

PRE-VISIT ART PACK & CURRICULUM GUIDE

ANIMALS



Adonna Khare, *Pool Party*, 2015
Carbon pencil on paper
Courtesy of the artist

Students embark on a story-filled journey exploring the animal kingdom through artist Adonna Khare's large-scale drawings. In the studios, students create a work of art that combines animals and imaginative landscapes in unexpected scenarios.

CONNECTS TO

- Storytelling
- Animal Kingdom
- Conservation
- Scale
- Personal History/Identity

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

ANIMALS

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:

- 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 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:

- 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 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:

- 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

VOCABULARY AND OBJECTIVES

ANIMALS

Animal kingdom	A basic group that includes all living and extinct animals.
Conservation	The protection or careful use of animals, plants, and natural resources to prevent them from being lost or wasted.
Identity	The qualities and beliefs that distinguish a particular person from others.
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.
Symbol	An object that expresses or represents a particular idea.

IN THIS TOUR STUDENTS WILL

- Compare and contrast how Adonna Khare depicts different animals to explore relationships between humans and animals.
- Explore the concept of identity and how personal histories can be included in an artist's work.
- Participate in gallery activities that encourage students to share their interpretation of the artwork and discuss animals as symbols.
- Apply what they have learned in the galleries to create black-and-white drawings that tell a story.

ABOUT THE EXHIBITION

Adonna Khare is an American artist known for her fanciful, large-scale carbon pencil drawings featuring creatures juxtaposed with ordinary events. Her drawings are not pre-planned, rather they evolve through Khare's experiences with people and the absurdities of life. The result is a group of drawings in which the animals coexist in a world beyond ours, and are inexplicably tied together, often not by choice. Through her work, the artist hopes to inspire adults and children to allow their imaginations to envelop them into a world other than their own. Viewers are encouraged to spend time discovering the work as it unfolds foot-by-foot, story-by-story.

PRE-VISIT ACTIVITY: ART TALK

ANIMALS

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.

Adona Khare

Pool Party (detail), 2015

Carbon pencil on paper

Courtesy of the artist

- Name some of the animals you see. What are they doing?
- Have any of you ever seen any of these animals in person?
- Where were you?

Look how these animals are interacting with each other.

- Why do you think the artist wanted to show tigers and zebras together?
- Do they look like they are friends?

The artist Adonna Khare often draws images that tell part of a story.

- What do you think happened leading up to this scene?
- What do you think will happen after this?
- What title might you give this drawing?

Adonna Khare

Tiger and Windmill (detail), 2006

Carbon pencil on paper

Courtesy of the artist

The objects and animals that Adonna Khare draws are often symbols (*an image or object that stands for something else*).

- Can you give me an example of a symbol?
- What do you think of when you see tigers? What kind of qualities do they have?

Adonna Khare also includes things that represent aspects of her identity or personal history.

- What is on top of the tiger?
- Why might the artist include a windmill in this image?

Khare has Dutch heritage. Dutch people are from the Netherlands.

- If you were going to draw something about your heritage, what would you draw?

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

PRE-VISIT IMAGE

ANIMALS

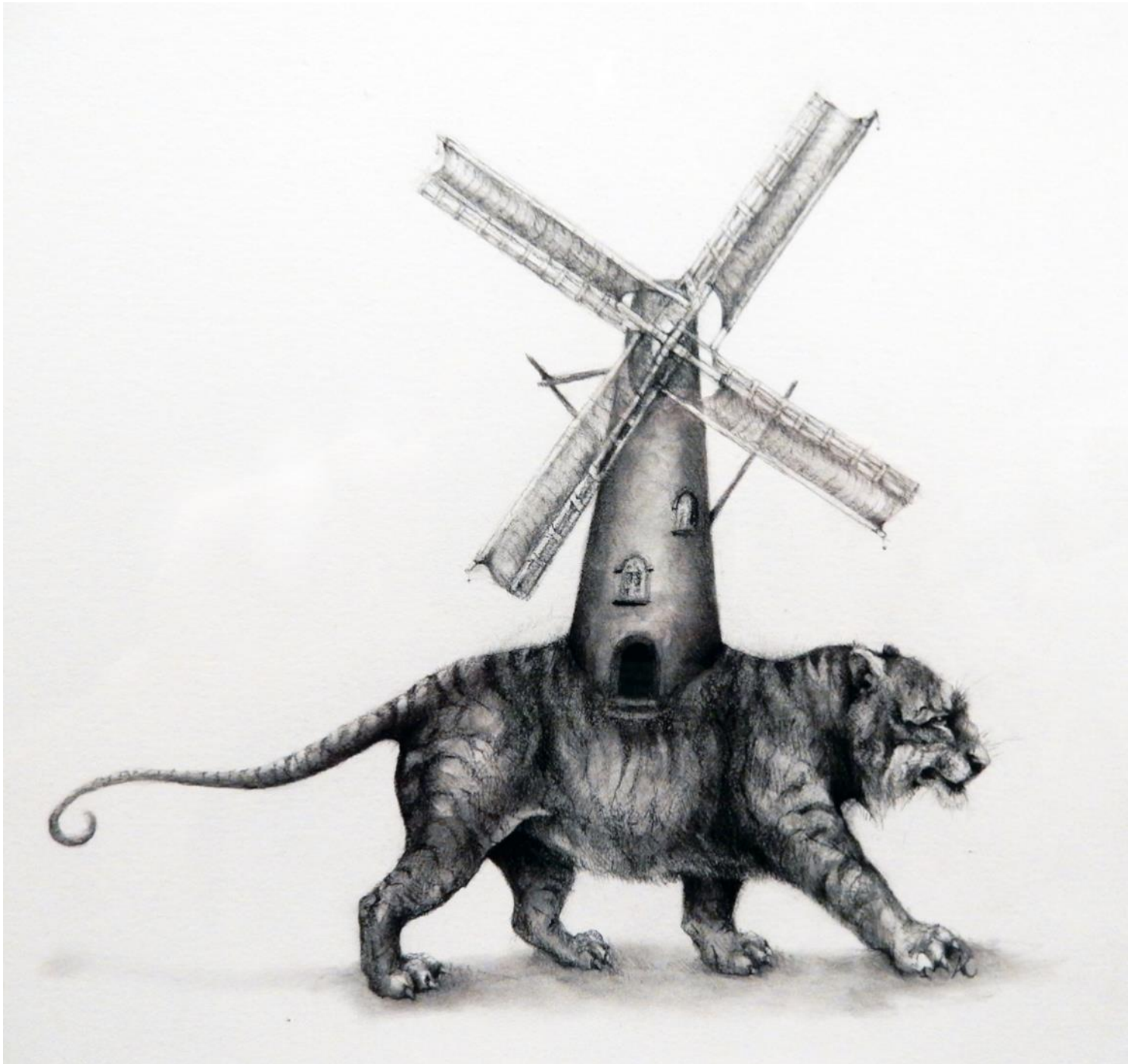


Adona Khare
Pool Party (detail), 2015
Carbon pencil on paper
Courtesy of the artist

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

PRE-VISIT IMAGE

ANIMALS



Adonna Khare
Tiger and Windmill (detail), 2006
Carbon pencil on paper
Courtesy of the artist

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

CURRICULUM CONNECTIONS

ANIMALS

Social Studies / History / Geography:

- Adonna Khare's work depicts many different animal species. Have students select and identify two different animals in one of Khare's drawings. Have them research the different regions of the world where each animal comes from. Have students keep track and mark on a map each country that is represented in Khare's artwork.
- Often Khare includes symbols of her heritage and personal history in her drawings. For example, she includes the windmill in her art to symbolize her Dutch heritage. Have students research their own heritage and come up with symbols to represent elements of their own personal history. Then have them present their symbols to the class in a creative way.

Language Arts:

- Adonna Khare's artwork has strong narrative qualities. Have students select one of Khare's images and create a story using her artwork as inspiration. Help students begin the process by asking questions like who are the main characters, what is the main conflict, and where is the story taking place?
- Have students find a story that features animals in a significant way. Read one as a class, or have each student read their own. Then have them write a book report that analyzes how animals impacted or changed the meaning of the story.

Science:

- One reason Adonna Khare often depicts animals in her artwork to highlight her ideas about conservation. Have students research a species that is currently threatened or endangered. Have them report on what had led to their endangerment and possible solutions to the problem.
- Charles Darwin's study of animals in the Galapagos Islands led to one of the most influential scientific theories of the 20th century. Have students research animal species that have changed over a period of time. Students can use images and data in a PowerPoint presentation to share their findings.

CURRICULUM CONNECTIONS

ANIMALS

Math:

- Adonna Khare often plays with scale in her drawings. For example, she may show a polar bear at half the size of a rabbit in the same drawing. As a class, brainstorm a list of animals and have students guess the order of the animals' height - shortest to tallest. Then have students select two animals from the list to research actual heights. Students can depict their two animals in artwork using ratios appropriate to their actual heights.
- Have students choose an animal and research the average amount of food that animal eats per day. Then provide your students with a specific ration of food for their animal and have them determine how long they could provide for their chosen animal based off of the designated provisions. Students can project how much food they would need for their animal for 45 days, three months, etc. Extension: Have students research the cost of provisions to keep their animal healthy. Have each student create a budget for taking care of their animal for a predetermined period of time.

Technology:

- Have students research and report different ways animals have influenced technological advancements. For example, studying shark skin helped inform Olympic swimming suits or researching animals' eyesight helped to advance night vision. Then have students share both existing/successful technological advancements and current developments.
- Many works of art in the exhibition *Adonna Khare: The Kingdom* depict creatures that are partly human and partly animal. Use computer software to fuse two or more opposite things into one cohesive, composite image. Encourage students to make their fusions as seamless as possible.

Arts:

- Adonna Khare often has people she knows model for the animals in her drawings. Have students create a portrait of someone they know as an animal. Encourage students to consider using multiple animals to create their portraits.
- Adonna Khare primarily works with black-and-white drawing materials. Have students create artwork exclusively in this color pallet. Encourage students to use a variety of mediums, but restrict their colors to black, white, and shades thereof.

WEBSITES

ANIMALS

For Teachers

<http://nonsensesociety.com/2012/11/adonna-khare/> Article about Khare's process.

<http://www.latimes.com/tn-818-1008-unheralded-burbank-artist-wins-200000-in-populist-artprize-show-story.html> Article about Khare's ArtPrize award

<http://www.artinstructionblog.com/charcoal-drawing-basics-techniques-for-beginners> Brief tutorials on charcoal drawing basics

<http://nationalzoo.si.edu/education/> Educational materials from the Smithsonian National Zoological Park

<http://naturalhistory.si.edu/explore.html> Educational material for the Smithsonian National Museum of Natural History

<http://www.planetesme.com/storytelling.html> How to teach effective storytelling

<http://treasurevalleystorytellers.com/> Treasure Valley Storytellers website

For Teachers and Students

<http://www.adonnak.com/> Khare's personal website

<https://www.youtube.com/watch?v=BLdlkgjT0YE> Video of Khare's installation process

<http://www.howtodrawit.com/> A how to draw website

<http://animals.sandiegozoo.org/> Zoo website with animal information and videos

<http://zooboise.org/conservation> Zoo Boise talks about conservation

<http://zooboise.org/animals/> Zoo Boise talks about their animals

<http://www.symbols.com/> Online dictionary of symbols

BIBLIOGRAPHY

ANIMALS

BIBLIOGRAPHY

Teachers

Martin Salisbury. *Children's Picturebooks: The Art of Visual Storytelling*. Laurence King Publishing, February 8, 2012. ISBN-13: 978-1856697385.

Betty Edwards. *Drawing from the Right Side of the Brain*. TeacherPerigee, April 26, 2012. ISBN-13: 978-1585429202.

Margo Leitman. *Long Story Short: The Only Storytelling Guide You'll Ever Need*. Sasquatch Books, October 13, 2012. ISBN-13: 978-1632170279

Pre-K to 3rd

Graeme Base. *Animalia*. Harry N. Abrams, September 20, 1993. ISBN-13: 978-0810919396.

Laura Whipple. *Eric Carle's Animals Animals*. Puffin Books, September 1, 1999. ISBN-13: 978-0608118553.

Richard Scarry. *Richard Scarry's Best Storybook Ever!* Golden Books, June 8, 2000. ISBN-13: 978-0307165480.

4th-6th

Smithsonian, Natural History, DK, October 4, 2010. ISBN-13 978-0756667528

Steve Jenkins. *The Animal Book: A Collection of the Fastest, Fiercest, Toughest, Cleverest, Shyest—and Most Surprising—Animals on Earth*. HMH Books for Young Readers, October 29, 2013. ISBN-13: 978-0547557991.

Lee J. Ames. *Draw 50 Animals: The Step-by-Step Way to Draw Elephants, Tigers, Dogs, Fish, Birds, and Many More....* Watson-Guption, May 8, 2012. ISBN-13: 978-0823085781.

Young Adult / Adult

David Alderton. *The Encyclopedia of Animals*. Chartwell Books, October 15, 2013. ISBN-13 978-0785830801.

Sketching from the Imagination: Fantasy. 3dtotal Publishing, November 25, 2014. ISBN-13: 978-1909414129.

Martin Ursell. *Illustrating Children's Books*. Crowood Press, October 1, 2013. ISBN-13: 978-1847974334.

The Book of Symbols: Reflections on Archetypal Images. Taschen, November 25, 2010. ISBN-13: 978-3836514484.

MAKE-IT ACTIVITY

ANIMALS

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

Creature Collage

Introduction

In this Make-It! Activity, students will extend what they have learned about animals and scale by making a composite animal collage.

Materials

- Magazines with animal images. (*National Geographic*, *Wildlife*, and *National Wildlife* are good resources.)
- Scissors
- Paper
- Glue
- Colored pencils, markers, or crayons



Instructions

- As a class, discuss Adonna Khare's drawings and compare and contrast the real and imaginary creatures in her work.
- Provide students with images of animals and let them cut out the parts of each animal that are most interesting to them.
- Have students assemble the different animal parts and glue them on paper to create a new creature.
- Students can then draw an environment/background that relates to the qualities of their new creature.

EXTENSION:

Practice storytelling

Have students come up with a story for their newly created creature. Instead of writing the whole story, encourage students to only map out the important action of their narrative. Then have students practice their oral storytelling skills. Encourage them to stay animated, create a conflict and resolution, and provide concrete details for their audience.

Scientific Applications

As students create the environments for their new creatures to live in, have them specifically think about where their creature should live. What kind of climate would it need to survive? What kinds of things should it eat? What kind of dwelling will it sleep in?