

PRE-VISIT ART PACK & CURRICULUM GUIDE

IDAHO ARTISTS



Pete Kutchins, **Gomi**, 2015,
Found objects, wires, and speakers,
Courtesy of the Artist

Students explore the **2017 Idaho Triennial** and discover how artwork from across the state reflects the landmarks, issues, and history of Idaho. In the studios, students investigate the connections between artists and their communities before expressing their own ideas about place in a work of art.

CONNECTS TO

- Idaho History
- Community
- Technology
- Social Studies
- Narrative
- Place

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

IDAHO ARTISTS

MUSEUM MANNERS FOR STUDENTS

Please share and discuss these MUSEUM MANNERS with your students.

Remembering to follow these manners on your tour at the Boise Art Museum will help keep the artwork safe and make sure everyone has a good experience on the tour.

- **Empty your mouth.** Food, drink, and gum are not allowed in the museum galleries.
 - **Stay at least 12” away** from the artwork and the walls.
 - **Keep your voices down** while discussing the artwork.
 - **Sit on the floor** during group discussions so everyone can see.
 - **Use indoor behavior**, running and jumping should be left for outdoors.
 - **Leave pens, markers and other writing/art materials at school**, in your backpack or on the bus.
 - **Pay attention and be a tour guide later.** At the end of the tour, your docent will give your teacher *Free Return Tickets* for each student. These tickets allow you and one guest to return and visit the Museum for free. When you return, you can take your guests on a tour using what you learned.
 - **Have fun** and enjoy your visit to the Boise Art Museum.
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CHAPERON GUIDELINES

Please share and discuss this information with your chaperons.

Agreeing to be a chaperon for the Boise Art Museum’s School Tour Program means that you understand the following policies and agree to participate when asked by the docent.

- **Chaperons should not bring infants, younger children, or siblings** with them on the tour.
- Keep students with the group and encouraging students to **stay at least 12” away from the artwork and walls.**
- Make sure students **sit (not lay) on the floor, keep their hands and feet to themselves** and stay at least 12” away from the walls and artwork.
- Help students to **pay attention and participate** by staying engaged with the group and the tour.
- **Encourage student participation.** If you feel you have a relevant response to the docent’s questions, please share, but allow your comment to complement the students’ ideas.
- The docent may call on you to **help during the studio project.** Pay attention to the instructions and help all students with the process.
- **Additional adults pay regular admission** and are considered independent visitors apart from the school tour. Additional adults are not required to participate in chaperon responsibilities.
- **Cameras, large purses, backpacks, coats and umbrellas should be left on the bus** or stored by the back exit until the end of the visit.
- **Turn your cell phone off.** The use of cell phones is not permitted in the Museum galleries.

CHAPERON PASSES

BAM offers FREE admission to four (4) adult chaperons with every pre-scheduled tour group. Additional adults must pay regular admission and are considered independent visitors to the Museum. **PLEASE PRINT THIS PAGE BEFORE ARRIVING AT BAM FOR YOUR TOUR.** Designate your four chaperons and have your payment prepared. When you arrive at BAM, please identify your four designated chaperons for the docents. Chaperons must agree to help supervise groups, follow the Museum Manners and participate in the tour activities when asked.

TOUR CHAPERON 1 _____

(TEACHER)

The Boise Art Museum's School Tour Program provides FREE admission to 4 adult chaperons with every group of students. Accepting the responsibilities of being a tour chaperon means that you understand and agree to do the following:

- Accompany their groups at all times while they are touring the Museum.
- Help the docent keep students with the group and at least 12" away from the artwork and walls.
- Assist the students and continue to supervise while in the studios.

Please do not bring infants, siblings or younger children with you as this diverts your attention from the group.

THANK YOU for helping make BAM's School Tour Program safe and enjoyable for everyone.

This chaperon pass is only valid during a pre-scheduled school tour. Duplicates are not accepted. BAM | BOISE ART MUSEUM

TOUR CHAPERON 2 _____

(NAME)

The Boise Art Museum's School Tour Program provides FREE admission to 4 adult chaperons with every group of students. Accepting the responsibilities of being a tour chaperon means that you understand and agree to do the following:

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TOUR CHAPERON 3 _____

(NAME)

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TOUR CHAPERON 4 _____

(NAME)

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

2017 IDAHO TRIENNIAL

Communication	An exchange of information. A process by which meaning is exchanged between individuals through a common system of symbols.
Environment	The people, objects, or circumstances that are around you and in your life. For example, the people you live or go to school with and the buildings you use.
Medium	The material that artists use to create their art. One work of art could be made of one medium or several media. Media is the plural of medium.
Respond	The act of creating an answer in reaction to something (i.e. something someone said, an idea, an event, etc).
Still Life	A work of art depicting everyday objects such as food, flowers, books, etc.
Technology	Machinery, equipment, and devices developed from the application of scientific knowledge.

IN THIS TOUR STUDENTS WILL

- Compare and contrast the ways various Idaho artists respond to their environments by creating artwork.
- Explore the concept of identity as it relates to place, history, and environment.
- Participate in gallery activities that encourage students to understand art as a form of communication.
- Apply what they have learned in the galleries about response, communication, and environment to create artwork that reflects their own identities and place in Idaho.

ABOUT THE EXHIBITION

Organized every three years by the Boise Art Museum, the *Idaho Triennial* is a juried exhibition bringing together exemplary works of art created by a broad selection of Idaho artists. For the last 80 years, BAM has celebrated the creativity of artists living and working in Idaho, and the Museum's series of biennial and triennial exhibitions has become a respected and treasured tradition.

The juror for the *2017 Idaho Triennial* is John D. Spiak, who has been the Director and Chief Curator of California State University Fullerton's Grand Central Art Center (GCAC) in Santa Ana since September of 2011. His curatorial emphasis is on contemporary art and society, with a focus on works in social practice and video. From 917 exceptional entries submitted by 180 artists from around the state, Spiak selected 41 works by 24 artists for the *2017 Idaho Triennial*.

PRE-VISIT ACTIVITY: ART TALK

IDAHO ARTISTS

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.

Pete Kutchins

Gomi, 2015

Found objects, wires, and speakers

Courtesy of the artist

The artist, Pete Kutchins, uses discarded objects and material to create works of art.

- What are ways you have seen people use recycled materials?
- Have you ever created something out of recycled materials?

Kutchins is specifically interested in using old, discarded technology in his artwork.

- How would the sculpture be different if it was made from new technology?
- Does the sculpture remind you of anything? What?
- Why do you think the artist wanted to make old wires look like a face?

Rachel Lambert

Hot Spring Rug, 2014

Mixed media

Courtesy of the artist

Idaho has many different landscapes.

- What does the landscape look like where you live?
- What does your backyard look like or the park closest to you?
- Have you ever visited a different part of the state where there was a different type of landscape? Where was it?

Rachel Lambert created this work of art about the land around her. In this artwork, she has woven a rug to look like hot springs.

- Who can tell me what hot springs are? (springs of naturally hot water, typically heated by subterranean volcanic activity)
- Where do people usually put rugs? Where do they usually put artwork?
- Why do you think the artist decided to make a rug that looks like a hot spring?
- If you were going to create a work of art about your favorite place in Idaho, what medium or materials would you use? Why?

The two images may also be accessed through our website, www.boiseartmuseum.org

PRE-VISIT IMAGE

IDAHO ARTISTS



Pete Kutchins

Gomi, 2015

Found objects, wires, and speakers

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 – [Idaho Artists](#)

PRE-VISIT IMAGE

IDAHO ARTISTS



Rachel Lambert
Hot Spring Rug, 2014
Mixed media
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 – [Idaho Artists](#)

CURRICULUM CONNECTIONS

IDAHO ARTISTS

Social Studies / History / Geography:

- Through their work, artists have the ability to change and impact the places they live. Have students pick a town and research how artists have impacted that specific place and its identity over time. (For example, artists reappropriating the Berlin Wall)
- Have students research and invite local artists to your classroom. Have students reference the Idaho Commission on the Arts or other arts organizations, keeping in mind that some artists will donate their time, while others will need compensation.
- Have students map the location of the twenty-four *2017 Idaho Triennial* artists to learn more about Idaho's geography. What cities are represented? What ideas do the students have about why some cities are more represented than others?

Language Arts:

- Have students select an object that is part of their environment or something they see and use every day. For example, a pencil, scissors, a toothbrush, etc. Students should closely examine this everyday object and describe it. Encourage students to look for things they never noticed about the object before.
- Have students select their favorite place. Ask them questions like, "what do you do there?" or "who are you with?" Then have students create a work of art and presentation which shows why the place is important to them.
- Select a passage with vivid, visual language from a tourist brochure or website for visiting Idaho. Have students listen to the passage or project the words on the board, but do not provide a photograph with the description. Have students interpret the text by drawing what they hear as it is described. Then have students justify their drawing with evidence from the text.

Science

- Have students research how clay and glazes are fired at a high temperature to create ceramic artwork. Students can learn about the geological make-up of clay and the colors that different metals make when fired in a kiln.
- Have students explore the chemistry and science of developing photographs. Students can compare the different types of chemicals used in black and white development and color development. If you have access to a dark room, students can experiment. Otherwise consider using Sunprints. <http://www.sunprints.org/how-it-works/>
- Many artists in the *2017 Idaho Triennial* incorporate sound in their artwork. Have students research sound technology and how wavelengths are affected by their surroundings. <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-phenomenon-of-sound-waves.cfm>

CURRICULUM CONNECTIONS

IDAHO ARTISTS

Math:

- Have students select a town in Idaho and look at demographics of that city using the US Census Bureau's website. Have students compare the demographics in that city to the city where they go to school. What's the same? What's different? <http://www.census.gov/quickfacts/table/PST045215/1608830,16>
- Much of what defines Idaho is its mountains and forest land. Have students research how many acres of forest land are in Idaho. How many acres of land do people live on? What percentage of Idaho is protected land, i.e. Forest Service or BLM land? Where is their BLM land closest to your classroom?
- The Boise Art Museum received applications from 917 entries submitted by 180 artists from around the state and 41 selected works by 24 artists for the *2017 Idaho Triennial*. Have students calculate the percentage of accepted artwork and make projections about the number of artists in the state and based on comparisons of the population and the number of entries.

Technology:

- The artists in *2017 Idaho Triennial* use a variety of media. Have students research their favorite art medium and create a PowerPoint presentation for the class detailing how to create art using that medium.
- Several of the artists in this year's *Triennial* address issues of outdated technology. Have students select an outdated mode of technology and create a new function or use for it.
- *2017 Idaho Triennial Artists* are inspired by their surroundings, experiences, and interests. Have students brainstorm a theme or topic and create their own podcast. Students can consider the audio guide recordings from the *2017 Idaho Triennial* as a model.

Arts:

- Like visual art, music communicates an idea. Have students look at a work of art and respond to it by describing or playing the type of music they think might communicate the same ideas as the artwork.
- Select a play which supports your classroom curriculum. Have students select a work of art which they think best fits the mood of the play. Students can incorporate the artwork into a set for the play.
- Have students create movements with their bodies that match the weather, their local environment, or a work of art. For example snow falling might be a soft, quiet movement, but a blizzard's movement might be wild and frantic.

WEBSITES

IDAHO ARTISTS

For Teachers

<https://arbiteronline.com/2015/10/13/art-rewired-gomi-exhibit-speaks-for-itself/> Article about Triennial artist, Pete Kutchins' Gomi exhibit

<http://www.ctseelig.com/> Triennial artist, Chad Seelig's homepage

<http://www.studiorachellambert.com/> Triennial artist, Rachel Lambert's homepage

<http://liannewappett.com/index.html> Triennial artist, Lianne Wappett's homepage

<http://www.braxdun.com/> Triennial artist, Braxton Duncan's homepage

<http://geoffreykrueger.com/> Triennial artist, Geoffrey Krueger's homepage

http://www.getty.edu/education/teachers/classroom_resources/curricula/stories/index.html Lesson plans for telling stories through art.

http://www.getty.edu/education/teachers/classroom_resources/curricula/contemporary_art/lesson_plan_index.html Lesson plans from the Getty for 3-12 grade which connect contemporary art with art history and the Common Core Standards.

<http://www.pbs.org/program/art21/> PBS series on contemporary art

<https://history.idaho.gov/teachers> Idaho State Historical Society's Lesson Plans and Resources

For Teachers and Students

<http://www.boiseartsandhistory.org/> This website provides information about Boise and Idaho art, history, and culture

<http://www.history.com/topics/idaho> The history channel examines Idaho and provides resources connected to Idaho's history, celebrities, and environment

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

<http://www.incredibox.com/> A website that helps young students start mixing sounds

<https://arts.idaho.gov/> Idaho Commission on the Arts

<https://www.idl.idaho.gov/forestry/> Idaho Department of Lands

BIBLIOGRAPHY

IDAHO ARTISTS

BIBLIOGRAPHY

Teachers

Sandy Harthorn. *One Hundred Years of Idaho Art, 1850-1950: Boise Art Museum, June 23—August 19, 1990*. Boise Art Museum, June 1990. ISBN-13: 978-9990509808.

Wendy Schiller. *Thinking Through the Arts*. Routledge, February 3, 2001. ISBN-13: 978-9057024969.

Michael Wilson. *How to Read Contemporary Art*. Harry N. Abrams, May 14, 2013. ISBN-13: 978-1419707531.

Pre-K to 3rd

A Is for Art: Boise's Public Art Alphabet Book. Boise City Department of Arts and History, 2000.

Barbara Lehman. *Museum Trip*. HMH Books for Young Readers, May 22, 2006. ISBN-13: 978-0618581252.

June Ponte. *Fun and Simple Western State Crafts: Montana, Wyoming, Idaho, Utah, and Nevada (Fun and Simple State Crafts)*. Enslow Publishers, April 1, 2009. ISBN-13: 978-0766029859.

4th-6th

Amy Miller. *Idaho (From Sea to Shining Sea)*. Children's Press, March 1, 2009. ISBN-13: 978-0531211282.

E.L. Konigsburg. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Antheneum Books for Young Readers, April 1, 1998. ISBN-13: 978-0689711816.

Jacky Klein & Suzy Klein. *What is Contemporary Art? A Guide for Kids*. The Museum of Modern Art, New York, October 31, 2012. ISBN-13: 978-0870708090.

Susan Schwake. *Art Lab for Kids: 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media—for Budding Artists of All Ages*. Quarry Books, February 1, 2012. ISBN-13: 978-1592537650.

Angela Wenzel. *13 Art Techniques Children Should Know*. Prestel, April 25, 2013. ISBN-13: 978-3791371363

Young Adult / Adult

Norbert Wolf. *Still Life*. Taschen, June 1, 2009. ISBN-13: 978-3836510189.

Gabriel Campanario. *The Art of Urban Sketching: Drawing on Location Around the World*. Quarry Books, February 1, 2012. ISBN-13: 978-1592537251

Cort Conley. *Idaho Artists: A Contemporary Selection*. Hemingway Western Studies Center, Boise State University, 2011.

MAKE-IT ACTIVITY

IDAHO ARTISTS

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

CREATE A CODE

Introduction

In this Make-It! Activity, students will extend what they have learned about identity, place, history, and technology by creating an imaginative sculpture, inspired by their own experiences and the 2017 *Idaho Triennial* artist Lianne Wappett.

About the Artist

Lianne Wappett explores the relationships between viewer and art using materials that are playful and approachable. This work of art, *Snow*, was inspired by a December trip to Fairbanks, Alaska.

Materials

Leftover school supplies
Found materials
Scissors
Glue
Pencils
Markers

Instructions

- Have students think about a place in Idaho they enjoy.
- Have students pick something from that place that they want to represent through sculpture.
- Challenge students to think of a single shape or color that communicates the idea of that place.
- Set up a table with old schools supplies and found materials—cardboard, dried up markers, scratch paper, etc.
- Have students pick one type of item from the table that they feel could represent their place. Encourage students to create a sculpture using just that one medium.
- Follow up with questions about place. Did any two students depict the same location? How did students represent different ideas with some of the same media?

EXTENSION: *Have students write an artist statement about their work of art. Have them explain details about their place and how the materials they used communicated those details.*



Lianne Wappett, *Snow*, 2015, Balloons and wood, Courtesy of the artist