

# BAM | BOISE ART MUSEUM

## PRE-VISIT ART PACK & CURRICULUM GUIDE

### HIDDEN FROM VIEW



Liu Bolin, *Hiding in New York No. 7 - Made in China*, 2012, Photograph, 44 1/4 x 59 inches  
Courtesy of the artist and the Klein Sun Gallery.

Students embark on a journey exploring famous landmarks while using problem solving and reasoning skills to investigate clues in the innovative photographs of artist Liu Bolin. In the studios, students decide how to express their own identities as they relate to specific objects and places.

#### CONNECTS TO

- Place and Landmarks
- Problem Solving
- Identity
- Critical Thinking

#### 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

## HIDDEN FROM VIEW TOUR

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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)

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)

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

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- 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.

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# VOCABULARY AND OBJECTIVES

## HIDDEN FROM VIEW

<b>Culture</b>	Shared attitudes, values, customs and beliefs that distinguish one group of people from another.
<b>Identity</b>	Who someone is. The qualities and beliefs that make a person different from others.
<b>Landmark</b>	An object or feature of a landscape, town, or place that is easily seen and recognized, often having historical, aesthetic, or cultural importance.
<b>Medium</b>	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> .
<b>Media</b>	The plural of medium

## IN THIS TOUR STUDENTS WILL

- Compare and contrast artwork by Liu Bolin and discuss the ways in which the objects and landmarks shown relate to the artist's identity.
- Explore the concept of place and how aspects of culture can be hidden in famous landmarks
- Participate in gallery activities that encourage students to use problem solving and reasoning skills to investigate the artwork of Liu Bolin.
- Apply what they have learned in the galleries about landmarks and culture to create their own work of art that expresses their own identity in relation to specific objects and places.

## 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. Among other international venues, his distinctive photographs and sculptures have been shown at the major contemporary photography festival Les Rencontres d'Arles at Dashanzi Art Zone in Beijing, and he had solo shows at Fotografiska Museet in Stockholm, H.C. Andersen Museum in Rome, Forma Foundation in Milan, at Dashanzi Art Zone (Beijing) Photography Galerie Bertin-Toublanc and Paris-Beijing in Paris, Klein Sun Gallery in New York, Boxart Gallery in Verona, Magda Gallery in Shanghai. He took part in the 2013 edition of the annual TED global conversation in Los Angeles (NY). He now lives and works in Beijing.

# PRE-VISIT ACTIVITY: ART TALK

## HIDDEN FROM VIEW

*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.*

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Liu Bolin

***Hiding in New York No. 7 - Made in China***, 2012

Photograph

44 1/4" 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 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 a location. Some of the locations he chooses are real places and other locations are created in his studio.

- The artwork is titled *Made in China*, but was created with objects he purchased in New York. Why do you think Liu Bolin called the artwork *Made in China*?

Liu Bolin

***Hiding in the City No. 89 - Forbidden City***, 2010

Photograph

39 3/8" x 59"

Courtesy of the artist and the Klein Sun Gallery

- How is this work similar to the previous artwork? How is it different?
- In which country do you think this photograph might have been taken? What clues did you use to decide which country is shown in the artwork?

Liu Bolin is originally from China, but has created artwork all over the world. The artist often creates his artwork in front of famous landmarks from different countries and cultures.

- Have you heard the word landmark before? Who can explain what it means?
- Why do you think Liu Bolin would paint himself in front of this landmark?
- If you were to paint yourself in front of a famous landmark in Boise/Idaho/USA would it be and why?

***The two images may also be accessed through our website, [www.boiseartmuseum.org](http://www.boiseartmuseum.org) under Education – BAM Teachers – Pre-Visit Art Packs – [Hidden From View](#)***



# PRE-VISIT IMAGE

HIDDEN FROM VIEW



Liu Bolin

*Hiding in New York No. 7 - Made in China, 2012*

Photograph  
44 1/4" x 59"

Courtesy of the artist and the Klein Sun Gallery

*The two images may also be accessed through our website, [www.boiseartmuseum.org](http://www.boiseartmuseum.org) under Education – BAM Teachers – Pre-Visit Art Packs – [Hidden From View](#)*



# PRE-VISIT IMAGE

## HIDDEN FROM VIEW



Liu Bolin  
*Hiding in the City No. 89 - Forbidden City*, 2010  
Photograph  
39 3/8" x 59"  
Courtesy of the artist and the Klein Sun Gallery

*The two images may also be accessed through our website, [www.boiseartmuseum.org](http://www.boiseartmuseum.org)  
under Education – BAM Teachers – Pre-Visit Art Packs – [Hidden From View](#)*



# CURRICULUM CONNECTIONS

## HIDDEN FROM VIEW

### Social Studies / History / Geography:

- Research cultural heritages and traditions. Have students interview family members and ask questions about where they grew up, their experiences at home and in school, places they have visited and other family members or individuals who influenced them. Students can write short memoirs or essays about their family members using information gathered from their interviews.
- Have students select a historic place in Idaho from the nation registry: <http://history.idaho.gov/national-register-historic-places> Students can create a report about importance of that location. Encourage students to explore the cultural connections each of these places have to the surrounding community.

### Language Arts:

- Have students choose their favorite photograph from the Liu Bolin exhibition and write a narrative about the character(s) in the artwork. Encourage students to include a dialogue between the character in the painting and themselves. Particularly why the character is in that specific location and how it relates to the student.
- 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. Have students focus on their identity or role in the culture or country they are writing about.

### Math:

- 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.
- Liu Bolin has created artwork in Beijing, China and New York City, New York. He has also created artwork in other parts of the world like Paris, France. Have students calculate how long it would take to travel to and from major cities in the world. Students can compare different types of transportation and determine the fastest and most economic mode of transportation. *\*Technology connection: Have students create an Excel spreadsheet or bar graph comparing cost versus time.*

# CURRICULUM CONNECTIONS

## HIDDEN FROM VIEW

### Science:

- Explore the many types of camouflage used by animals. For detailed lesson plans involving camouflage visit: <http://www.brainpop.com/educators/community/bp-jr-topic/camouflage/>
- Liu Bolin uses color to blend in to the background of his locations. Examine the science of color. Which colors attract attention, and which ones fade into the background? Are there colors that are easier for the eye to see? How does light affect how we see color? Visit this website to explore color and vision <http://www.colormatters.com/color-and-vision>

### Technology:

- Discover the ways in which technology has influenced cultures. Liu Bolin is interested in exploring how people control technology and how technology controls people. Each student can select a mode of technology such as a cellphone, television, computer, the internet, or air travel. Then have students list the range of applications that type of technology has for learning about other cultures. Students can consider how their mode of technology has made world cultures more connected or how that technology has shaped world cultures. Have students make predictions about how that type of technology will change and shape world cultures in the next 50 years. Record students' predictions and create a class time capsule, including images and descriptions of current technology alongside the predicted outcomes.
- Have students stand somewhere in the school while another student photographs them. Liu Bolin does not use any photo-editing process when he creates his artwork. However, students can mimic his process by using a photo editing program to make their classmates blend in to backgrounds. Students can create a PowerPoint presentation of showing their process of making students disappear.

### Arts:

- Liu Bolin is often referred to as the 'Invisible Man' because he paints himself to camouflage in to the background. Have students create and cut out silhouettes of people. Choose a place in the classroom or school where the cut-outs can be placed. Take a picture of the location for reference. Students can then use paint or colored pencils to cover the cut-out with the patterns and colors from that location. As a class, walk around the school or classroom and have students demonstration how their figure blends into the location.

# WEBSITES

## HIDDEN FROM VIEW

### ***For Teachers***

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

[http://www.kleinsungallery.com/artist/Liu\\_Bolin/works/](http://www.kleinsungallery.com/artist/Liu_Bolin/works/)— Information about Liu Bolin

[http://www.ted.com/talks/liu\\_bolin\\_the\\_invisible\\_man?language=en](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 about world cultures

[http://www.pbs.org/parents/catinthehat/activity\\_exploring\\_animal\\_camouflage.html](http://www.pbs.org/parents/catinthehat/activity_exploring_animal_camouflage.html) - Lesson plans and games about animal camouflage

<http://www.scholastic.com/teachers/article/how-you-can-help-children-solve-problems> - Problem solving ideas for younger students

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

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

<http://kids.usa.gov/teens/play-games/art-and-music-games/index.shtml> - Interactive activities for students to introduce them to photography

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

[http://education.nationalgeographic.com/education/encyclopedia/camouflage/?ar\\_a=1](http://education.nationalgeographic.com/education/encyclopedia/camouflage/?ar_a=1) - Examples of animals that use camouflage

<http://www.artsology.com/games.php> – Games about art related to 20th Century art

<http://fsjna.org/happy-birthday-grand-route/a-kids-guide-to-famous-u-s-landmarks/> - A guide to famous landmarks

# BIBLIOGRAPHY

## HIDDEN FROM VIEW

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**ISBN-13:** 978-0142180846

### Pre-K to 3rd

Knapp, Andrew. ***Find Momo: A Photography Book.*** Quirk Books, March 4, 2014.

**ISBN-13:** 978-1594746789

Morris, Ting. ***Arts and Crafts of Ancient China.*** Smart Apple Media, 2007.

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Price, Bill. ***Landmarks of the World.*** Canary Press, August 2007. **ISBN-13:** 978-0953797622

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### Young Adult / Adult

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**ISBN-13:** 978-1933952680

Eberhard, Wolfram. ***A History of China.*** 2014 **ASIN:** B0084991IG

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**ISBN-13:** 978-1623540371

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Newark, Tim. ***Camouflage.*** Thames and Hudson, June 11, 2007. **ISBN-13:** 978-0500513477



# MAKE-IT ACTIVITY

## HIDDEN FROM VIEW

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

## LANDMARK PORTRAIT

### Introduction

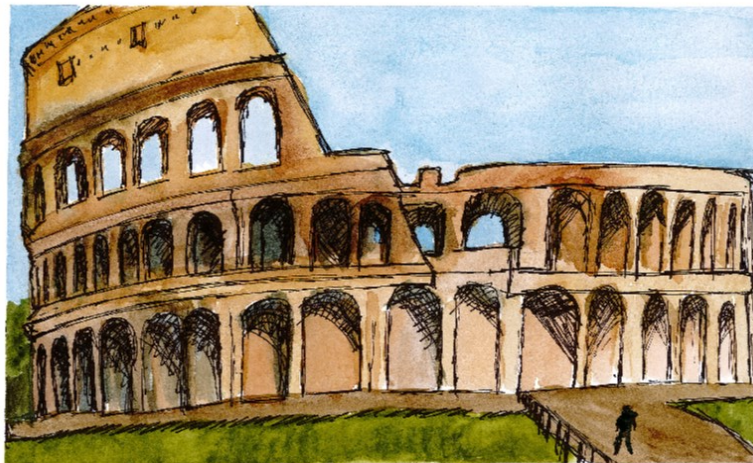
In this Make-It! Activity, students will extend what they have learned about culture, landmarks, and identity by creating a portrait of themselves at a landmark that they would like to visit.

### Materials

Images of well-known landmarks

Paper, canvas, wood, etc, for the background

Paint, pencils, markers



### Instructions

- Have students discuss landmarks that they have heard about or have visited.
- Compile a list of landmarks and have students select a place they would like to visit.
- Next, have students find images of that landmark that they can use for inspiration.
- Students then can draw or paint the landmark with themselves added into the artwork as if it was a place that they had been. It could be similar to a photograph they might take on a trip.
- Have students hang their landmark portraits in the classroom and explain why they chose that landmark.

### **EXTENSION:**

#### **Landmark Story**

Have students research the landmark they chose write a fictional story about a visit to that place. Students can include facts about the country and the landmark with their fictional account of the visit.