Review the Museum Guidelines with your students and discuss what they will see in the Museum.
8. **Plan your visit.** Your confirmation letter gets you free admission to the Museum for planning your school visit. This is your chance to review your visit plan and determine if there are any specific works of art you want your students to see and/or avoid. Consider how those works will work with a post-visit lesson plan in your classroom.

9. **Look for your tour reminder email.** A week before your tour, we will send you an email confirming your tour. In this email we will include the number of groups to split your students into. The number of students and the number of docents determine groups. We ask that you do your best to divide students evenly. Several of our objects are small. For the safety of the artwork and for the enjoyment of your students, we keep group sizes to around 10 students. This may mean some classes are split.

10. **Confirm your buses.** Sometimes paperwork gets lost. It doesn’t hurt to call transportation to confirm everything is on track.

11. **The visit.** Have your students organized before you arrive at the Museum.
   a. Students participating in the second tour may go straight to Curtis Hixon Waterfront park with their chaperones. Students participating in the first tour can meet their docents in the Museum atrium.
   b. Lunches and backpacks go in the blue bin provided.
   c. Check in with the front desk and let the Visitor Service Representative know how many students and adults you brought with you. Any additional chaperones that need to pay for their admission may do so at the front desk.
   d. Introduce yourself to the docents. Let them know if there are any time constraints, students who need to take the elevator, or any other special concerns.
   e. Docents will go over museum rules with students, introduce themselves, and begin the tour.
   f. Meet back in the Atrium. After your tour, all of the groups will meet back in the atrium.
   g. Load the buses. After you have completed the tour, cleaned up all remnants of lunch, double and triple counted your students, it is time to get back on the buses and head back to school.

12. **Classroom extension.** The learning your students accomplished during their visit will be better remembered and more relevant if it connects to something in your classroom. Whether it is an extensive project, a short response journal entry, or another assignment, plan to incorporate the Museum visit and artwork into one or more of your lessons back at school.

13. **Hand out return vouchers.** We want to see your students again! For each field trip, the lead teacher will be given a stack of vouchers to hand out to students. Each voucher is good for free admission for one student and one adult. Encourage your students to bring their parents or guardians to the museum.

14. **Provide us with feedback.** We want to hear about your experience. You may receive a survey either onsite or electronically. We greatly appreciate you taking the time to tell us about your field trip.
15. **Send us your invoice.** For transportation grant awardees, send us the invoice you receive from transportation and we will pay them directly after your visit.

16. **Schedule your next visit!** It’s never too early to start planning your next trip. The best way to insure you receive money for transportation and that someone else does not steal your tour date is to book early. The tour request form is always open and we are happy to work with you regarding future exhibition themes and curricular applications.
Advocate

Why visit the Museum?

We understand that there are many demands on teachers these days. State testing, more intense curriculum, and tighter budgets have all created barriers for bringing your students to the Museum. Below is a review of studies that make a case for taking students on field trips to art museums. This information comes from a larger literature review conducted by the Association of Art Museum Directors and the National Art Education Association for a future study titled Impact of Art Museum Programs on Students. Use this information, as well as the standards and lesson plans in this packet, in parts or in its entirety to make a case to your administration for bringing students on a FREE trip to downtown Tampa.


The Gardner Museum embarked on a three year study of their, multi visit, school partnership program to examine and understand the best way to facilitate critical thinking skills amongst students from under-resourced urban communities. The study shows that students who visited the art museum talked significantly longer and utilized a higher frequency and wider range of critical thinking skills than those who did not visit the Museum. They also provided higher quality evidence to support assertions and opinions.


The authors found research to support that “experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation” and that students who actively participate during field trips have more positive attitudes about related academic subject (p. 235). The authors list increased student curiosity and engagement, improved student observational and social skills, and maximized instructional time among the potential benefits of experiential learning activities such as field trips.


The authors review three decades’ worth of literature on field trips. While most literature relates to supporting classroom curriculum and academic performance, the authors propose that more reasonable outcome or goal of field trips be increased motivation and interest, sparking curiosity, or improved attitude towards a topic. Documented improvements in a student’s learning as a result of their field trip experiences are often modest, however, this is likely due to the brief nature of a single-visit. Despite the short amount of time spent on field trips, students who participated in long-term impact studies could recall complex, descriptive feelings and memories about their experiences.

In 2012, the Crystal Bridges Museum of Art had the unique opportunity to study short-term effects of a museum visit on students critical thinking, historical empathy, tolerance, and interest in art museums. The study compared students who received a guided tour with those who have never visited a museum. The results found that students who went on a one-time field trip to an art museum were able to retain specific information about the artwork they saw, make more observations and inferences, were more open to diverse opinions, were better able to empathize with a historical situation unlike their own, and were more likely to visit the museum independently. The researchers also found that, consistently, these benefits of a school tour were much larger for students from less-advantaged backgrounds.


A study by the US Travel Association found that field trips positively affect grades, graduation rates from high school, pursuit of higher education, and future income earnings. In each of these areas, students who went on an education field trip reached higher percentages than those who did not. For this study of 400 adults, 89 percent of the participants, who were given the opportunity to attend learning trips, found that trips had a lasting impact on their education and career. These trips engaged students, incited curiosity, and retained interest in and out of school.
Dear Administrators,

This year, I would like to take my students to the Tampa Museum of Art. Thanks to some generous Museum donors, this trip is completely free for our students and us. The Museum will even cover the cost of our buses.

In the fall, we study myths and fables. At that time, the Tampa Museum of Art will have works of art from Ancient Greece and Rome on view. During Teacher Preview night at the Museum, I was able to tour the collection and see these objects. Many of them feature stories of heroes, gods, and creatures from mythology. A visit to the Museum will help my students understand the cultural significance of the stories we study in the classroom to the society that created and believed in them.

Following our visit to the Museum, we will use the myths and stories from antiquity to inspire our own stories. In my class, the students will develop a hero character and write the story of the hero’s exploits. When they visit their art teacher, they will use those stories to create comic book drawings. They will learn how to put into practice another aspect of their Museum visit: the use of the elements of art, such as line and color, to help tell stories in visual format.

Studies consistently show the value of informal learning experiences for students. Students who participate in learning trips have better critical thinking skills, are able to provide better evidence for their assertions, and generally do better in school. If you would like, I am happy to provide you with some literature on the topic.

Thank you for your consideration of this opportunity for our students. If you have any questions about the Museum or its tour programs, the Education Curator at the Tampa Museum of Art has agreed to make herself available to teachers and administrators. You can reach her via email at Brittny.Bevel@TampaMuseum.org.

Sincerely,

Teacher
Appendix

Worksheets

The following are a series of worksheets that can be used at the Museum or during pre- and post-visit lesson plans to direct student looking and build observation skills.
Jean-Michel Basquiat frequently incorporated specific words into his paintings to challenge viewers to think critically and ask questions about the narrative(s) present in his artwork. Research some of Basquiat’s artwork and take a look at the two paintings on view at the Museum.

Create a Word Web to help guide your inquiry about why Basquiat used particular words.

- **Word Web**
  - **synonym(s)**
  - **definition**
  - **antonym(s)**
  - **use it in a sentence**

Name _____________________ Date ___________
Observations

Select a work of art from one of the Exhibitions at the Tampa Museum of Art. Use the artwork label to assist you with some of the answers.

Title: ________________________________________________________________

Artist (if known): ___________________________ Date Created: ____________

Culture: ________________________ Medium: ______________________________

Draw what you see

Describe the physical properties of the artwork.

Color(s): ______________________________________________________________

Shape: ______________________________________________________________

Size: ________________________________________________________________

Texture: _____________________________________________________________

Weight (estimated): ________________________________________________
## Comparing Observations

Compare your observations with another person in your class. What was the same or different about your observations.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete this crossword before you visit the Museum to learn more about the Tampa Museum of Art

Word Bank: docent no touching abstract line color texture ancient contemporary modern curator security exhibition gallery museum TMA

**ACROSS**

2. A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.

6. The primaries are Red, Yellow, and Blue. The secondaries are Green, Orange, and Purple.

9. A point moving in space. Can be implied or actual

11. Artwork with no recognizable forms.

12. Tour guide.

13. Someone who gathers artwork, researches it, organizes it, and makes it available to the public.

15. Art created by a living artist.

**DOWN**

1. Related to recent times.

3. If there is an emergency in the museum, I look for these people dressed in black and white.

4. The number one rule at art museums.

5. A display of works of art.

7. Refers to how things feel or look like they might feel if touched.

8. A room in a museum where art is displayed.

10. Related to a long time ago.

Complete this crossword during (or after!) your visit to the Tampa Museum of Art to test your knowledge about Ancient Greece and Rome

Word Bank: centaur peplos Athena artifact strigil Aphrodite Corinthian Zeus lion sphinx Doric Posideon terracotta amphora hydria

ACROSS
1. The Romans referred to their goddess of wisdom and warfare as Minerva, but the Greeks called her ______
2. A creature who is part man and part horse
3. An object made by humans, such as a Greek vessel or coin
5. The Greek god of the sea, known by the Romans as Neptune
7. Baked clay used for roof tiles and sculpture
9. The Greek goddess of love and beauty
12. The Roman Hercules, known by the Greeks as Herakles, is often depicted in ancient art wearing the skin of this animal on his head

DOWN
1. A Greek vase used for storing wine, grain, and olive oil
2. The most decorative Greek architectural style
4. The ruler of Mt. Olympus and god of the sky, the Greeks referred to this god as ______
5. A type of dress worn by ancient Greek women
6. A creature with a human head and a lion’s body
8. A tool used to scrape sweat and oil from the body
10. A Greek vessel with three handles that was used to carry water
11. The earliest and simplest classical Greek architectural style
Teacher Preview is offered twice a year at the Tampa Museum of Art as an opportunity to provide teachers with relevant information regarding exhibitions and programs. School, tour, teacher and transportation programs are made possible by the Corbett Family Foundation, Tampa Yankees Foundation, and TECO.