

PRE-VISIT ART PACK & CURRICULUM GUIDE

DONUTS: ON THE SURFACE



Jae Yong Kim, *Donut Ever Forget Me* (detail), 2018,
Ceramic, luster glaze, glaze, and Swarovski crystals
Courtesy of the artist and Lyons Wier Gallery, New York

Students will examine ceramic artwork in BAM's Permanent Collection and in the large-scale installation of *Donut Ever Forget Me* by Jae Yong Kim and compare surface decorations. In the studios, students will adorn their own donut-inspired works with bright patterns, colors, and textures.

CONNECTS TO

- Colors
- Patterns
- Geometry
- History
- Pop culture
- Collecting
- Categorizing
- Materials

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:

- ☐ ENGAGE STUDENTS WITH THE PRE-VISIT ART TALK and review the VOCABULARY words.
- ☐ 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 not 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. Please 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 in BODO or nearby Boise State University.

AFTER YOUR TOUR

- ☐ COMPLETE 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.

DONUTS: ON THE SURFACE

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.

- **Food, drink, and gum** are not allowed in the Museum galleries.
 - **Give the artwork and the walls a space at least 12 inches.**
 - **Sit on the floor** during group discussions so everyone can see.
 - **Use indoor behavior;** running and jumping should be limited to the outdoors.
 - **Leave pens, markers and other writing/art materials at school,** in your backpack, or on the bus.
 - **Pay attention so you can be a tour guide.** 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 encourage students to **stay at least 12" away from the artwork and walls.**
- Make sure students **sit (rather than laying) 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 as long as your comment complements the students' ideas.
- The docent may call on you to **help during the studio project.** Please 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 during tours.

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 AND PROVIDE ONE TICKET TO EACH OF YOUR CHAPERONS BEFORE ARRIVING AT BAM FOR YOUR TOUR.** Designate your four chaperons and have your payment prepared.

TOUR CHAPERON 1 _____

(NAME)

Welcome to the Boise Art Museum! BAM provides FREE admission to 4 adult chaperons with every group of students.

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

This chaperon pass is only valid during a pre-scheduled school tour. Duplicates are not accepted.

BAM | BOISE ART MUSEUM

TOUR CHAPERON 2 _____

(NAME)

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TOUR CHAPERON 3 _____

(NAME)

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TOUR CHAPERON 4 _____

(NAME)

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This chaperon pass is only valid during a pre-scheduled school tour. Duplicates are not accepted.

DONUTS: ON THE SURFACE

Ceramics	Objects made of clay and hardened by heat.
Installation Art	Art that is created within a space where the space becomes part of the art. Often, installation art is large-scale and designed for a specific site.
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.
Medium	The material that artists use to create their art. One work of art could be made of one medium or several media.
Pattern	A repeated decorative design or sequence.
Popular culture	Culture based on the tastes of ordinary people (pop culture).

TOUR OBJECTIVES

Students will...

- Learn about the ways in which artists use familiar shapes and forms to communicate ideas.
- Compare and contrast works of art that utilize a variety of design elements to decorate the surface of ceramic artwork.
- Explore, through group discussion and responses, the ways artists use their artwork to talk about issues in society and popular culture.
- Create their own donut-inspired artwork with bright patterns and colors.

ABOUT THE EXHIBITION

Jae Yong Kim: Donut Ever Forget Me

South Korean artist Jae Yong Kim's installation *Donut Ever Forget Me* is made up of hundreds of hand-sculpted and intricately painted ceramic donuts. Each one is unique, and is topped with a high-gloss glaze. Kim views each of the donuts as a diminutive painting, with their decorated surfaces invoking the paint splatters of Jackson Pollock or the mesmerizing dot patterns of Yayoi Kusama. These labor-intensive artworks, each of which requires multiple firings in the kiln, can take several days to complete. Kim's use of the ceramic medium and his appropriation of imagery by famous painters is a clever critique of the perceived divide between fine art and craft. By depicting row-after-row of sweet treats, rendered in a brilliant Pop-Art palette, he also explores the global culture of consumerism and invites viewers to consider their own consumption.

Jae Yong Kim was born in Seoul, South Korea, in 1973. He received a BFA in Ceramics and Sculpture from the University of Hartford in Connecticut in 1998, and an MFA in Ceramics from the Cranbrook Academy of Art in Bloomfield Hills, Michigan, in 2001.

Organized by the Boise Art Museum.

DONUTS: ON THE SURFACE

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.

Jae Yong Kim, ***Donut Ever Forget Me*** (detail), 2018
Ceramic, luster glaze, glaze, and Swarovski crystals
Courtesy of the artist and Lyons Wier Gallery, New York

- Do these look like real donuts to you? Why or why not?
- If you ate one of these donuts, how do you think it would taste?
- How many donuts are in this image?
- Do you see any two donuts that are exactly alike?
- Are there any patterns repeated in more than one donut?

These donuts are ceramic, which means they are made with clay that has been dried and hardened by firing in a kiln at a high temperature. The artist who made them is Jae Yong Kim. He is from South Korea and lives and works part-time in the United States and part-time in South Korea.

- Have you ever seen this many donuts all in one place?

This is just a small part of the work of art you will see at the Boise Art Museum. The entire work of art is comprised of more than 400 life-sized, ceramic donuts. Artwork that fills an entire space or changes how you feel when you are in a space is called installation art.

- This image shows just 24 donuts. What do you think 400 donuts will look like when you visit BAM?
- What do you think the artist might want us to think about when we see a wall full of ceramic donuts?

Tony Marsh, ***Bowl*** from the *Radiance and Abundance* series, 2007
Ceramic with engobe and slip glaze
Gift of Wilfred Davis Fletcher, Boise Art Museum Permanent Collection

- How is this work of art the same as the one we just looked at?
- If you could touch this artwork, how do you think it would feel?
- How are the surface textures and colors different from Jae Yong Kim’s donuts?

Tony Marsh is the artist who made this work of art. It is titled *Bowl* and it is also a ceramic artwork made from clay. The objects are not meant to look like real food, but the shapes can sometimes remind us of food.

- Which parts of this sculpture remind you of food the most? Why?
- Have you ever collected multiple objects? How did you display them? Did you hang them on the wall or gather them in a container?

The two images may also be accessed through our website, www.boiseartmuseum.org under Education – BAM Teachers – Pre-Visit Art Packs – [Donuts: On the Surface](#)

DONUTS: ON THE SURFACE



Jae Yong Kim, *Donut Ever Forget Me* (detail), 2018
Ceramic, luster glaze, glaze, and Swarovski crystals
Courtesy of the artist and Lyons Wier Gallery, New York

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DONUTS: ON THE SURFACE



Tony Marsh, **Bowl** from the *Radiance and Abundance* series, 2007
Ceramic with engobe* and slip glaze
Gift of Wilfred Davis Fletcher, Boise Art Museum Permanent Collection

*engobe is like slip; slip is a liquid mixture of clay and water

*The two images may also be accessed through our website, www.boiseartmuseum.org
under Education – BAM Teachers – Pre-Visit Art Packs – [Donuts: On the Surface](#)*

DONUTS: ON THE SURFACE

Social Studies / History:

- Ceramics have been part of human civilizations for thousands of years. Encourage students to research the methods artists used ceramics in ancient cultures. Have students choose a culture to focus on and then design their own ceramic object with surface design elements that reflect that time and place.
- Mass production is the manufacture of large quantities of standardized products and was introduced by Eli Whitney in the late 1700s. Have students investigate an object or objects that have been produced using mass production and their historical, sociological, and physical impacts.
- Jae Yong Kim references modern art through his ceramic donut surface designs. Artists such as Jackson Pollack, Yayoi Kusama, and Roy Lichtenstein are all referenced through Kim's careful and intentional surface design choices. Have students research a modern artist and create a report on their artist's work, process, and concepts.

Language Arts:

- Jae Yong Kim uses patterns in his donut decoration. Have students write a poem with a rhyme scheme. Explore poem patterns such as ABCB, AABB, ABCB, or ABAB. For more information on rhyme schemes, visit: <https://www.familyfriendpoems.com/poem/article-rhyme-schemes>.
- Patterns are present in many different areas of our everyday lives. Have students create their own secret code using patterns and symbols. They will need to create their own key and write a message to a classmate to have them decode.
- Patterns are found in sentences. Have your students analyze sentences in a book they are reading. Encourage them to find subjects, verbs, and clauses to analyze the author's writing style. To extend this project, have students write their own paragraphs using different sentence patterns. For more information on sentence patterns, visit: <https://writingcenter.unc.edu/tips-and-tools/sentence-patterns/>.

Science:

- Ceramic glazes are comprised of silica, metal oxides, alumina, and other materials. Have students research how different colors are formed and how ceramic artists achieve different surface textures.
- Clay comes from the earth. Have students create a map showing the locations where a variety of clay can be found. This map can be local, national, or international. Have them discuss the different uses for these clays.
- Clay undergoes a chemical process when it is fired in a kiln. Have students research how the chemical makeup of clay transforms into a ceramic object. Encourage them to make a timeline of when and how these molecular changes occur. They may find adding images of process helpful —i.e. What does the molecular structure look like after the clay is fired? What physical changes does the clay object undergo?

DONUTS: ON THE SURFACE

Math:

- Have your students find a donut recipe. Have them convert from imperial to metric (or vice versa). For younger students: have them double or triple the recipe they've chosen.
- If one of Jae Yong Kim's donut installations has 288 donuts, how many possibilities of rows and columns could there be? Have students create mock-up installation ideas with different donut configurations. Encourage students to go beyond square and rectangle patterns and explore other shapes.
- Have students create their own patterns using inspiration from other sources such as animal patterns, plant patterns, patterns on clothing. Encourage them to share their patterns with a partner. Their partners should look closely at the pattern and see if they can continue it.
- Tessellations are patterns made of repeating shapes. Have students research tessellations and create their own. For more information on tessellations and possible activities, visit: http://www.exploratorium.edu/files/geometryplayground/Activities/GP_Activities_6-8/ExploringTessellations_%206-8_v4.pdf.

Technology:

- Each of Jae Yong Kim's donuts are hung on the wall. Have students think about methods for hanging each donut. Encourage them to discover the ways ceramic artworks are hung safely on walls and see if they can come up with a new idea.
- Plaster molds are one way to create multiple ceramic objects that have exactly the same form. Have students research how molds are made and how they are used in art and technology. Encourage them to explore some of the limitations of molds and how modern technology has opened the doors for new ways to utilize mold making (3D printing, scanning, etc.).
- Have students design their own ceramic object (either on paper or in a computer program like CAD). Ask them to consider their dimensions and form carefully. Have them create their designed object out of paper.

Arts:

- Have students collect multiple found objects that they can paint. Have them paint their objects with different patterns and textures. All of their objects should be covered. How has each object changed? Do the objects have different meanings now that they've been altered?
- Zentangles are popular ways to utilize pattern in drawing and doodling. Have your students create their own zentangle page. They should start with one pattern and make a small change to their next. Continuing this process, their zentangle page should be comprised of multiple patterns that are increasingly different. <https://zentangle.com/>

DONUTS: ON THE SURFACE

Teachers

Cari Frisch and Elizabeth Margulies. *Art Making with MoMA: 20 Activities for Kids Inspired by Artists at The Museum of Modern Art*. Museum of Modern Art, November 13, 2018. ISBN-13: 978-1633450370.

Liz Lee Heinecke. *STEAM Lab for Kids: 52 Creative Hands-On Projects for Exploring Science, Technology, Engineering, Art, and Math*. Quarry Books, May 15, 2018. ISBN-13: 978-1631594192.

Rachel Mintz. *Happy Glaze: Donuts Coloring Book for Kids*. CreateSpace Independent Publishing Platform, August 5, 2018. ISBN-13: 978-1724821942.

Julius D Staal. *The New Patterns in the Sky: Myths and Legends of the Stars*. McDonald and Woodward Publishing Company, September 1, 1996. ISBN-13: 978-0939923045.

Maja Pitamic. *Modern Art Adventures: 36 Creative, Hands-On Projects Inspired by Artists from Monet to Banksy*. Chicago Review Press, April 1, 2015. ISBN-13: 978-1613731772.

Cassie Stephens. *Clay Lab for Kids: 52 Projects to Make, Model, and Mold with Air-Dry, Polymer, and Homemade Clay*. Quarry Books, June 1, 2017. ISBN-13: 978-1631592706.

Pre-K to 2nd

Alex Bellos and Edmund Harriss. *Patterns of the Universe: A Coloring Adventure in Math and Beauty*. The Experiment, December 1, 2015. ISBN-13: 978-1615193233.

Maria Dismondy. *The Jelly Donut Difference: Sharing Kindness with the World*. Cardinal Rule Press, April 1, 2017. ISBN-13: 978-0997608502.

Education.com. *Creatures & Counting: A workbook of counting, sorting, and discovery*. Dover Publications, June 17, 2015. ISBN-13: 978-0486802749.

Roma Gans. *Let's Go Rock Collecting*. HarperCollins, April 11, 1997. ISBN-13: 978-0064451703.

Bobby George, June George, and Boyoun Kim. *My First Book of Patterns*. Phaidon Press, September 18, 2017. ISBN-13: 978-0714872490.

Trudy Harris. *Pattern Bugs (Math is Fun)*. Millbrook Press, September 1, 2001. ISBN-13: 978-0761321071.

3rd to 6th

Darin Beigie. *Pattern Explorer Level 1 (Grades 5-7)*. The Critical Thinking Co., September 9, 2014. ISBN-13: 978-1601447135.

John Briggs. *Fractals: The Patterns of Chaos*. Echo Point Books & Media, December 16, 2015. ISBN-13: 978-1626543768.

Jane Marbaix. *Zentangle for Kids*. Sterling Children's Books, November 3, 2015. ISBN-13: 978-1454919025.

Young Adult / Adult

Steve Richards. *The Golden Ratio Coloring Book: And Other Mathematical Patterns Inspired by Nature and Art*. Lark Crafts, November 1, 2016. ISBN-13: 978-1454710226.

Ben Trube. *Adult Coloring Book: Fractals*. Green Frog Publishing, February 26, 2016. ISBN-13: 978-0996135498.

DONUTS: ON THE SURFACE

RESOURCES

<https://www.factmonster.com/dk/encyclopedia/science/ceramics>—Basic ceramic information

<https://www.explainthatstuff.com/ceramics.html>—In depth look at ceramics and their uses

<https://kinderart.com/art-lessons/sculpture/about-clay/>—General information about clay and ceramics

<http://www.lakesidepottery.com/Pages/The-Importance-of-Clay-in-Children's-Development.html>—Information for teachers on clay and its uses in sensory development and motor skills

<https://www.sciencelearn.org.nz/resources/1769-what-are-ceramics>—Article and video exploring traditional ceramics as well as new technological applications

<https://study.com/academy/lesson/pop-culture-lesson-for-kids.html>—Article examining pop culture

<https://www.khanacademy.org/partner-content/tate/global-modernisms/global-pop/a/pop-art-in-the-us>—Khan Academy article examining Pop art in the United States

<http://www.lacma.org/eduprograms/EvesforEds/GeoEssay.pdf>—Information for educators on the importance of geometry in art

<https://www.weareteachers.com/10-geometric-art-explorations/>—Lesson plans for teachers on integrating art into math education

MUSEUMS, GALLERIES, AND ORGANIZATIONS

<http://archiebray.org/>—Archie Bray Foundation for the Ceramic Arts

<https://ceramicartsnetwork.org/>—Ceramic Arts Network

<https://nceca.net/>—The National council on Education for the Ceramic Arts (NCECA)

DONUTS: ON THE SURFACE

ARTISTS

<http://jaeyongkim.com/>—Artist website for Jae Yong Kim

<http://www.junkaneko.com/>—Artist website for Jun Kaneko

<https://www.tonymarshceramics.com/>—Artist website for Tony Marsh

<http://bradmillerstudio.com/>—Artist website for Brad Miller

<http://www.berggruen.com/artists/wayne-thiebaud>—Information on Wayne Thiebaud

<https://www.thisiscolossal.com/2017/12/donut-worry-be-happy/>—Article on Jae Yong Kim's donut installations.

https://youtu.be/8W_a1vdJxLU—Video on Jae Yong Kim's donuts including his inspiration and part of his process

<https://hamptonsarthub.com/2014/12/18/donut-rush-by-jae-yong-kim/>—Article on Jae Yong Kim

<https://mymodernmet.com/ceramic-glazed-donuts-jae-yong-kim/>—My Modern Met article on Jae Yong Kim and his donuts

PROCESSES

<https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know>— 5 Ceramic Techniques You Need to Know

<http://www.waterfall-gallery.com/new-blog-1/l3rwwx5f3geaamr4kkb6rc3frtmw9p>—Video and article on the Jae Yong Kim's process and inspiration

<https://youtu.be/HvmU5Vm6iol>—Jun Kaneko on making his large scale ceramic work

<https://youtu.be/hqLI7qdwBWQ>—Retrospective video on Jun Kaneko

<https://youtu.be/rqryBVnd23E>—Video illustrating Tony Marsh's technique and process

<https://youtu.be/ngyF9cLX67o>—Brad Miller on his inspiration and career as a ceramic artist

DONUTS: ON THE SURFACE

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

Collections

Introduction

Many ceramic artists utilize multiples in their work. They often make many of the same shape cups or bowls. Artists such as Jae Yong Kim and Tony Marsh create compositions comprised of several ceramic objects. Students will create their own collections centered around a theme. They will then decide how to display their objects.

Materials

- Found objects
- Container (optional)



Instructions

- Have students decide what types of found objects they want to collect. Are these unified through one theme? Encourage them to create a list of all the objects they would like to collect.
- Throughout the next few weeks, students should be gathering their objects and bringing them into school to build their collection.
- Encourage students to think about the ways they might categorize, sort, arrange, and display their collections. If the collection is comprised of multiple colors, can they arrange it to create a pattern (by color, shape, other similar characteristics)? Would this collection be best displayed in a box or bowl? If they would like to hang their collection and cannot due to classroom constraints, have them create a drawing of what their installation would look like and what tools and materials they would need to make their installation a reality.

EXTENSION:

Create three-dimensional clay sculptures

Have your students recreate part (or all) of their collections using clay. How would they make their clay objects different from their original found objects?