

PRE-VISIT ART PACK & CURRICULUM GUIDE

ENVIRONMENT



Adam Sorensen, *Flusskeller*, 2010
Oil on linen
Collection of the Boise Art Museum

Students learn about weather systems and environment through the exhibition ***Weather or Not*** which examines the relationship between humans and nature. In the studios, students incorporate elements of nature in their own artwork.

CONNECTS TO

- Environment
- Natural Science
- Place
- Weather

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

ENVIRONMENT

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.
-

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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- Help the docent keep students with the group and at least 12" away from the artwork and walls.
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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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- Help the docent keep students with the group and at least 12" away from the artwork and walls.
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TOUR CHAPERON 4 _____ (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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VOCABULARY AND OBJECTIVES

ENVIRONMENT

| | |
|--------------------|--|
| Background | The area in an image that is farthest away from the viewer. |
| Environment | The natural world as a whole or in a particular geographical area. |
| Foreground | The area in an image that is closest to the viewer. |
| Landscape | All the visible features of an area of land. |
| Medium | The material that artists use to create their art. One work of art could be made of one medium or several media. |
| Media | Media is the plural of medium. |
| Weather | The temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place. |

IN THIS TOUR STUDENTS WILL

- Compare and contrast artwork related to the environment and discuss how different kinds of weather impact our lives.
- Explore ideas of human interaction and involvement with the natural world.
- Participate in gallery activities that encourage students to engage with art depicting nature and better understand their own relationship with the natural world.
- Apply what they have learned in the galleries about weather systems, background, and foreground to create their own interpretation of a landscape.

ABOUT THE EXHIBITION

The issue of climate change and its effect on weather has been debated by scientists, politicians, and futurists for decades, and in recent years, the evidence has more clearly revealed that environmental warming is a global phenomenon. Melting ice, rising seas, increased flooding, and severe droughts are worldwide events. The degree to which it is hot or cold, wet or dry, calm or stormy, impacts our lives. Whether ecological change is part of a natural cycle or induced by a range of possible man-made causes, *Weather or Not* highlights artists who are turning their attention to environmental themes. Originally inspired by BAM's *Second Nature Art Cards*, *Weather or Not* presents selections from the Museum's Permanent Collection in which artists reflect on relationships between humans and nature.

PRE-VISIT ACTIVITY: ART TALK

ENVIRONMENT

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.

Adam Sorensen

Flusskeller, 2010

Oil on linen

Collection of the Boise Art Museum

- What do you think is the most interesting thing about this artwork?

The artist, Adam Sorensen, is interested in painting landscapes that feel like they go far into the distance, and are possibly not from this world. Sorensen uses the white water and neon rocks to create a sense of vast space.

- What do you think it would be like to step into this landscape? What would you expect to see, hear, smell?
- Does this landscape look like a real place to you? Why or why not?
- What parts of the painting might seem like they are from a different world?
- What type of landscape would you create using neon colors? Why?

Eirik Johnson

Freshly Felled Trees, Nemah, Washington, 2007

Archival pigment print

Collection of the Boise Art Museum

- What is the first thing you notice about this photograph?

Artist Eirik Johnson usually documents changing landscapes in his photographs. In this image, he explores the relationship between industries, the communities they support, and the environments they impact.

- How is the left side of the image different from the right side?
- What do you see in the man-made meadow on the right?
- Why do you think the artist wants to document the changing landscape?
- How would this photograph be different if the dense forest continued across the entire photograph?

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

PRE-VISIT IMAGE

ENVIRONMENT



Adam Sorensen
Flusskeller, 2010
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PRE-VISIT IMAGE

ENVIRONMENT



Eirik Johnson
Freshly Felled Trees, Nemah, Washington, 2007
Archival pigment print
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CURRICULUM CONNECTIONS

ENVIRONMENT

Social Studies / History / Geography:

- A large part of a country's culture is often tied to its landscape and environment. Have students pick a country and research how that country's environment influences culture, business, cuisine, holidays, clothing, etc. Then have students report their findings.
- Often, natural resources have played a role in conflicts and wars. Have students study and present to the class conflicts and wars that have heavily involved struggles over natural resources. Once students have presented their findings, compile a list of similarities between the class examples. Then identify any trends or recurring themes.

Language Arts:

- Have students study nature writing and then practice by going outdoors to write. Have them use vivid language and examples to help readers fully grasp a sense of place.
- A seemingly endless "frontier" was a defining attribute of America in its early history. Many immigrants moved to America in hopes of owning their own land. Have students imagine they are immigrants just starting their new life on the vast frontiers of the American West. Have them write letters as if they were writing home to the family they just left, explaining their new lives and the new land they are experiencing. If you have time, show students the advertisement provided in the following link to get an idea of what enticed immigrants in the late 19th century: <http://www.americanyawp.com/text/wp-content/uploads/001dr1.jpg>.
- Have students learn to write Haikus, a traditional form of Japanese poetry that mostly uses nature as its subject. Haikus consist of 3 lines. The first and third lines are 5 syllables, while the middle line is 7, creating the pattern 5, 7, 5. As these poems are short and rarely rhyme, have students write several, making their own Haiku compilation based on nature.

Science:

- *Weather or Not* features many depictions of water. Study the water cycle by building terrariums. Have students watch and record the different phases of water they observe in their mini-ecosystem. For further ideas about terrariums: <https://www.nwf.org/pdf/Schoolyard%20Habitats/WaterCycle-NWF2011.pdf>.
- Help students grasp where their water comes from. Use the link below for a chart that will help you divide 12 liters of water (which will represent all the water on earth) to their respective categories. For example 11.6 L for the ocean, 260 mL for ice caps and glaciers, 0.1 mL for the atmosphere, etc. Point out that less than 1% of the remaining water is the amount left for humans and wildlife. Then brainstorm ways to conserve water for exact measurements visit: <https://www.nwf.org/pdf/Schoolyard%20Habitats/WaterWaterEverywhere-NWF2011.pdf>.

CURRICULUM CONNECTIONS

ENVIRONMENT

Math:

- Often the most direct contact students have with nature is outdoor recreation. Plan two points on a map of Idaho and have students calculate how long it would take to travel from one point to the next using different modes of recreation. For example, how long would it take to canoe the river between the two points versus taking a four wheeler? Additional connection: Have students create an Excel spreadsheet or a bar graph comparing the times of the various modes of transportation.
- Artists in the exhibition *Weather or Not* address the impact humans have on nature. Have students learn and calculate their natural resource consumption by saving discarded paper in the classroom. For two weeks, have students save all the paper they would normally throw away. Based off their two week calculations, have students project how much paper they discard each month, year, or more. You could also have them measure and average the unused area on individual sheets of paper. Follow up by brainstorming what students might change about their daily practices based off the assignment.

Technology:

- Meteorologists are scientists who study the atmosphere to observe its effects on the environment, predict weather, and study climate trends. Most recently, meteorologists have relied on satellites to do their research. Have students look at different satellite images and ask them what kind of weather they would predict based on the images. For help accessing images consult <http://www.nnvl.noaa.gov/>.
- Have students use the sun to tell time. Rather than rely on clocks, have students construct a sundial to tell time. For instructions on how to make different types of sundials, visit <http://www.sundials.co.uk/projects.htm>.
- People have learned how to harness the energy from weather for their benefit. Have students research how people use wind, water, and the sun to create usable energy. Then make simple solar oven as a class, and try cooking something. One idea for a solar oven can be made out a pizza box and aluminum foil and used to roast marshmallows: <http://www.perkinselearning.org/activity-bank/create-solar-powered-oven-out-pizza-box>.

Arts:

- Throughout history, many artists have sought to depict nature and weather in their art. In the 20th century, artists started doing more than just depicting nature in art, but also incorporating nature into their art as media. Have students collect leaves, twigs, and grass and make collages out of natural objects.
- Have students record sounds they hear in their environment that are both natural and manmade such as water running in a river, tree leaves rustling in the wind, cars passing on a busy street, people talking or birds chirping. Students can use their digital recordings to create a song or other musical piece which reflects their environment.

WEBSITES

ENVIRONMENT

For Teachers

<http://www.education.noaa.gov/> - The National Oceanic and Atmospheric Administration Education Resources

<http://www.nnvl.noaa.gov/> - Environmental Visualization Laboratory

<http://climate.nasa.gov/evidence/> - Global climate change information

<http://www.maths.surrey.ac.uk/hosted-sites/R.Knott/Fibonacci/fib.html>
and <http://britton.disted.camosun.bc.ca/fibslide/jbfibslide.htm> - Fibonacci Sequence information

<http://www.n2yo.com/satellites/?c=3> - A list of the world's weather satellites

https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Exploring_Weather.aspx
Explore weather conditions through famous paintings

For Teachers and Students

<http://www.weatherwizkids.com/career-becoming-meteorologist.htm> - Information about becoming a meteorologist

<http://www.srh.weather.gov/jetstream/matrix.htm> - A topic matrix about different weather subjects

http://www.srh.noaa.gov/bmx/?n=kidscorner_weatherexperiments - Different weather experiments

https://www.ted.com/playlists/142/the_forecast_calls_for - Seven TED talks on climate change and using weather in art.

<http://pmm.nasa.gov/education/> - Education sources about precipitation

<http://www.fs.usda.gov/main/conservationeducation/smokey-woody/woody-owl/activity-guide> - Activity guides to teach about and promote environmental conservation.

BIBLIOGRAPHY

ENVIRONMENT

Teachers

Ahrens, C. Donald and Robert Henson. *Meteorology Today*. Brooks Cole, January 1, 2015. ISBN-13: 978-1305113589.

Dunlop, Storm. *The Weather Identification Handbook: The Ultimate Guide for Weather Watchers*. Lyons Press, June 1, 2003. ISBN-13: 978-1585748570.

Harrison, Kathryn and Lisa McIntosh Sundstorm. *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change*. The MIT Press, July 23, 2010. ISBN-13: 978-0262514316.

Boyle, Godfrey. *Renewable Energy: Power for a Sustainable Future*. Oxford University Press, November 8, 2012. ISBN-13: 978-0199545339.

Pre-K to 3rd

Thomas, Rick. *Rising Waters: A Book About Floods*. Picture Window Books, January 1, 2005. ISBN-13: 978-1404818460.

Thomas, Rick. *Whiteout!: A Book About Blizzards*. Picture Window Books, January 1, 2005. ISBN-13: 978-1404818507.

Sherman, Josepha. *Gusts and Gales: A Book about Wind*. Picture Window Books, July 1, 2003. ISBN-13: 978-140803381.

Carle, Eric. *Little Cloud*. Philomel Books, May 4, 1998. ISBN-13: 978-0399131919.

dePaola, Tomie. *The Cloud Book*. Holiday House, May 1, 1984. ISBN-13: 978-0823405312.

Gibbons, Gail. *Hurricanes!* Holiday House, June 10, 2012. ISBN-13: 978-0823422975.

Gibbons, Gail. *Tornados!* Holiday House, January 4, 2010. ISBN-13: 978-0823422975.

4th-6th

Riechmann, Annie and Dawn Suzette Smith. *Whatever the Weather: Science Experiments and Art Activities that Explore the Wonders of Weather*. Roost Books, April 5, 2016. ISBN-13: 978-1611802313.

Wild About Weather. From the National Wildlife Federation. Learning Triangle Press, October 1, 1997. ISBN 13: 978-0070470989

Kostigen, Thomas M. *Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!* National Geographic Children's Books, October 14, 2014. ISBN-13: 978-1426318111

Young Adult / Adult

Hamblyn, Richard. *The Cloud Book*. David & Charles, March 21, 2008. ISBN-13: 978-0715328088.

Redniss, Lauren. *Thunder & Lightning: Weather Past, Present, Future*. Random House, October 27, 2015. ISBN-13: 978-0812993172.

Moore, Peter. *The Weather Experiment: The Pioneers Who Sought to See the Future*. Farrar, Straus and Giroux, June 2, 2015. ISBN 13: 978-0865478091.

MAKE-IT ACTIVITY

ENVIRONMENT

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

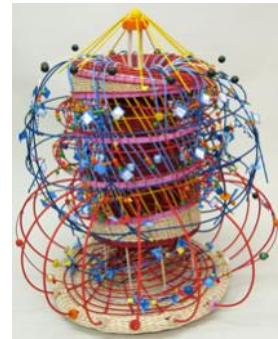
Weather Sculpture

Introduction

In this Make-It! Activity, students will extend what they have learned about weather by documenting weather conditions -and then portraying their data in a creative multi-media hanging sculpture.

Materials

- A blank chart to document weather conditions
- Paper towels
- Cotton Balls
- Toothpicks
- Tape
- Glue
- Stick or dowel
- String



Nathalie Miebach
“Musical Buoy in Search Towards a New Shore,” 2009.

Instructions

- Choose a period of time and have students document weather conditions each day. Temperature, humidity, precipitation, cloud coverage, wind, are some examples of weather conditions that your students could document.
- Once all the data is collected, have students plan and execute weather conditions they observed in one collective model made from paper towels, cotton balls, string, etc. A good way to start is by assigning a particular medium to a weather condition.
- Encourage students to make their model as 3-D as possible and include as many types of weather conditions as they can.
- Attach the sculpture to a string tied to a stick or dowel and hang it in the classroom.

EXTENSION:

Graphing Data

Have students create a bar or line graph illustrating the temperatures of a week's worth of data on the back of their artwork.

Here is a TED talk with artist Nathalie Miebach explaining who she creates weather sculptures.

https://www.ted.com/talks/nathalie_miebach?language=en