BAM | BOISE ART MUSEUM

Myths, Fables, and Fortunes: Art and the Environment

Pre-Visit Packet

About the Exhibition | *Myths, Fables, and Fortunes: Our Place within the Landscape*

Myths, Fables, and Fortunes is a journey of discovery focused on the natural environment of the Northwest. The exhibition highlights our changing perspectives and connection with the land during a period of dramatic change and development.

With nature as the setting these artists challenge us to consider how ecosystems are changing in the Northwest and what role humans play in this story.

Organized by the Boise Art Museum

Romey Stuckart
(1955 – 2020, Sublimity, OR)
The Bone Yard, 1989, Oil on canvas
Boise Art Museum Permanent Collection
Collectors Forum Purchase, 1995

Visit Summary

Standards

Visual Arts

VA:Cr2:	Organize and develop artistic ideas and work.
VA:Re7:	Perceive and analyze artistic work.
VA:Re8:	Interpret intent and meaning in artistic work.
VA:Cn10:	Synthesize and relate knowledge and personal experiences to make art.
VA:Cn11:	Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

Social Studies

Standard 5: Global Perspectives	Students build an understanding of multiple perspectives and global interdependence.

Curricular Connections>>

- **History:** Local history and development
- **Social Studies:** Technological advances and development
- **Science:** ecosystems, natural systems,
- **Art:** color, pattern, abstraction, representation.
- **Math:** Geometry, pattern, counting.
- **Communication:** creative communication through various formats.

Visit Objectives

- Students will actively participate by discussing the artwork, using art vocabulary, and making meaningful, personal connections. Discussions will connect to the Pre-Visit Packet.
- Students will create a studio project that reinforces the concepts and/or techniques discussed/viewed in the galleries resulting in a personally meaningful understanding of the artwork.
- The Museum Educators will facilitate an inquiry-based learning experience, supporting the students in observing and finding meaning in artworks.
- Students will leave the Museum knowing that it is a fun, engaging place to learn.

Visit Checklist

Please review and complete this critical list before your visit:

- ☐ **Nametags:** Make nametags for students with their first names only.
- ☐ **Three Groups:** Divide your class into three groups of equal size.
- ☐ **Museum Manners (page 4)>>:** Review the Museum Manners hand-out and our video with your students (see page 4).
- ☐ **Pre-Visit Packet (page 6)>>:** Share the information in the Pre-Visit Packet with your students, which includes two images from the exhibition.
- ☐ **Payment:** Prepare and help coordinate payment in exact change or check, if you plan to have more than 5 adults in your group. Often, all chaperons will split the total cost of all adults. *General Admission is $9, Senior Admission is $7, Full-time College Student Admission is $5.*
- ☐ **Chaperons:** Please share the **Chaperon Handout >>** via email. This includes the following information:
  - Chaperons should not bring infants, younger children, or siblings with them on the visit.
  - The Museum Educators will depend on chaperons to help with student behavior.
- ☐ **Teacher Preview:** Consider previewing the exhibition before your visit by printing the *Free Teacher Preview Pass* in your confirmation letter.

Day of:

- ☐ **Arrive at the Education Entrance:** Arrive at the Education Entrance in the **BACK** of the Museum facing Julia Davis Park and the Rose Garden. Kindly, do not ring any buzzers on the wall. We are expecting you!
- ☐ **Payment:** Pay for additional adults (5 included w/visit). We are unable to make change, so please have the exact amount.
- ☐ **Arrive Together:** ALL Students or chaperons participating in the visit should plan to meet as a group prior to entry. For security and safety of the students, Boise Art Museum cannot accommodate members of your group who arrive late.
- ☐ **Prepare to leave bags behind:** Be prepared to leave large first-aid kits and bags at the Education Entrance. Boise Art Museum has multiple first-aid kits throughout the building. Please wear small first-aid kits and bags on the front of your body in the Museum, to keep the artwork safe. Backpacks are not permitted.

Day of (Continued):

- ☐ **The Museum has no indoor or outdoor lunch facilities**. School groups may enjoy Julia Davis Park for picnics or visit the restaurants in downtown Boise or at nearby Boise State University. Lunches may not be stored inside the Museum.
- ☐ **No photography please.** While you are welcome to take photos during the studio project, photos may not be taken in the exhibitions due to artist copyright protections and contract agreements. Thank you for your understanding.

After:

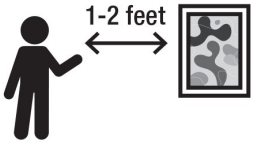
- ☐ Complete the **evaluation card** that you receive from your Museum Educator. Your constructive comments help us continue to tailor our programs to suit your needs.
- ☐ Give students **free museum passes**, good for one student and two guests.
- ☐ Do the Post-Visit **Make It! Activity>>** and use related ideas listed in **Curricular Connections>>** to extend your visit and integrate the experience with your classroom curricula. There also may be additional activity suggestions associated with this exhibition on the Boise Art Museum website that are also tied to Idaho and National teaching and learning standards.

Pre-visit Packet for Students

Please share and discuss these “Museum Manners” with your students:

No food, drinks, and gum

Give the artwork space



Don’t lean on walls, pedestals, or platforms

Sit on the floor

Use indoor behavior

Leave your art and writing materials

Photography is not allowed in the Museum exhibitions.

Have fun and come back!

Watch Boise Art Museum’s “Museum Manners” video here:
http://www.boiseartmuseum.org/hours-admission/#1590606692645-69e82421-658c

Pre-Visit Packet for Students

Vocabulary

Term	Definition
Abstract	Art that is made using shapes, patterns, textures, and colors in a way that does not look photo-realistic and emphasizes visual elements, such as lines, shapes, and colors.
Environment	The surroundings in which people, plants, and animals live; the ecosystem of physical, chemical, and biological factors that create the surroundings for living things.
Landscape	Artworks that show imagery of land, such as mountains, valleys, trees, rivers, and forests.
Medium **(pl. media)**	The materials used in a specific artistic technique, for example, oil paint as a medium; or the creative methods involved, for example, the medium of photography. Media is the plural of medium.
Preservation	Keeping something that you value protected, intact, or free from damage or decay.
Representational	Artwork that shows easily recognizable objects from the real world. Photographs are a good example of representational artwork.

Pre-Visit Packet for Students: Art Talk

Please view the two reproductions (pre-visit 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 Boise Art Museum. 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 the Boise Art Museum. They enjoy sharing their insights from the classroom discussion with the Museum Educator and making valuable comparisons between the reproductions and the original works of art.

John Grade (b. 1970, Minneapolis, MN, active Seattle, WA)

Caudex (vertical), 2004, Bamboo wood, resin

Boise Art Museum Permanent Collection, Collectors Forum Purchase, 2005

- How would you describe this artwork to someone who can’t see it?
- Does this artwork remind you of anything you have seen before? What is it?
- Why do you think this artwork is included in the Museum with other artwork about the Environment?

Romey Stuckart (1955 – 2020, Sublimity, OR)

The Bone Yard, 1989, Oil on canvas

Boise Art Museum Permanent Collection

Collectors Forum Purchase, 1995

- Have you ever been to a place like this? Where was it? What was it like?
- If you could step into this artwork, what kinds of sounds do you think you would hear? What would the weather be like?
- What kinds of plants or animals do you think could live in this environment?
- Do you think this is a real place or an imaginary place? Why?

Pre-visit Packet for Students: Art Talk

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Curricular Connections and Extensions

Social Studies

Goal 1.7: Trace how natural resources and technological advances have shaped human life.

- Have students, as individuals or groups, create, and answer their own "what if" questions for a world without part of the environment: such as trees, rivers, or glaciers. Examples might include: "What if birds didn't have trees; where would they live?" "What if we didn't have wood?" "What would we use to make chairs, if we couldn't use wood?" "What if there were no trees?" What would be in the parks?"

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

- Have students make a geographical/geological timeline. The timeline can include notable glacial movements, tectonic plate shifts, and volcanic eruptions. An additional timeline with human impacts on the environment could extend the learning.
- Have students learn about the restoration or revitalization of an area or town in Idaho. For example, Indian Creek in Caldwell, Idaho was recently restored as a natural habitat to help revitalize the downtown area. Students can choose an area or town in Idaho that has undergone a similar process and find historical photographs that show the place as it looked before, and then provide more recent photographs that show how the area looks now.
- Make a list of different kinds of mass-transportation in the United States. Ask students to look for unique details about 19th century trains, trolley cars, buses, cars, and subways, as well as how each system has affected the environment. Students can consider the following questions: What is the most commonly used form of transportation today? What type of transportation do students and people in the community commonly use? How does this compare with transportation of the 19th century? What fuels are required to run these forms of transportation? Where do the fuels come from? What is the source of the energy? What impact does using this energy have on the environment?

Technology

ICT Standard 1: Empowered Learner

ICT Standard 3: Knowledge Constructor

- Ask students to list new technology such as computers, cell phones, and iPods that have been developed for purposes of entertainment or convenience. Students can consider the effect this has had on the environment and research and respond to the following questions: Is there more waste now than there was in the 1900s or 1800s? Why or why not?
- Have students discuss wind energy and create a model of a wind farm that illustrates the methods used to produce energy from wind, on a smaller scale. Finished models can be displayed in the classroom with an explanation of how technology is used to harness energy from the wind.
- Take a class field trip to visit a wastewater facility or waste disposal site. Have students prepare questions to ask about, or research the ways new technology is used in these processes, while they are on the visit.

Arts

VA:Cr2.1 Organize and develop artistic ideas and work.

VA:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.

- Have students make handmade paper by recycling old newspaper and other paper sources. For step-by-step instructions and materials, visit the following website:

  http://www.eduref.org/cgibin/printlessons.cgi/Virtual/Lessons/Science/Environmental_Education/ENV0020.html

- Experiment with nature materials to create pigments to make paintings on the handmade paper after it has dried.

  For ideas and instructions: kidzone.ws/science/lessons/pigments.html

Curricular Connections and Extensions

Language Arts

CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRW.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Have students write a short fictional story about an environmental statistic, like wildfires, water decline, rising temperatures or increasing human population. The story can include a prediction of what might happen with a particular phenomenon in the next fifty years.
- Have students research an environmental issue and write about their findings. Have students extend their written research with an oral report or a visual presentation made with recycled materials.
- Ask students to research waste management and/or recycling efforts in their town/city and write a non-fiction news article using their findings. As a class, create a newsletter that contains the articles students created.
- Read a story with an environmental message, such as *The Lorax* by Dr. Seuss. Discuss the message and compare and contrast it to environmental issues from current events.
- Have students write a descriptive story about a habitat or environment. Ask them to write about a particular habitat or environment by describing the climate, vegetation, plants, and wildlife. Then, introduce a person into the story and describe how that person might impact the environment they have created.

Science and Physics

ESS: Earth and Human Activity

LS: Ecosystems

- Discuss the possible effects of climate change in our region as a class. Students can address the following questions: How would a change in our climate affect the biodiversity and ecosystem of our region, including wildlife and plant life? How would a change in our climate affect people living in our region?
- Have students compare and contrast different sources of energy. Examples can include wind, solar, nuclear, geothermal, hydrogen, fossil fuels and other sources of energy. Ask students to explain how different sources of energy work or are produced. Discuss the pros and cons of using each type of energy.
- Have students keep track of how much water they use in a weeklong period of time. Students can track their usage by counting the number of times they wash their hands in a day or the amount of time they leave the water on when they brush their teeth or take a shower. Have students share their data with the class and create a class graph of individual water use.
- Discuss recycling with your class. Have students make a list of materials that can be recycled and those that cannot be recycled. Start a recycling program in your school if you don't have one already. Find the nearest recycling center to get more information such as where the recycled materials go after you drop them off at the recycling center. For more ideas, visit the Environmental Protection Agency's website: *http://www.epa.gov/recyclecity/*

ESS-2 – Earth's Systems

- Construct a classroom terrarium with small treelike plants to demonstrate how trees and plants return moisture to their environment. Add water, seal the terrarium, then have the students observe how the moisture is recycled.
- Have students discuss or plan a project that could improve the environment. Discuss how even an individual student could accomplish some part of this goal.

Math

Measurement and Data

- Have students predict future statistics about consumption of products or transportation in Idaho use based on current facts. For example, have students predict the number of cars per person in ten years based on facts they find about vehicle ownership 5 years ago and 10 years ago.
- Discuss the economic aspects of waste management. Discuss the most and least economical ways to dispose of waste. Have students create a line graph of both of these means of disposal to make a prediction of the prices for the next ten years.

POST-VISIT MAKE-IT! ACTIVITY

Mixed-Media Abstract Landscape

To extend the Museum experience and connect the visit to your curriculum, consider using or adapting this lesson plan after you visit the Museum.

Introduction

In this two-session Make-It! Activity, students will create and transform an abstract watercolor painting into an aspect of an environment or pattern found in nature by drawing over the painting with colored pencils.

Materials

- Watercolor paper
- Watercolor Paints
- Paintbrushes
- Water cups
- Nature Images (rock formations, waterscapes, forest etc. - appropriate for student drawing level)
- Colored Pencils

Instruction

- Provide nature images as guides. The idea is that students will use their imaginations and what is suggested by what they see in their own watercolor paintings.
- Students will start with one piece of watercolor paper, watercolor paints, and a paintbrush. Demonstrate the wet-on-wet technique to create a shape. (Paint water onto paper and drop wet watercolor from the brush onto the watercolor paper.)
- Have students paint a large shape with water that takes up most of their paper.
- Once they create their shape with water, they can dab the paintbrush into the paints and drop the paint into the water on the paper. The colors will spread out, mix together, and then dry in interesting shapes. Have students use one or two colors for their paintings.
- Let the watercolor paintings dry. Once the watercolors are dry, challenge students to discover the shapes or patterns hidden in their paintings that might look like something found in the environment. Ask students to think about the ways their shapes transformed to resemble an environment or a pattern found in nature.
- Students can now use colored pencils to draw, add details, and change their watercolor painting to resemble an aspect of an environment or pattern found in nature.
- Once students have finished, they may share their works of art with the group.