

BAM | BOISE ART MUSEUM

PRE-VISIT ART PACK & CURRICULUM GUIDE

Earth, Air, Fire, and Water



Babs Haenen, *In Arcadia*, 2002,
hand-built colored porcelain, Collection of the Boise Art Museum,
Gift of Driek and Michael Zirinsky in Honor of Jackie and Floyd Ayers

Students learn about earth science through artwork inspired by basic elements like earth, air, fire, and water. In the studios, students will create a work of art made of materials from the earth.

CONNECTS TO

- Design
- Place
- Geology
- Earth Science

BAM's SCHOOL TOUR PROGRAM GOALS

- Students will actively participate by 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 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 appreciate 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.

EARTH, AIR, FIRE, AND WATER

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.

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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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EARTH, AIR, FIRE, AND WATER

Elements	Any of the four substances—earth, air, fire, or water—formerly believed to compose the physical universe.
Impression	An idea, perception, or feeling about something formed quickly or without conscious thought.
Medium	The material that artists use to create their art. One work of art could be made of one medium or several media.
Materials	The matter from which something is made. For example, the <i>materials</i> used to make a cake are flour, eggs, butter, and sugar.
Process/Technique	A process is a series of steps taken to create a work of art, and a technique is how those steps are accomplished.

TOUR OBJECTIVES

Students will...

- Compare and contrast works of art made from a variety of art materials.
- Explore how earth, air, fire, and water have inspired visual artists who work in a variety of media.
- Participate in gallery activities that help students explore the ways in which artists use different processes to create colors, patterns, and textures in visual art.
- Apply what they have learned in the galleries about art-making materials to create their own work of art utilizing the properties of water.

ABOUT THE EXHIBITION

Consider the Source

Following *Weather or Not* and *Tall Tales*, this is the third exhibition in a series based on the Boise Art Museum's Art Cards. These exhibitions are the result of a unique collaboration between the Museum's curators and educators and have been thoughtfully designed to foster art appreciation and learning. Many of the works in this exhibition were included in the set of BAM Art Cards called *In Your Element* and were chosen for their connection to the elements of earth, air, fire, or water.

Expanding on this concept, the exhibition looks at the physical elements used to create works of art, whether man-made or naturally occurring. Exploring the idea of materiality, *Consider the Source* presents an original arrangement of works from the Museum's Permanent Collection. Artists have created the works using substances as diverse as clay, gelatin silver, glass, graphite, ink, metal, paper, pigment, silk, stone, and wood. Materiality is an essential component of the creative process and determines how artists execute their works. Viewers are invited to spend time looking closely at the artworks to decipher how and why the artists have employed particular materials.

EARTH, AIR, FIRE, AND WATER

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.

Babs Haenen, ***In Arcadia***, 2002,
hand-built porcelain, Collection of the Boise Art Museum,
Gift of Driek and Michael Zirinsky in Honor of Jackie and Floyd Ayers

- What shapes do you see in this artwork?
- What do the textures make you think of?

Dutch artist Babs Haenen was a dancer before studying art in Amsterdam and England.

- Does any part of this work of art help you picture dancers or dancing? If so, what part(s)?

Haenen hand builds her porcelain vessels and sculptures. Porcelain is a type of ceramic, or clay, that is heated to high temperatures until it become glass-like.

- Which of the four elements—earth, air, fire, water—comes to mind when you look at the colors and forms in Haenen’s artwork?
- Which of the four elements comes to mind when you think about the process Haenen used to create her artwork? Why?
- Have you ever created something from clay? If so what?

Darren Waterston
Origins, 2002
encaustic on wood panel with oil varnish
Collection of the Boise Art museum, Gift of Driek and Michael Zirinsky

- What, if anything, in this work of art reminds you of water? Earth? Air? Fire?

This work of art is encaustic, which is a process of painting with melted wax and pigment, or color.

- Why do you think the artist wanted to use colored wax to create this work of art?
- Now that you know how the artist created his artwork, does it make you think of one of the elements more than another? Why?
- What art materials do you use that are made from wax and pigment?
- What did you create?

The two images may also be accessed through our website, www.boiseartmuseum.org under Education – BAM Teachers – Pre-Visit Art Packs – [Earth, Air, Fire, and Water](#)

EARTH, AIR, FIRE, AND WATER



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EARTH, AIR, FIRE, AND WATER



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EARTH, AIR, FIRE, AND WATER

Social Studies / History / Geography:

- Some of the artwork in the exhibition *Consider the Source* is made from glass. Have students research the history of glass and glassblowing, including cultures that have contributed to the foundation of glass blowing techniques. http://seattleglassblowing.com/?page_id=81
- Earth, air, fire, and water were historically believed to compose the entire physical universe. Have students trace which cultures and scientists first wrote about these elements and the historical beliefs associated with each of the elements. To help get students started refer to this article: <https://www.theguardian.com/science/2005/jul/07/2>
- Some of the artwork in the exhibition is made from clay. Have students research where different clays originated. Then compare and contrast how the clay's physical properties relate to the geographic region. For example, terra cotta clay's reddish color comes from iron and can be found throughout the world.

Language Arts:

- Practice personification and writing from specific perspectives by selecting earth, air, fire or water and writing from its point of view. Have students brainstorm the different perceived qualities of each and have them take on those qualities as they write.
- Read "The Four Elements," by Anne Bradstreet. Have students use Bradstreet's poem to explore different characteristics of each. Have students discuss the characteristics of each element highlighted in the poem. Divide students into four groups and have them argue why their assigned element is the most important.
- Explore the Latin words for earth, air, fire, and water (terra, ventus, ignis, and aqua). Have students explore the many cognates (related words) and the historical importance of each.

Math:

- Focus on the element water by gathering data on the volume and flow of a river near your school. Have students calculate averages for each month of the year. Compare data between different rivers, times of year, as well as connections with weather data. <https://idwr.idaho.gov/water-data/water-supply/river-flows.html>
- The Forest Service and US Geological Survey are always collecting data to help monitor, prevent, and fight forest fires. Using data from these organizations, explore the mathematical relationships between earth, air, fire, and water.
- Practice calculating the volume and mass of rocks and stones. Have students make a chart comparing how each specimen varies in both mass and volume.

EARTH, AIR, FIRE, AND WATER

Science:

- Select a meteorological phenomenon (ie. lightning storm, flash flood, earthquake), and have students explore the different interacting elements which caused the event.
- Talk about the chemical changes that occur during clay's firing process. Explore the different temperatures, steps, and phases that clay goes through to become ceramic. Have students research and report if different kinds of clay require different kinds of kilns/firing temperatures in order to become ceramic. <http://www.rsc.org/education/eic/issues/2012July/chemistry-pottery-clay-glaze.asp>
- Research the structure of glass and its physical properties. Have students compare and contrast the different properties of various types of glass as well. https://chemistry.boisestate.edu/richardbanks/glassblowing/glassblowing_history.htm

Technology:

- There are many ways to heat homes and buildings using natural resources. Have students research heating technologies fueled by the elements, considering the pros and cons of each (ie. natural gas, electric, geothermal, wind, nuclear, etc.).
- The sun's fiery energy can be used in many ways. Have students research different technologies that have utilized the sun. Explore everything from sundials to solar panels.
- Architects and engineers continue to develop new designs and materials to ensure homes and buildings are as safe as possible. Have students design and create a model of a building that directly interacts with earth, air, fire, or water. You could use examples like Frank Lloyd Wright's *Falling Water* as inspiration. <https://www.fallingwater.org/>

Arts:

- Gustav Holst's composition *The Perfect Fool* includes the spirits of earth, fire, and water. Listen to a recording and observe what types of sound characterize each elemental spirit.
- Have students discover how the four elements can be portrayed through movement. Watch clips of Momo Sanno's choreography, try his movements, and experiment with your own. <http://www.momosanno.com/work#/elements/> (Please preview before showing students.)
- Have students create their own film inspired by one of the four elements—earth, air, fire, and water. For inspiration, watch segments from the documentary *4 Elements* directed by Jiska Rickles. <http://www.cultureunplugged.com/documentary/watch-online/festival/play/6437/4-Elements> (Please note that parts of this film may not be suitable for all audiences as they contain some mature material. Please preview before showing students.)

EARTH, AIR, FIRE, AND WATER

For Teachers

<https://www.homesciencetools.com/a/four-elements> — Overview of the role the elements—earth, air, fire, water—have played in history and culture. Includes home-science activities.

<https://www.nsf.gov/news/classroom/earth-environ.jsp> — The National Science Foundation's Earth and Environment Classroom Resources.

<https://www.commonsense.org/education/top-picks/awesome-earth-science-apps-websites-and-games> — Reviews of some of the best earth science apps, websites, and games for your students.

<http://geology.com/teacher/> — Geology.com's teacher resources.

<http://www.earthsciweek.org/for-teachers> — The American Geosciences Institute's Earth Science Week resources.

<http://ngss.nsta.org/Classroom-Resources.aspx> — National Science Teachers Association Classroom Resources.

For Teachers and Students

<https://craftcouncil.org/magazine/article/robert-sperry-artist-observer> — American Craft Council information on Robert Sperry

<http://www.chihuly.com/> — Dale Chihuly, artist site.

<http://crowshadow.org/artist/james-lavadour/> — Crow's Shadow Institute of the Arts information on James Lavadour.

<http://www.spacetimecc.com/> — Mark di Suvero, artist site.

<http://darrenwaterston.com/> — Darren Waterston, artist site.

<http://www.artnet.com/artists/pat-steir/> — Pat Steir, images and biographical information.

<http://www.terryevansphotography.com/> — Terry Evans, artist site.

<http://www.woodsidebrasethgallery.com/artists/paul-horiuchi/> — Images of Paul Horiuchi's art, and links to biographical information from Woodside Braseth Gallery.

<http://www.tastecontemporarycraft.com/babs-haenen/> — Babs Haenen, TASTE Contemporary Craft.

<http://annwebersculpture.com/> — Ann Weber's Website

<https://learning-center.homesciencetools.com/article/four-elements-science/> — Science projects exploring earth, air, fire, and water.

EARTH, AIR, FIRE, AND WATER

Teachers

David A. McConnell and David Steert. *The Good Earth: Introduction to Earth Science*. McGraww-Hill Education, 3rd Edition, Jan. 2014. ISBN 13:978-0073524108

David MaCauley. *Elemental Philosophy: Earth, Air, Fire, and Water as Environmental Ideas*. State University of New York Press, Jul. 2011. ISBN 13:978-1438432441.

Pre-K to 3rd

George Ella Lyon. *All the Water in the World*. Atheneum/Richard Jackson Books, Mar. 2011. ISBN 13: 978-1416971306.

Kate Messner and Christopher Silas Neal. *Over and Under the Pond*. Chronicle Books, Mar. 2017. ISBN 13: 978-1452145426.

Kate Messner and Christopher Silas Neal. *Up in the Garden and Down in the Dirt*. Chronicle Books, Mar. 2017. ISBN 13:978-1452161365.

Barbara McKinney and Michael S. Maydak. *A Drop Around the World*. Dawn Pubns, Apr. 1998. ISBN 13: 978-1883220723.

4th to 6th

Eric Hadley. *Legends of Earth, Air, Fire an Water*. Cambridge University Press. Jul. 2985. ISBN 13:978-0521263115.

Juliet Heslewood. *Earth, Air and Water*. Oxford University Press, 1985.

Mary Hoffman and Jane Ray. *Earth, Fire, Water, Air*. Dutton, Oct. 1995. ISBN 0-525-45420-9.

Erica Kelly and Richard Kissel. *Evolving Planet: Four Billion Years of Life on Earth*. Abrams, 2008. ISBN 978-0-8109-9486-7.

Joanne H. Stroud. *Choose Your Element—Earth, Air, Fire, Water*. Dallas Institute of Humanities and Culture, 2005. ISBN-13: 978-0911005424.

Young Adult / Adult

Gary Ferguson. *Land on Fire: The New Reality of Wildfire in the West*. Timber Press, Jun. 2017. ISBN-13: 978-1604697001.

John Grotzinger and Thomas H. Jordan. *Understanding Earth*. W.H. Freeman, 7th Edition, Apr. 2014. ISBN 13: 978-1464138744.

David Owen. *Where the Water Goes: Life and Death Along the Colorado River*. Riverhead Books, Apr. 2017. ISBN 13: 978-1594633775.

John McPhee. *Annals of the Former World*. Farrar, Straus and Giroux, Jun. 2000. ISBN 13: 978-0374518738.

Vandana Shiva. *Water Wars*. North Atlantic Books, Jul. 2016. ISBN 13:978-1623170721.

EARTH, AIR, FIRE, AND WATER

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

Nature Impressions

Introduction

Babs Haenen creates textures and forms with clay that look similar to flowing water. In this Make-It! Activity, students will extend what they have learned about the four elements—earth, air, fire, and water—to create their own clay object with textures made to look like natural elements.

Materials

- Air dry clay
- Collected nature objects, i.e. leaves, pieces of wood, shells, rocks, etc.
- Paint



Instructions

- Have students brainstorm or collect different natural objects that could be associated with the four elements.
- Have students collect natural objects such as leaves, rocks, shells, etc.
- Give each student a portion of air-dry clay.
- Have students roll out their clay and press their nature objects directly into the clay to create texture.
- Let the clay dry at least 24 hours.
- Have students then paint their clay impressions.

EXTENSION:

Practice Sculpting Skills

Using their impressions and nature objects as reference, have students try to recreate three-dimensional replicas of their nature objects using clay.