

VAN GOGH

THE IMMERSIVE EXPERIENCE

CALIFORNIA SCHOOLS

**AMAZING
EDUCATIONAL
OPPORTUNITY**



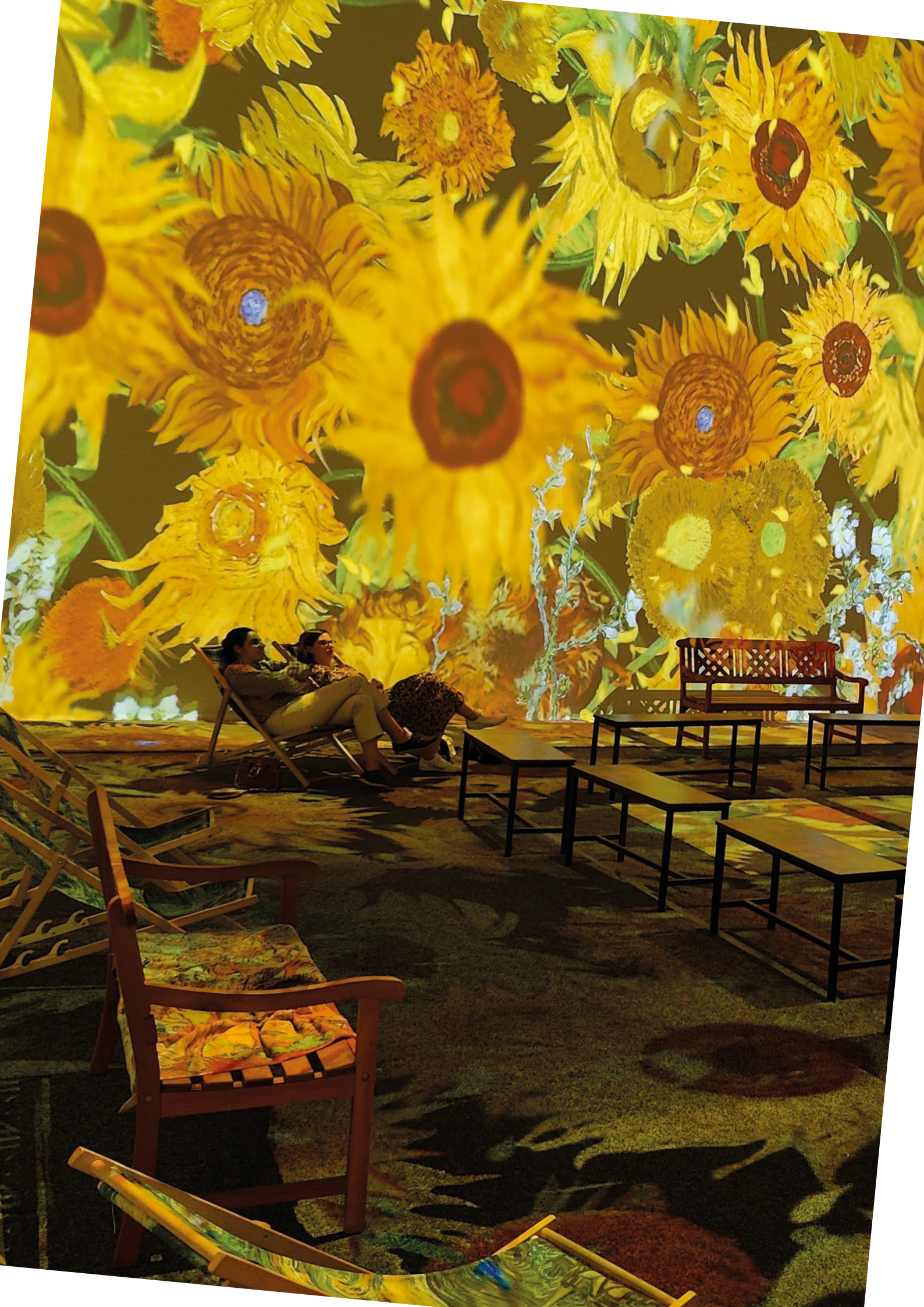
Exhibition Hub
Edutainment

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Invite your students on an inspiring educational journey with a field trip to Van Gogh: The Immersive Experience. Students will explore the scientific, mathematical, cultural, and social-emotional facets of this famous artist's life and work. Learn the science behind what makes the colors in Van Gogh's paintings so striking. Explore the patterns and geometry of some of his most famous artworks. Look closely and observe

details of the natural world just as Van Gogh did. Investigate different cultural influences from around the globe that inspired this famous artist. Practice empathy and social awareness through learning about Van Gogh's life and relationships with himself, his family and friends, and his art. Give your students an immersive STEAM experience that will pique their curiosity, heighten their empathy, and hone their observational skills.

Book your school outing today by contacting
JEN@JDCGROUPMARKETING.COM or 866-645-8033 or 619-363-5330



APPLICABLE STANDARDS

A field trip to Van Gogh: The Immersive Experience addresses the following CCSS, CTE, California Content Standards, and T-SEL Competencies.

College and Career Readiness Anchor Standards for Reading, Grades K-12

California Reading Standards for Informational Text, Grades K-12

California Content Standards - Mathematics, Kindergarten

California Content Standards - History Social Science, Grades K-5

Next Generation Science Standards, Grades K-8

California Arts Standards - Media Arts, Grades K-12

California Arts Standards - Visual Arts, Grades K-12

Career & Technical Education (CTE) Standards, Arts, Media, & Entertainment

Transformative Social Emotional Learning (T-SEL), Grades K-12



Read on for a complete list of standards.

Pre- and post-visit educator guides coming soon!

College and Career Readiness Anchor Standards for Reading

Grades K-5

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grades 6-12

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading Standards for Informational Text K–5

K.1 With prompting and support, ask and answer questions about key details in a text.

1.1 With prompting and support, ask and answer questions about key details in a text.

2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards for Informational Text 6-12

6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.



9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

California Content Standards - Mathematics

Kindergarten

K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

California Content Standards - History Social Science

Grades K-5

K.6 Students understand that history relates to events, people, and places of other times.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

Next Generation Science Standards

Grades K-5

K-5-LS1-2 Scientists look for patterns and order when making observations about the world.

K-2-ETS1-1 Ask questions based on observations to find more information about the natural and/or designed world(s).

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Grades 6-8

MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS4.2: When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.

MS-LS2-3 Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

California Arts Standards - Media Arts

Grades K-12

K.MA:Re7

- a.** Recognize and share components and messages in media artworks.
- b.** Recognize and share how a variety of media artworks create different experiences.

K.MA:Re8 With guidance, share observations regarding a variety of media artworks.

1.MA:Re7

- a.** Identify components and messages in media artworks. **b.** With guidance, identify how a variety of media artworks create different experiences.

1.MA:Re8 With guidance, identify the meanings of a variety of media artworks and their context.

2.MA:Re7

- a.** Identify and describe the components and messages in media artworks.
- b.** Identify and describe how a variety of media artworks create different experiences.

2.MA:Re8

Determine the purposes and meanings of media artworks, considering their context.

3.MA:Re7

- a.** Identify and describe how messages are created by components in media artworks.
- b.** Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

3.MA:Re8

Determine the purposes and meanings of media artworks while describing their context.

4.MA:Re7

- a.** Identify, describe, and explain how messages are created by components in media artworks.
- b.** Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.





4.MA:Re8

Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

5.MA:Re7

- a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.
- b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

5.MA:Re8 Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

6.MA:Re7

- a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

6.MA:Re8 Analyze the intent of a variety of media artworks, using given criteria.

7.MA:Re7

- a. Describe, compare, and analyze the qualities of and relationships between the components and content in media artworks.

- b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

7.MA:Re8 Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

8.MA:Re8 Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

Prof.MA:Re7

- a. Analyze and describe the qualities of and relationships between the components, content, and intentions of various media artworks.
- b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Prof.MA:Re8 Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Acc.MA:Re7

- a. Analyze and explain the qualities of and relationships between the components, form and content, aesthetics, intentions, and contexts of a variety of media artworks.
- b. Analyze and explain how diverse media artworks manage audience experience and create intention and persuasion through multimodal perception.

Acc.MA:Re8 Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Adv.MA:Re7

- a. Analyze and synthesize the qualities and relationships of the components and the audience impact in a variety of media artworks.
- b. Examine diverse media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Adv.MA:Re8 Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

California Arts Standards - Visual Arts

Grades K-12

K.VA:Cr1.1 Engage in exploration and imaginative play with various arts materials.

K.VA:Cr1.2 Engage collaboratively in creative art-making in response to an artistic problem.

K.VA:Re8 Interpret art by identifying subject matter and describing relevant details.

K.VA:Cn11 Identify a purpose of an artwork.

1.VA:Cri.1 Engage collaboratively in exploration and imaginative play with various arts materials.

1.VA:Cri.2 Use observation and investigation in preparation for making a work of art.

1.VA:Pr4 Explain why some objects, artifacts, and artworks are valued over others.

1.VA:Pr6 Identify the roles and responsibilities of people who work in and visit museums and other art venues.

1.VA:Re7.1 Select and describe works of art that illustrate daily life experiences of one's self and others.

1.VA:Re8 Interpret art by categorizing subject matter and identifying the mood and characteristics of form.

1.VA:Cn11 Understand that people from different places and times have made art for a variety of reasons.

2.VA:Cri.1 Brainstorm to generate multiple approaches to an art or design problem.

2.VA:Pr4 Categorize artwork based on a theme or concept for an exhibit.

2.VA:Pr6 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

2.VA:Re7.1 Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

2.VA:Re8 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

3.VA:C.1.1 Elaborate on an imaginative idea.



3.VA:Pr4 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

3.VA:Pr6 Investigate and explain how and where different cultures record and illustrate stories and history of life through art.

3.VA:Re7.1 Speculate about processes an artist uses to create a work of art.

3.VA:Re8 Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

3.VA:Cn11 Recognize that responses to art change depending on knowledge of the time and place in which it was made.

4.VA:Cr1.1 Brainstorm individual and collaborative approaches to a creative art or design problem.

4.VA:Pr4 Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

4.VA:Pr6 Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

4.VA:Re8 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

4.VA:Cn11 Through observation, infer information about time, place, and culture in which a work of art was created.

5.VA:Cr1.1 Combine ideas to generate an innovative idea for art-making

5.VA:Cr1.2 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.



5.VA:Pr4 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

5.VA:Pr6 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

5.VA:Re7.1 Compare one's own interpretation of a work of art with the interpretation of others.

5.VA:Re8 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

6.VA:Cr1.1 Combine concepts collaboratively to generate innovative ideas for creating art.

6.VA:Cr1.2 Formulate an artistic investigation of personally relevant content for creating art.

6.VA:Pr6 Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.

6.VA:Re7.1 Identify and interpret works of art or design that reveal how people live around the world and what they value.

6.VA:Re8 Interpret art by distinguishing between relevant and irrelevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

7.VA:Cr1.1 Apply methods to overcome creative blocks.

7.VA:Pr4 Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

7.VA:Pr6 Compare and contrast viewing and experiencing collections and exhibitions in different venues (physical and/or virtual).

7.VA:Re7.1 Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

7.VA:Re8 Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

8.VA:Cr1.1 Document early stages of the creative process visually and/or verbally in traditional or contemporary media.

8.VA:Pr6 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

8.VA:Re7.1 Explain how a person's aesthetic choices are influenced by culture, environment, and personal experiences that impacts the message it conveys to others.

8.VA:Re8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.

Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.

Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Acc.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.



Acc.VA:Re7.1 Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Acc.VA:Re8 Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Adv.VA:Pr4 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Adv.VA:Re7.1 Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Adv.VA:Re8 Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Career & Technical Education (CTE) Standards Arts, Media, and Entertainment

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.

A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.



T-SEL Standards

Grades K-12

2.C.1. Students identify and practice strategies they have used or can use to stay hopeful and “bounce back” from challenges.

2.C.2. Students describe different types of adversity and what they can learn from others’ stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges (e.g., current and historical characters).

2.C.3. Students consider various paths through individual and collective adversity. Students reflect on their sources of inner strength, hope, and what they look for in supportive relationships.

2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.

3.A.3. Students reflect on how social identities (e.g., cultural, racial, class, gender, linguistic, ability) impact the way people view and interact with others, including those from diverse groups.

3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.

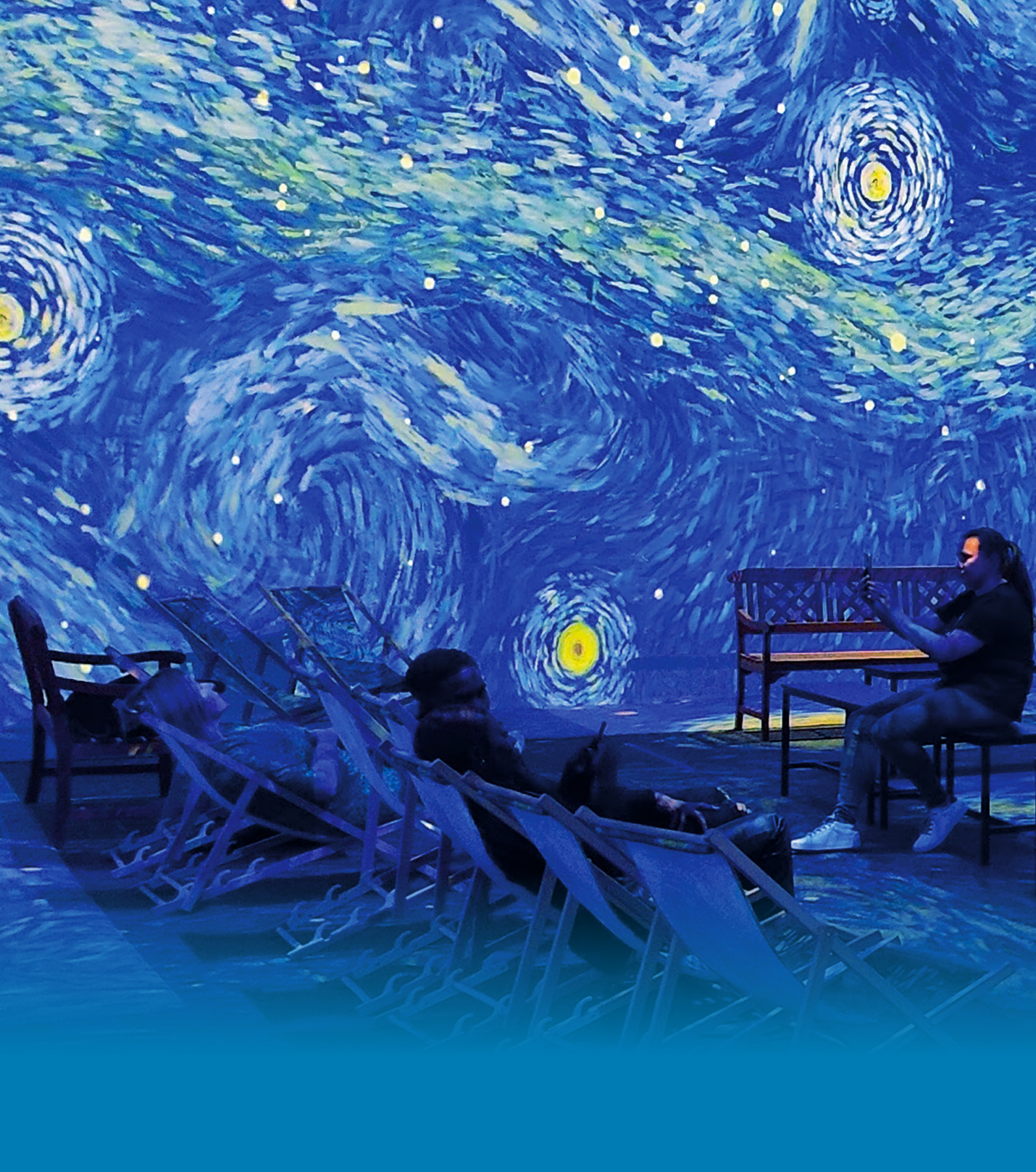
3.B.1. Students recognize and name emotions in others using verbal and physical cues. Students describe how others may feel in a variety of situations and show empathy for others’ experiences.

3.B.2. Students name ways people’s identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.

3.B.3. Students explore differences in emotional expression and communication norms across cultures and communities and how differences can contribute to misunderstandings, but also provide opportunity for growth. Students respond compassionately to others’ experiences and demonstrate care and concern.

3.B.4. Students acknowledge and validate others’ emotions and lived experiences and challenge their own assumptions about others’ feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.





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