

The Da Vinci Code- Inside the Louvre

Pre-Show Activity

Drawing Key Moments

Goals:

- *Students will explore artworks displayed in the Louvre Museum.*
- *Students will express understanding through a format of their choice.*
- *Students will reflect on their learning and connections.*

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Computer with internet access (projector for whole-class exploration or individual devices)
- Access to:
 - Louvre Visitor Trails website
 - Virtual Field Trip Video
 - Gallery of Time online exhibition
- Paper/pencil, sketch materials, or digital tools (optional)

Introduction

Introduce the Louvre as one of the most famous art museums in the world. Invite students to share prior experiences with museums or art galleries.

Explain that today, they will each choose **one path of exploration** into the Louvre:

- **Option A – Visitor Trails:** Explore curated collections of art through the Louvre website. <https://www.louvre.fr/en/explore/visitor-trails> (each “trail” has facts and trivia, is more text-based)
- **Option B – Virtual Field Trip:** Watch a student-friendly video tour that highlights key artworks. [Exploring The Louvre Museum – Virtual Field Trip for Kids!](#) (audio-visual focus rather than text)
- **Option C – Gallery of Time:** Visit the Louvre-Lens’s *Gallery of Time*, where 250 masterpieces are displayed in chronological order. [Gallery of Time Overview](#) (curated tour, fewer options for those who benefit from limited choices)

Students may work individually or in small groups.

Exploration and Observation

As students engage with their chosen path, guide them with an **Artful Thinking routine**:

- **See–Think–Wonder**: What do you notice? What do you think about that? What does it make you wonder?
- **Looking: Ten Times Two**: List 10 things you notice, then 10 more.
- **Step Inside**: Imagine you are the person/object in the artwork—what do you perceive, know, care about?

Students may record responses in notes, sketches, or audio.

Creating a Response

*These are great options for multiple class periods

- Choose one artwork that stood out and respond in a way that fits your learning style:
 - **Write**: A short script, poem, or journal entry inspired by the piece.
 - **Visualize**: A sketch, collage, or storyboard.
 - **Perform**: A monologue, improv, or movement piece.
 - **Record/Produce**: A podcast-style audio reflection, digital collage, or video response.
- For abstract works: create a response based on the emotions or questions the art sparks.

Sharing

Share your work using one of these options:

- In pairs or small groups.
- Post to a gallery wall (physical or digital).
- Share excerpts anonymously (teacher reads aloud).
- Perform or present for the whole class (optional).

Reflection

Conclude by using another **Artful Thinking routine, Connect-Extend-Challenge**:

- How did today's art connect to something you already know?
- How did it extend your thinking?
- What challenged or surprised you?

Students may reflect through quick-writing, sketchnotes, or 1-minute discussions.

TEKS

Fine Arts- Theatre, Middle School Level I-III

1(C): Respond to sounds, music, images, and the written word, incorporating movement.

2(B): Imagine and clearly describe characters, their relationships, and their surroundings.

3(C): Collaborate to plan brief dramatizations

Fine Arts- Theatre, High School Level I-IV

1(A): Understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall

2: The student interprets characters using the voice and body expressively and creates dramatizations.

2(B): Demonstrate creativity as it relates to self and ensemble and its effect on audience

English Language Arts and Reading, Middle School

6.5(B)/7.5(B)/8.5(B): Generate questions about text before, during, and after reading to deepen understanding and gain information

English Language Arts and Reading, High School- English I-IV

1(A): Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

4(F): Make inferences and use evidence to support understanding

5(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating