

## PRE-VISIT ART PACK & CURRICULUM GUIDE

### TALL TALES



Don King, *On Your Mark...Get Set... ('Dysfunctional' series)*, 1993  
Red birch, willow, rawhide  
Collection of the Boise Art Museum  
© Don King

Students embark on a narrative journey by exploring character, plot, and setting as seen in the artwork found in the exhibition **Tall Tales**. In the studios, students will create a work of art that tells a story.

#### CONNECTS TO

- Storytelling
- Imagery
- Community
- Symbolism

#### 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+) is \$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

## 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

## TALL TALES

---

### 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

## TALL TALES

<b>Character</b>	A person in a story (play, movie, etc.)
<b>Imagery</b>	The representation of ideas with images— also the elements of writing or art that evoke the five senses to create mental images.
<b>Medium</b>	The material that artists use to create their art. One work of art could be made of one medium or several media.
<b>Media</b>	Media is the plural of medium.
<b>Narrative</b>	A story, whether true or fictitious, that is told or written.
<b>Plot</b>	The events that occur during the course of a story.
<b>Setting</b>	The time and place in which a story occurs.
<b>Symbol</b>	An object or sign that represents a particular idea. For example, a dove can be a symbol of peace.

### IN THIS TOUR STUDENTS WILL

- Compare and contrast works of art and discuss the difference between visual and written narratives.
- Explore the concepts of character, setting, and plot and how the parts of a story build on each other to create a narrative.
- Participate in gallery activities that encourage students to share their interpretation of the artwork and discuss how images can tell a story.
- Apply what they have learned and observed to create a colorful character of their own.

### ABOUT THE EXHIBITION

Stories shape our knowledge and understanding of the world. Hearing and telling them can help us consider who we are and what we believe. Aiding us in both recording the past and mapping the future, stories entertain, exhort, and instruct. Presenting a stunning arrangement of narrative works from Boise Art Museum's Permanent Collection, the exhibition explores the ways in which artists—from today and yesterday—use a visual language to tell tales. You are invited to use works from each of the exhibition's sections—character, setting, and plot—as inspiration to construct your own narratives.

This exhibition is inspired by BAM's *The Whole Story* Art Cards, available for purchase in the BAM Store. *The Whole Story* set is one of four sets of BAM Art Cards. Each set highlights 18 works from BAM's Permanent Collection to encourage art appreciation, in-depth observation, and critical thinking. Suitable for art enthusiasts of all ages!

# PRE-VISIT ACTIVITY: ART TALK

## TALL TALES

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.

---

Don King

**On Your Mark...Get Set...** (*'Dysfunctional' series*), 1993

Red birch, willow, rawhide

Collection of the Boise Art Museum, © Don King

- How is this chair different from chairs you have seen before? How is it similar?

The artist Don King titled this work of art **On Your Mark...Get Set...**

- Why do you think King gave it that title?
- What parts of this chair that are human-like?
- If this chair could move, what do you think it might do next?

Don King makes chairs that are meant for people to sit in, but he also makes chairs like this one.

- What might it feel like if you did sit in this chair?
- Why do you think the artist created a chair that would be difficult to sit in?
- Have you ever created something that was just meant to be looked at and not used? What was it?

Beth Van Hoesen

**Black Bear**, 1985

Lithograph printed in 5 colors on white Arches Cover

Collection of the Boise Art Museum, Gift of the E. Mark Adams and Beth Van Hoesen Adams Trust

©E. Mark Adams and Beth Van Hoesen Adams Trust

- What kinds of things do you think of when you hear the word portrait?
- Do you think this artwork could be considered a portrait? Why or why not?
- Have you ever had your portrait taken? Where were you? What was it for?

The artist Beth Van Hoesen likes her artwork to focus on one subject in order to bring attention to the subject's individuality.

- What words would you use to describe this bear's expression?
- If the bear were a character of a story, what might happen in the story?
- What kind of setting could you add to the background of this artwork to help show that story?

*The two images may also be accessed through our website, [www.boiseartmuseum.org](http://www.boiseartmuseum.org)*

# PRE-VISIT IMAGE

## TALL TALES



Don King  
*On Your Mark...Get Set... ('Dysfunctional' series)*, 1993  
Red birch, willow, rawhide  
Collection of the Boise Art Museum  
© Don King

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

# PRE-VISIT IMAGE

## TALL TALES



Beth Van Hoesen  
***Black Bear***, 1985

Lithograph printed in 5 colors on white Arches Cover  
Collection of the Boise Art Museum, Gift of the E. Mark Adams and Beth Van Hoesen Adams Trust  
©E. Mark Adams and Beth Van Hoesen Adams Trust

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



# CURRICULUM CONNECTIONS

## TALL TALES

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

- Artists often use symbols to help convey stories in their artwork. Almost every culture has their own set of symbols to help convey meaning and communicate. Have students find and research a symbol, its different interpretations, and work of art that incorporates it. Use [www.symbols.com](http://www.symbols.com) for ideas about symbols.
- Setting is an integral part of a story's plot. In our own lives the cities in which we live, our homes and apartments, and our rooms tell a lot about who we are. Have students research different types of dwellings across cultures and time periods. After reporting on their findings, have students pick which kind of dwelling would best fit their personality and why.

### **Language Arts:**

- *Tall Tales* features artwork with strong visual narratives. focuses on visual narratives. Have students choose a classic story and determine its most important elements. Then have students retell the story using solely visual aids. Encourage students to explore various mediums—drawing, painting, photography, sculpting, etc.
- Give students illustrations from a book with the text of the story removed. Have the students study the illustrations and write a story that fits the images. Students can then share their stories with the class.
- Authors are often inspired by artwork. Have students research and find poems or stories that authors have written about works of art. Then have students select their own work of art and create a story, essay, or poem using that artwork as inspiration.

### **Science:**

- The artwork in this packet by Beth Van Hoesen is a portrait of a black bear. Have students find real animals that are depicted in art. Have them classify the animal they choose into kingdom, phylum, class, order, etc. and report distinguishing characteristics of their animal. Then have students determine how accurately the artist depicted the animal. Compare and contrast as a class how accurately artists depicted their respective animals.
- Images have played an important role in telling the stories of scientific discovery. Have your students research important scientific discoveries and the images and illustrations that accompanied them. Then have students report on how images impacted each scientist's process.

# CURRICULUM CONNECTIONS

## TALL TALES

### Math:

- Have students draw pictures to help them understand and solve story problems.
- Have students explore Algebra through “characters” and “plot.” Explain how variables are much like characters in a story and the formulas become individual story plots. As a class, discover how characters and/or variables begin to reveal themselves as the plot develops.

### Technology:

- Watch the short TED talk “The technology of storytelling” given by Joe Sabia ([https://www.ted.com/talks/joe\\_sabia\\_the\\_technology\\_of\\_storytelling?language=en#t-120482](https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?language=en#t-120482)). Have students discuss the ways in which technology has changed the way we experience and perceive storytelling. Challenge your students to find an unconventional way to tell a story utilizing a form of technology.
- Have students research early silent films and discuss how in early movies actors could only convey the plot through gestures and title cards. Discuss how to convey a story without any kind of spoken dialogue, then have students make their own silent movies.

### Arts:

- Split students into groups and have read a scene from a story and act it out with no words. Encourage students to be creative—use props, pantomime, dance. Observe and discuss the different ways students conveyed ideas without words.
- Many great works of music are either composed to tell a story or inspired by a story. (Serge Prokofiev’s *Peter and the Wolf* is a wonderful example.) Have students listen to a musical score and write or draw the story they hear in the melody. Encourage students to specifically identify the characters, setting, and plot the music inspires.

# WEBSITES

## TALL TALES

### ***For Teachers***

<http://www.amsciepub.com/doi/abs/10.2466/pms.1987.64.1.3?journalCode=pms> Defines strategies of visual narratives

<http://www.thinkib.net/englishalanglit/page/10277/narrative-technique> Lesson plans highlighting narrative techniques

<https://makingvisualnarratives.com/> Lesson focused on visual narratives

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/stories/index.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/stories/index.html) Lesson plans for telling stories through art

[https://www.ted.com/talks/thomas\\_p\\_campbell\\_weaving\\_narratives\\_in\\_museum\\_galleries#t-320381](https://www.ted.com/talks/thomas_p_campbell_weaving_narratives_in_museum_galleries#t-320381)  
The director of the Metropolitan Museum of Art speaks on “Weaving Narratives in Museum Galleries”

<http://www.slideshare.net/DanielaMolnar/narrative-image-the-how-and-why-of-visual-storytelling>  
A brief lesson on visual storytelling

<http://www.idc.iitb.ac.in/resources/dt-aug-2010/On%20Defining%20Visual%20Narratives.pdf>  
“On Defining Visual Narratives” by Sherline Pimenta and Ravi Poovaiah.

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

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

<http://www.thecabinidaho.org/> A center for readers and writers

<http://www.literarydevices.com/> A site highlighting key literary devices and techniques

<http://lucasmuseum.org/collection/narrative-art> An explanation of narrative art

[https://www.ted.com/talks/joe\\_sabia\\_the\\_technology\\_of\\_storytelling?language=en#t-120482](https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?language=en#t-120482) A discussion on storytelling and its tie to technology

<http://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/> An at-home lesson on the art of storytelling

<https://www.khanacademy.org/humanities/art-history/art-history-basics/tools-understanding-art> A lesson on understanding art

<http://www.visuallanguagelab.com/index.html> The Visual Language Lab, official site of author and scientist Neil Cohn—resources for understanding and creating visual narratives

# BIBLIOGRAPHY

## TALL TALES

### BIBLIOGRAPHY

#### Teachers

Boise Art Museum. *BAM Art Cards: The Whole Story*. Nico Creations, 2014.

Will Eisner. *Graphic Storytelling and Visual Narrative (Will Eisner Instructional Books)*. W. W. Norton & Company, August 17, 2008. ISBN-13: 978-0393331271.

Michael Freeman. *The Photographer's Story: The Art of Visual Narrative*. Focal Press, October 15, 2012. ISBN-13: 978-0240815190.

Jean Chevalier & Alain Gheerbrant. *The Penguin Dictionary of Symbols*. Penguin Books, March 1, 1997. ISBN-13: 978-0140512540.

#### Pre-K to 3<sup>rd</sup>

Susan Verde. *The Museum*. Harry N. Abrams, March 12, 2013. ISBN-13: 978-1419705946.

Peter H. Reynolds. *The Dot*. Candlewick, September 15, 2003. ISBN-13: 978-0763619619.

Jeanette Nyberg. *Tangle Art and Drawing Games for Kids: A Silly Book for Creative and Visual Thinking*. Quarry Books, April 1, 2016. ISBN-13: 978-1631591266.

#### 4<sup>th</sup>-6<sup>th</sup>

Vivian Dubrovin. *Storytelling for the Fun of It: A Handbook for Children*. Storycraft Publishing, January 1999. ISBN-13: 978-0963833938.

Emily K. Neuburger. *Show Me a Story: 40 Craft Projects and Activities to Spark Children's Storytelling*. Storey Publishing, LLC, August 28, 2012. ISBN-13: 978-1603429887.

Editors of Phaidon Press. *The Art Book for Children*. Phaidon Press, October 1, 2005. ISBN-13: 978-0714845302.

#### Young Adult / Adult

Neil Cohn. *The Visual Narrative Reader*. Bloomsbury Academic, January 28, 2016. ISBN-13: 978-1472585592.

Archive for Research in Archetypal Symbolism (ARAS). *The Book of Symbols: Reflections on Archetypal Images*. Taschen, November 25, 2010. ISBN-13: 978-3836514484.

Roland Greene. *The Princeton Encyclopedia of Poetry and poetics: Fourth Edition*. Princeton University Press, August 26, 2012. ISBN-13 978-0691154916.

Jonathon Gottschall. *The Storytelling Animal: How Stories Make Us Human*. Mariner Books, April 23, 2013. ISBN-13: 978-0544002340.

# MAKE-IT ACTIVITY

## TALL TALES

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

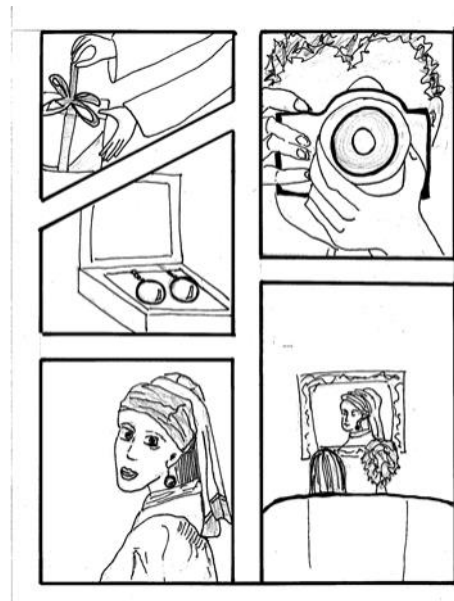
### Before and After

#### Introduction

In this Make-It! Activity, students will extend what they have learned about visual narratives to draw what they think happened before and after a certain work of art.

#### Materials

- Reproductions of works of art.
- Paper
- Pens/pencils
- Paint, colored pencils, or crayons



#### Instructions

- Have students pick a reproduction of a work of art that you have prepared for them.
- Have students paste or redraw the image in the center of their page.
- Then have students brainstorm and draw frames on either side of the original artwork that depicts what happened before the action in the image they chose and after.
- Discuss the following questions What parts of the original work of art helped you determine the other parts of your plot? Was it easy or difficult to continue the story?

#### **EXTENSION:**

##### ***Practice storytelling***

Once students have completed their multi-framed “before and after” project, have each student practice storytelling and explain what is happening in each frame.

##### ***Historic connections***

Have students pick a historical paintings only and research their event. Then have them draw what really happened leading up to the event of their artwork and what happened after.