

PRE-VISIT ART PACK & CURRICULUM GUIDE

DRAGON STORIES



Liu Bolin, *Dragon Series Panel 2 of 9*, 2010, Photograph, 46 1/2" x 59"
Courtesy of the artist and the Klein Sun Gallery

Students explore storytelling, folklore, and mythology through a photographic mural by Liu Bolin which depicts the Nine-Dragon Wall in Beihai Park, Beijing, China. In the studios, students incorporate images from a variety of cultures to create artwork related to their own identities.

CONNECTS TO

- History
- Reading, writing, and listening comprehension
- Storytelling
- World cultures

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

DRAGON STORIES

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)

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:

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TOUR CHAPERON 3 _____ (NAME)

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:

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TOUR CHAPERON 4 _____ (NAME)

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VOCABULARY AND OBJECTIVES

DRAGON STORIES

Culture	Shared attitudes, values, customs and beliefs that distinguish one group of people from another.
Folklore	The traditional beliefs, customs, and stories of a community, often passed by word of mouth.
Identity	Who someone is. The qualities and beliefs that make a person different from others.
Medium	A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved: <i>the medium of lithography</i> . The materials used in a specific artistic technique: <i>oils as a medium</i> .
Media	The plural of medium.
Mythology	Traditional stories, legends, and myths associated with a particular culture, institution, or person that are often about the early history of a people or supernatural events/beings.

IN THIS TOUR STUDENTS WILL

- Compare and contrast the myths and folklore of dragons.
- Explore the concept of storytelling and how it is used in different cultures.
- Participate in gallery activities related to reading, writing, and listening comprehension.
- Apply what they have learned in the galleries about cultural myths and stories to create a work of art related to their own identity.

ABOUT THE ARTIST

Born in 1973 in the northern province of Shandong, China. Liu Bolin trained at the prestigious China Central Academy of Fine Arts, a student of the renowned artist Sui Jianguo, who mentored him at the beginning of his career. Liu belongs to the generation that came of age in the early 1990s, when China emerged from the rubble of the Cultural Revolution and was beginning to enjoy rapid economic growth and relative political stability. Liu Bolin is best known for his series of performance photography *Hiding in the City*. Since his first solo show in Beijing in 1998, Liu Bolin's work has received international recognition.

ABOUT DRAGON

Chinese dragons are legendary creatures in Chinese mythology and folklore that traditionally symbolize supreme status. In China, the Emperor used the dragon as a symbol of his imperial power and the image of the dragon often appears on imperial robes and possessions. To complement the Sculpture Court installation of Liu Bolin's *Nine-Dragon Wall* from his series *Hiding in the City*, BAM presents a selection of Chinese and Japanese objects in which the dragon is featured as the decorative element.

PRE-VISIT ACTIVITY: ART TALK

DRAGON STORIES

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.

Liu Bolin

Dragon Series Panel 2 of 9, 2010

Photograph

46 1/2” x 59”

Courtesy of the artist and the Klein Sun Gallery

- What is the first thing you see when you look at this photograph? Why?
- Do you see the person in the artwork? What clues helped you find the person?

Liu Bolin is a Chinese artist. He is both the person in the artwork and the artist who created the work of art.

- How do you think Liu Bolin created this photograph? What did he do first? Next?
- Liu Bolin paints himself to try to disappear into the background. Have you ever created an artwork that uses camouflage? Describe your artwork.

Liu Bolin and a team of artists paints himself to blend in to the background of different locations.

- Do you recognize anything in the photograph? What?
- Where do you think this photograph might have been taken? What clues can you find to help you?

This is Nine-Dragon Wall in Beihai Park, Beijing China. The artist is honoring the history of China and the cultural importance of the dragon.

Japanese Imari Charger

Japanese, Edo (Tokugawa) period, circa 1750

Porcelain with enamels

21 1/2 inches diameter

Clyde R. and Helen M. Bacon Collection of Asian Art

- How would you describe the dragon in this work of art?
- Have you seen dragons before? Where? How is this dragon similar or different from other dragons you have seen?

In Chinese and Japanese cultures, dragons were usually symbols for power. They are also associated with rainfall. Dragons often look different depending on the culture they come from.

- Does this dragon remind you of any real animals? If so, which animals? Why?

The two images may also be accessed through our website, www.boiseartmuseum.org under Learn – School Programs – School Tours – Pre-Visit Art Packs – [Dragon Stories](#)

PRE-VISIT IMAGE

DRAGON STORIES



Liu Bolin

Dragon Series Panel 2 of 9, 2010

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PRE-VISIT IMAGE

DRAGON STORIES



Japanese Imari Charger

Japanese, Edo (Tokugawa) period, circa 1750

Porcelain with enamels

21.5" (diameter)

Clyde R. and Helen M. Bacon Collection of Asian Art

The two images may also be accessed through our website, www.boiseartmuseum.org under Learn – School Programs – School Tours – Pre-Visit Art Packs – [Dragon Stories](#)

CURRICULUM CONNECTIONS

DRAGON STORIES

Social Studies / History / Geography:

- Discuss the history of ceramic artwork in Chinese and Japanese cultures. Show examples of traditional ceramic artwork. Ask students to consider which pieces may have been functional, or made for use, and which pieces may have been created for decorative purposes.
- Examine the portrayal of Asian cultures in modern society and pop culture. Have students compare and contrast movies and television shows that contain historical information about these cultures.
- Have students research culturally significant locations in China and Japan and locate them on a map. Students can also research myths or legends that deal with the specific geography of a country or culture.

Language Arts:

- Investigate symbols from Asian cultures and their meanings. Have each student select a symbol from an Asian culture and write about what it represents. Students can find examples from literature, history, or art where their symbols are prominently featured.
- Have students practice Chinese brush painting and calligraphy. Students can develop their own alphabets or characters based on pictures and symbols, similar to the development of Chinese characters.
- Read My Grandfather's Journey by Allen Say. Write poems based on what students imagine it might feel like to live in a new country or in a new culture. Have students share their poems aloud or collect the poems into a class book. Share stories and poems written by authors from other countries or cultures about their experiences in new countries.

Math:

- Explore geometry by learning about the origins of paperfolding in Asian cultures, an art form that the Japanese called origami from ori, "to fold," and gami, "paper." Have students explore possible ways to fold a square. Students can experiment with creating other forms based on basic shapes such as rectangles or triangles.
- In order to blend seamlessly into a background, Liu Bolin utilizes a grid to plan which colors and patterns to paint on his clothing and face. Have students enlarge photographs proportionally by first drawing a grid over a photograph of a landmark. Then have students draw a grid on a piece of paper larger than the photograph. Students can draw what they see in each square on the photograph in the corresponding square on the larger paper.

CURRICULUM CONNECTIONS

DRAGON STORIES

Science:

- Explore chemistry by discussing the formulas used to create the colored glazes for ceramic works of art. For a detailed lesson plan involving ceramics and chemistry, visit the following website: http://www.getty.edu/education/teachers/classroom_resources/curricula/art_science/lesson02.html
- Have students learn about archeology and how archeologists learn about other culture through objects they recover from the ground. For a lesson about simulated dig sites follow this link <http://www.archaeological.org/education/lessons/simulateddigs>

Technology:

- Have students research how technology such as cell phones or game consoles affect different countries. Students can compile data about the most common or accessible types of technology used in different countries around the world. They can use graphs and charts to show the results of their research.
- There is a variety of media used in BAM's exhibition *Dragon*, including wood, metal, clay, paint, fabric and thread. Have students research their favorite art medium and create a PowerPoint presentation for the class detailing how to create art using that medium.

Arts:

- Compare types of theater seen in China and Japan with theater in other cultures. The following lesson plan is a guide for students to learn about a type of theater from Japanese culture called Noh theater: http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh_Theater.aspx
- Explore dragons through music and dance. Have students create instruments, learn folk songs, and traditional dance associated with Japan, China and Korea. For detailed lesson plans and resources for learning about Asian cultures through music, visit the following website: <http://www.teachervision.fen.com/music/resource/8584.html?detoured=1>

WEBSITES

DRAGON STORIES

For Teachers

<http://liubolinart.com/index.php> - Liu Bolin's website

http://www.kleinsungallery.com/artist/Liu_Bolin/works/— Information about Liu Bolin

http://www.ted.com/talks/liu_bolin_the_invisible_man?language=en - TED Talk with Liu Bolin

<http://www.smithsonianmag.com/videos/category/innovation/how-does-liu-bolin-make-himself-invisible/?no-ist> - Video showing Liu Bolin's process

<http://www.learnnc.org/lp/pages/6390> - Information, tips, and advise for teaching world cultures

<http://www.ancientscripts.com/chinese.html> - Detailed information about the development of the Chinese writing system

http://americanfolklore.net/folklore/2010/07/storytelling_lesson_plan.html - Lesson plans for storytelling and folklore

For Teachers and Students

<http://www.historyforkids.org/learn/china/> - Expansive site with cross discipline information about China and other cultures

<http://www.bbc.com/news/world-asia-pacific-13017882> - Timeline for China

<http://nwdragons.com/kids-activities/> - Website for students to post their own brush paintings, read and share stories inspired by Chinese dragons, and download coloring pages and posters

<http://education.asianart.org/explore-resources/lesson-or-activity/chinese-storytelling> - Chinese storytelling tour from the Asian Art Museum in San Francisco

<http://www.amnh.org/exhibitions/past-exhibitions/mythic-creatures/dragons-creatures-of-power/natural-history-of-dragons> - Natural history of dragons by the American Natural History Museum

BIBLIOGRAPHY

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4th to 6th

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Young Adult / Adult

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MAKE-IT ACTIVITY

DRAGON STORIES

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

DRAGON EMBLEM

Introduction

In this Make-It! Activity, students will extend what they have learned about Chinese and Japanese dragons, myths, and folklore by creating their own dragon emblem depicting their personal identity and culture.

Materials

Paper plates
Images of dragons
Scissors
Sharpies
Colored pencils/markers



Instructions

- To begin, have students talk about dragons and what they symbolize in Chinese and Japanese culture.
- Have students brainstorm ideas of how they could show their personal identity or culture through different objects and designs that include dragon. (Example: a dragon chasing a pearl is a symbol of good luck.)
- Once students have an idea of what they would like to create, allow students to select a dragon image. Students can also draw their own dragon if they would prefer.
- Have students cut out the dragon and trace the outline of the dragon on a paper plate.
- Students can add colors, designs and other symbols to create their own personal dragon emblem.
- Encourage students to use shapes, colors, objects, and designs in and around the dragon that have personal meaning/symbolism.

Extensions

Cultural Emblems

Have students research myths from other cultures that involve dragons or mythological creatures. They can create emblems to represent those myths or write their own myth using their artwork as inspiration.