

## PRE-VISIT ART PACK & CURRICULUM GUIDE

### A TASTE FOR ART



Mark Adams, *Peaches in Silver Bowl*, 1993,  
Collection of the Boise Art Museum, Gift of the E. Mark Adams and Beth Van Hoesen Adams Trust

Students analyze puns, idioms, metaphors, and similes through the exhibition *A Matter of Taste: Food for Thought* which questions personal preferences, or taste, in the creation, collection, and appreciation of artwork. In the studios, students utilize the 'play on words' to explore personal taste and how art speaks to us.

#### CONNECTS TO

- Vocabulary
- Language Arts
- Identity
- Perspectives/Comparisons

#### BAM's SCHOOL TOUR PROGRAM GOALS

- Students will actively participate in the experience discussing the artwork, using art vocabulary and making meaningful, personal connections. Discussions will be associated with the information in the Pre-Visit Art Pack.
- Students will experience a studio activity that reinforces the concepts and/or techniques discussed/viewed in the galleries resulting in a tangible, personally meaningful understanding of the artwork.
- Students will leave the museum knowing that it is a fun, enjoyable place to learn. The Docents will help them understand that they do not need an art authority to tell them how to enjoy and what to appreciate about art.

*The Boise Art Museum's education philosophy encourages the examination and discussion of the visual arts through a holistic approach to art education. Programs support the development of critical thinking skills, visual analysis, exploration and understanding of art techniques as well as the investigation of cultural contexts, art as a form of communication, and multidisciplinary connections. In its touring program, BAM uses arts-based, student-centered, guided-discovery techniques and inquiry strategies that encourage teaching directly from the object and encompass aspects of many education philosophies.*

# TOUR CHECKLIST FOR TEACHERS

Please follow the checklist below in preparation for your tour

## BEFORE YOUR TOUR

### WITH YOUR STUDENTS:

- DO THE PRE-VISIT ART TALK and review the VOCABULARY words with your students
- SHARE THE MUSEUM MANNERS with your students.
- MAKE LARGE NAMETAGS for students with their first names only.

### WITH YOUR CHAPERONS:

- DESIGNATE YOUR ADULT CHAPERONS. A maximum of **four chaperons are admitted with the group for free.** Chaperons have specific responsibilities and are admitted with the students free of charge. Additional adults pay regular admission and are considered regular visitors in the Museum. (The teacher is counted as one of the four chaperons.)
- ASK CHAPERONS not to bring infants, younger children, or other siblings.
- REVIEW THE CHAPERON GUIDELINES with your designated chaperons.
- PRINT THE CHAPERON PASSES and HAVE YOUR PAYMENT PREPARED for any additional adults. Checks can be made payable to the Boise Art Museum or BAM. We are unable to make change, so please have the exact amount prepared if you are paying with cash. (Often teachers split the admission among all adults to cover the cost. Schools or individuals may pay for the additional adults.) **General admission is \$6; admission for seniors (62+) \$4, and full-time college students is \$3.**
- PREVIEW THE EXHIBITION with the *Free Teacher Preview Pass* included with your confirmation letter.

**A NOTE TO HELP WITH CHAPERON SELECTION:** All students will receive *Free Return Tickets* at the end of the visit. These tickets allow the student and one guest, to return and visit the Museum for free at a later date. Parents who indicate that they would like to be chaperons after you have designated the maximum limit of four (4) should be encouraged to return with their student at a later date using the *Free Return Ticket*.

## WHEN YOU ARRIVE

- ARRIVE AT THE REAR EDUCATION ENTRANCE facing Julia Davis Park and the Rose Garden. Do not enter through the front of the museum. Arrive no more than 5 minutes before your scheduled time, as your docents can only let you into the Museum at your indicated tour time. Do not ring the delivery buzzer.
- DIVIDE YOUR CLASS INTO TWO GROUPS (of approximately 15 students) for their tour.
- IDENTIFY YOUR CHAPERONS for the docent and MAKE THE PAYMENT for additional adults
- LEAVE LARGE FIRST AID KITS AND BAGS at the Education Entrance. First aid kits and bags must be smaller than 11" X 15" and must be worn on the front of your body. BAM has multiple first aid kits on site.
- REMEMBER: The Museum has no indoor or outdoor lunch facilities. Tour groups may bring their lunches and enjoy Julia Davis Park or visit the restaurants at BODO or nearby Boise State University.

## AFTER YOUR TOUR

- FILL OUT THE EVALUATION CARD that you receive from your tour guides. Your constructive criticism helps us continue to tailor our programs to suit your needs.
- DO THE MAKE IT! ACTIVITY or use related ideas listed in CURRICULAR CONNECTIONS to connect the tour to your classroom curricula.

# INFORMATION FOR STUDENTS AND CHAPERONS

## A TASTE FOR ART

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### MUSEUM MANNERS FOR STUDENTS

*Please share and discuss these MUSEUM MANNERS with your students.*

*Remembering to follow these manners on your tour at the Boise Art Museum will help keep the artwork safe and make sure everyone has a good experience on the tour.*

- **Empty your mouth.** Food, drink, and gum are not allowed in the museum galleries.
  - **Stay at least 12” away** from the artwork and the walls.
  - **Keep your voices down** while discussing the artwork.
  - **Sit on the floor** during group discussions so everyone can see.
  - **Use indoor behavior**, running and jumping should be left for outdoors.
  - **Leave pens, markers and other writing/art materials at school**, in your backpack or on the bus.
  - **Pay attention and be a tour guide later.** At the end of the tour, your docent will give your teacher *Free Return Tickets* for each student. These tickets allow you and one guest to return and visit the Museum for free. When you return, you can take your guests on a tour using what you learned.
  - **Have fun** and enjoy your visit to the Boise Art Museum.
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### CHAPERON GUIDELINES

*Please share and discuss this information with your chaperons.*

*Agreeing to be a chaperon for the Boise Art Museum’s School Tour Program means that you understand the following policies and agree to participate when asked by the docent.*

- **Chaperons should not bring infants, younger children, or siblings** with them on the tour.
- Keep students with the group and encouraging students to **stay at least 12” away from the artwork and walls.**
- Make sure students **sit (not lay) on the floor, keep their hands and feet to themselves** and stay at least 12” away from the walls and artwork.
- Help students to **pay attention and participate** by staying engaged with the group and the tour.
- **Encourage student participation.** If you feel you have a relevant response to the docent’s questions, please share, but allow your comment to complement the students’ ideas.
- The docent may call on you to **help during the studio project.** Pay attention to the instructions and help all students with the process.
- **Additional adults pay regular admission** and are considered independent visitors apart from the school tour. Additional adults are not required to participate in chaperon responsibilities.
- **Cameras, large purses, backpacks, coats and umbrellas should be left on the bus** or stored by the back exit until the end of the visit.
- **Turn your cell phone off.** The use of cell phones is not permitted in the Museum galleries.

# CHAPERON PASSES

BAM offers FREE admission to four (4) adult chaperons with every pre-scheduled tour group. Additional adults must pay regular admission and are considered independent visitors to the Museum. **PLEASE PRINT THIS PAGE BEFORE ARRIVING AT BAM FOR YOUR TOUR.** Designate your four chaperons and have your payment prepared. When you arrive at BAM, please identify your four designated chaperons for the docents. Chaperons must agree to help supervise groups, follow the Museum Manners and participate in the tour activities when asked.

## TOUR CHAPERON 1 \_\_\_\_\_ (TEACHER)

The Boise Art Museum's School Tour Program provides FREE admission to 4 adult chaperons with every group of students. Accepting the responsibilities of being a tour chaperon means that you understand and agree to do the following:

- Accompany their groups at all times while they are touring the Museum.
- Help the docent keep students with the group and at least 12" away from the artwork and walls.
- Assist the students and continue to supervise while in the studios.

*Please do not bring infants, siblings or younger children with you as this diverts your attention from the group.*

**THANK YOU** for helping make BAM's School Tour Program safe and enjoyable for everyone.

*This chaperon pass is only valid during a pre-scheduled school tour. Duplicates are not accepted.* BAM | BOISE ART MUSEUM

## TOUR CHAPERON 2 \_\_\_\_\_ (NAME)

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## TOUR CHAPERON 3 \_\_\_\_\_ (NAME)

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## TOUR CHAPERON 4 \_\_\_\_\_ (NAME)

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# VOCABULARY AND OBJECTIVES

## A TASTE FOR ART

- Idiom** A combination of words that have a cultural meaning that is separate from the literal meaning. For example, being *'in a pickle'* does not mean you are inside an actual pickle. Instead, it means you are in a difficult situation.
- Medium** A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved: *the medium of lithography*. The materials used in a specific artistic technique: *oils as a medium*. **Media** is the plural of medium.
- Metaphor** A phrase used to compare two unlike objects, ideas, thoughts or feelings to provide a more detailed description. *'That girl is a night owl.'* The girl is not actually an owl, but we can infer that she is more active at night because this is a characteristic of owls.
- Simile** A figure of speech where two unlike things are compared using the word "like" or "as" because the things are similar in some way. *'The boy was as hungry as a horse.'* The boy's hunger is being described as very large by comparing it to the amount of food a horse eats.
- Taste** The flavor that you experience when you eat or drink something. It can also mean a person's tendency to like and dislike certain things, their personal taste or style.

### IN THIS TOUR STUDENTS WILL

- Compare and contrast how different artists represent food in artwork.
- Explore the concept of collecting as it relates to personal preference and personal style.
- Participate in gallery activities where students use language, analytical, and reasoning skills to examine metaphors, similes, puns and idioms found in works of art.
- Apply what they have learned in the galleries about personal taste and how language can 'play on words' to create their own work of art based on food imagery.

### ABOUT THE BOISE ART MUSEUM'S PERMANENT COLLECTION

The Permanent Collection has developed in support of the Museum's mission to champion excellence in the visual arts through exhibitions, collections and educational experiences to the general public. The collection consists of over 3,000 works of art, including paintings, sculptures, drawings, prints, ceramics, photographs and a collection of ethnographic material. Works date from antiquity through the twentieth centuries and originate from Idaho and the Northwest, the United States, Central and South America, Europe, Africa, Asia, and Australia. A distinguishing character of the collection is the inclusion of more than 650 works in various media by Northwest regional artists.

# PRE-VISIT ACTIVITY: ART TALK

## A TASTE FOR ART

Please view the two reproductions (Pre-Tour Images) with your class and lead a discussion using the following questions as guidelines. There are no “right” answers. The questions are meant to guide the group discussion. Students will revisit and discuss the original works at BAM. The vocabulary in this packet will aid discussion.

Research and experience have shown that students feel more comfortable when they can connect with something familiar once they arrive at the Museum. The students are excited to find “their” works of art while they are at BAM. They enjoy sharing their insights from the classroom discussion with the docent and making valuable comparisons between the textbook-like reproductions and the original works of art.

Mark Adams

***Peaches in Silver Bowl***, 1993

Lithograph and silkscreen with airbrush, pencil, tusche wash and screen-tinted laser scans 27” x 33”  
Collection of the Boise Art Museum, Gift of the E. Mark Adams and Beth Van Hoesen Adams Trust

- What part of the artwork interests you most or what do you look at first? Why?
- Does the fruit in this image look real? Why or why not?

This artwork is of peaches in a bowl. Often, when you look at images of food, you can think of how that particular food might taste if you were to eat it.

- Have you ever eaten a peach? Do you like how peaches taste? Why or why not?

Sometimes food words can have multiple meanings.

- Have you ever heard someone call another person a peach? What do you think that means? (*It means that person is nice or pleasant.*)
- What are some other food words that have multiple meanings?
- What do you think the saying “life is like a bowl of cherries” means? What about “cool as a cucumber”?

Wouter Dam

***Red Sculpture***, 2009

Stoneware, thrown and assembled, with diffuser-applied matte glaze

Collection of the Boise Art Museum, Gift of Anita Kay Hardy and Gregory Kaslo in Honor of Terry Melton on the occasion of the 75th Anniversary of the Boise Art Museum

Take a minute and look closely at this image.

- Describe the lines you see.
- Is this artwork two-dimensional or three-dimensional? How do you know?
- What media or material do you think that this work of art is made of?
- What do you think this work of art feels like? What items in your classroom do you think would feel similar to this artwork?
- Is this an artwork that you would like to have in your room/classroom/house? Why or why not?

***The two images may also be accessed through our website, [www.boiseartmuseum.org](http://www.boiseartmuseum.org) under Learn – School Programs – School Tours – Pre-Visit Art Packs – [A Taste for Art](#)***

# PRE-VISIT IMAGE

## A TASTE FOR ART



Mark Adams

***Peaches in Silver Bowl***, 1993

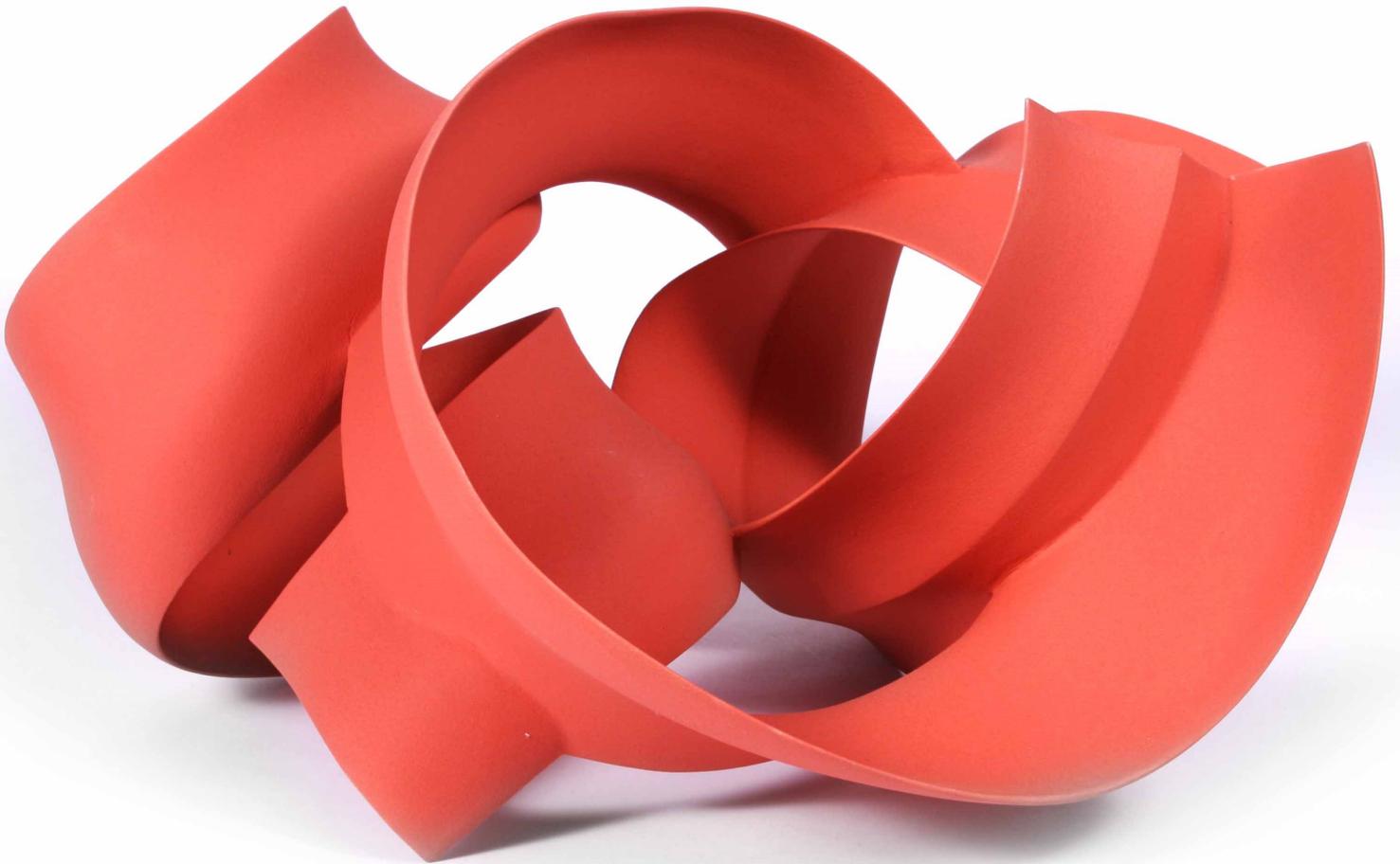
Lithograph and silkscreen with airbrush, pencil,  
tusche wash and screen-tinted laser scans 27" x 33"

Collection of the Boise Art Museum, Gift of the E. Mark Adams  
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# CURRICULUM CONNECTIONS

## A TASTE FOR ART

### **Social Studies / History / Geography:**

- The Boise Art Museum collects artwork from Northwest contemporary artists. Have students research the Northwest and what areas of the country the region includes.
- The Permanent Collection of the Boise Art Museum covers many cultures and time periods. Have students choose an area of the world that interests them, research the culture and food of that area. Students can create a recipe book to document their findings.

### **Language Arts:**

- Many cultures have tales and stories that revolve around food. Have students explore some of these tales and write their own.
- Write a poem to describe the experience of eating their favorite food. Students can use adjectives to explain the flavors, textures, colors, and smells. Challenge students to refrain from using the name of the food in their poem.
- Create a worksheet that describes the difference between metaphor and simile. Have students create their own metaphors and similes based on topics they are currently studying.

### **Math:**

- Research the size of the collections of libraries and museums of a specific location. Add the number of objects in the combined collections. Use census data to find the population of that area and see how many objects in collections there are in comparison to people.
- Proportion, perspective and scale are very important when creating a still life artwork. Have students sketch world objects and measure each object they just sketched. Then students can compare the measurements to their sketch to check for correct proportion. Or have students imagine a still life comprised of fruit and create a three-dimensional model using scaled proportions.

# CURRICULUM CONNECTIONS

## A TASTE FOR ART

### Science:

- Have students research the chemistry of ceramics and high-temperature firing. Students can learn about the geological make-up of clay, and the colors that different metals make when added to glazes and fired in a kiln.
- Examine the science of food. Which foods mix well together? Which do not? Why? Discover what happens to different types of food when they are exposed to a range of temperatures. Allow fruit to spoil and study how mold grows.

### Technology:

- Have students use the Internet to research artists that create still life artwork. Student can create a graph or Excel spreadsheet which tracks the common types of objects they see in still life artworks.
- Explore the art of stop-motion video making. (here is just one example <http://www.instructables.com/id/How-to-make-a-simple-stop-motion-video-using-Windo/> ). Pick a food idiom and have students create a stop animation video illustrating the food idiom.

### Arts:

- As a class, create a list of as many food-related idioms, metaphors, similes, and puns as students know. Have students illustrate them with short skits. The skits can be done very quickly or planned out with costumes, props, and any other visual aids.
- Have students create a set of criteria for accumulating their own private collection of artworks. Use Google's Art Project to explore well known collections around the world. Discuss why the collections were put together and why artwork is included or excluded.

# WEBSITES

## A TASTE FOR ART

### ***For Teachers***

<http://examples.yourdictionary.com/idiom.html> - Examples of idioms from around the world

<http://www.dailywritingtips.com/what-is-the-difference-between-metaphor-and-simile/> - Resource that explains the difference between metaphors and similes

<http://www.smithsonianmag.com/videos/category/ask-smithsonian/ask-smithsonian-how-do-taste-buds-work/?no-ist> - How taste buds work

[http://www.artfactory.com/art\\_appreciation/art\\_appreciation.html](http://www.artfactory.com/art_appreciation/art_appreciation.html) - Art Appreciation resource

<http://www.sharecom.ca/greenberg/taste.html> - A talk given by Clement Greenberg on “taste”

<http://www.all-science-fair-projects.com/category39.html> - Food science projects

<http://www.theartofed.com/lessons/> - Art lesson resource

### ***For Teachers and Students***

[https://www.superteachertools.net/jeopardyx/jeopardy-review-game-from-com.php?gamefile=http://www.superteachertools.com/jeopardy/usergames/Feb201106/jeopardy1297119259.txt#.VEI5W\\_nF-Ps](https://www.superteachertools.net/jeopardyx/jeopardy-review-game-from-com.php?gamefile=http://www.superteachertools.com/jeopardy/usergames/Feb201106/jeopardy1297119259.txt#.VEI5W_nF-Ps) - Simile and Metaphor game

<http://www.foodandfun.org/?p=default> - Food facts

<http://www.idiomconnection.com/food.html#A> - Food idiom list

[http://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-idioms-categories.php?category=Food](http://www.myenglishpages.com/site_php_files/vocabulary-lesson-idioms-categories.php?category=Food) - More Food idioms

<http://www.curiocabinetspot.com/kids-guide-to-collecting> - Guide to start collecting

<http://www.vocabulary.co.il/> - Vocabulary games

[http://www.artfactory.com/sitebody/art\\_lessons.html](http://www.artfactory.com/sitebody/art_lessons.html) - Still Life art lesson

[http://www.metmuseum.org/toah/hi/hi\\_still.htm](http://www.metmuseum.org/toah/hi/hi_still.htm) - Still Life timeline and collections

# BIBLIOGRAPHY

## A TASTE FOR ART

### Teachers

Lieberson, Stanley **A Matter of Taste: How Names, Fashions, and Culture Change** Yale University Press  
(August 11, 2000) ISBN-13 978-0300083859

Terban, Marvin **Scholastic Dictionary of Idioms** Scholastic Reference; Revised edition (July 1, 2006) ISBN-13: 978-0439770835

Bourdieu, Pierre **Distinction: A Social Critique of the Judgement of Taste**. London: Routledge.  
(1984) ISBN 0-415-04546-0

### Pre-K to 3rd

Robbins, Ken **Food for Thought: The Stories Behind the Things We Eat** Flash Point; 1st edition (March 3, 2009) ISBN-13: 978-1596433434

Oelschlager, Vanita **Life is a Bowl Full of Cherries** Vanita Books (May 1, 2011) ISBN-13: 978-0982636633

**The Art Book for Children**. Phaidon Press, 2005. ISBN 0714845302

### 4th to 6th

Gibeau, Claire Janvier **Similes and Metaphors** AuthorHouse, (March 30, 2010) ISBN-13: 978-1452005867

### Young Adult / Adult

Palma, Pina **Savoring Power, Consuming the Times: The Metaphors of Food in Medieval and Renaissance Italian Literature** University of Notre Dame Press; 1st Edition edition (April 15, 2013)  
ISBN-13: 978-0268038397

Gombrich, E. H. **The Preference for the Primitive: Episodes in the History of Western Taste and Art**.  
Phaidon Press, (2006) ISBN-13: 978-0714846323

Geary, James **I Is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World**  
Harper Perennial; (January 24, 2012) ISBN-13: 978-0061710292

# MAKE-IT ACTIVITY

## A TASTE FOR ART

*To extend the museum experience and connect the tour to your curriculum, consider using or adapting this lesson plan suggestion*

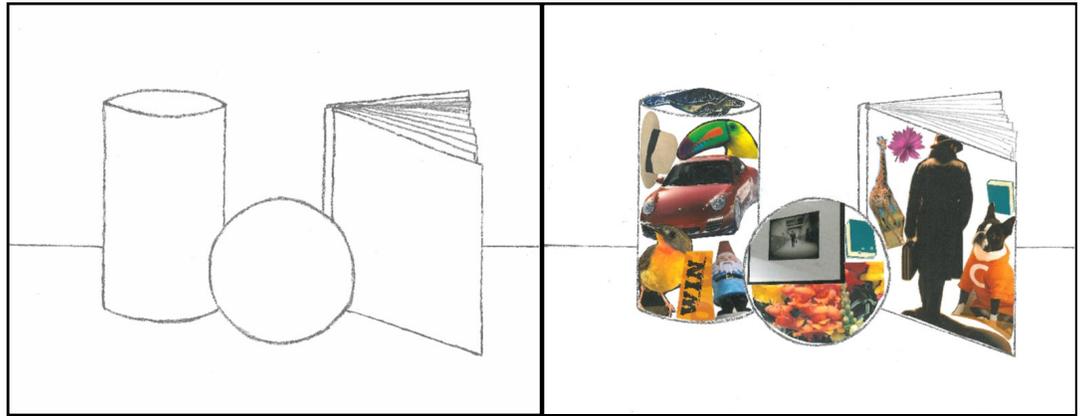
### Personal Still Life

#### **Introduction**

In this Make-It! Activity, students will extend what they have learned about personal taste and make connections to identity by creating a collage in the shape of a still life.

#### **Materials**

Large Drawing Paper  
Pencils  
Eraser  
Rulers  
Glue  
Scissors  
Magazines/Catalogs  
Newspapers



#### **Instructions**

- Before introducing the Personal Still Life project, have students think about the activities, objects, colors, and places they like. Ask students to reflect on those things they feel best fit their personal taste/style.
- Display examples of traditional still life drawings and paintings.
- Explain to students that they will be drawing the outline of a still life and then filling in the inside of those shapes with collaged images from the magazines to illustrate their own personal taste.
- Give each student a piece of large drawing paper.
- Have students draw the contour lines (outside lines) of objects from a still life. Students can use the examples or select objects of their own to draw from.
- Once students have drawn the outline, they can search through the magazines, catalogs, and newspapers to find images that illustrate their personal style.
- Students can use scissors to cut out the images and glue them inside the objects of their still life drawing. Challenge students to cut/paste the edges of the images to fit the shape of the object.

#### **EXTENSION:**

*Have students share in groups of three or four. Students can explain what images they selected to represent their own personal style and why.*