

Artists of the Northwest

Before the Visit, Please

- ❑ Do the Pre-Visit Activity: ART TALK.
- ❑ Let the students know an educator from the Boise Art Museum will be visiting the classroom.
- ❑ Make large nametags for the students with their first names only and have students wear them during the visit.

An ArtReach Educator will contact you prior to the visit to discuss ways in which the experience can be tailored to your classroom curricula.

During the Visit, Please Provide

- ❑ Your normal classroom discipline.
- ❑ 90 uninterrupted minutes for the program.
- ❑ An electric power source and projection screen (a white board or paper-covered wall will work)
- ❑ Space for discussion and a hands-on activity.
- ❑ The nametags in a visible place on the students.

After the Visit, Please

- ❑ Complete and send in the evaluation card that you will receive from the ArtReach educator. Your comments are important in helping us tailor our programs to suit your needs.
- ❑ Do the enclosed **Make It!** activity.
- ❑ Consider using related ideas listed in Curricular Connections.

Thank you for participating in the *Artists of the Northwest* ArtReach visit!

Artists of the Northwest

Abstract Art	Art that shows the artist's distortion or change of reality. The depiction of real objects is not as important as expressing the object or idea using line, shape and color.
Medium	A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved: <i>the medium of lithography</i> . The materials used in a specific artistic technique: <i>oil as a medium</i> .
Media	The plural of medium.
Symbol	Any type of shape, line, color, pattern or object used by the artist to express an abstract thought or hidden meaning.

ArtReach Pre-Visit Image



Hilda Morris
The Musician, circa 1984
Acrylic paint, wood, steel, polymer
Permanent Collection, Gift of Carl and Hilda Morris Foundation

ArtReach Pre-Visit Image



Kenneth Callahan (1906-1986)
Multitudes on the Mountain, 1968
Tempera and oil on gesso, on board, 96" x 72"
Permanent Collection
Gift of Wells Fargo

ArtReach Pre-Visit Activity: ART TALK

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Please view the two reproductions 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 re-visit and discuss these works as well as others during the ArtReach visit. 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 when the Museum educator conducts the program. The students enjoy sharing their insights from the pre-visit discussion with the educator.

This visit focuses on artwork in BAM’s Permanent Collection by artists of the Northwest. The distinctive quality of the Northwest is demonstrated in themes of renewal and change and the relationship of man to the environment. What distinguishes these works is the artists’ use of neutral colors and frequent use of symbolism to express ideas.

Hilda Morris

The Musician, circa 1984

Acrylic paint, wood, steel, polymer

Permanent Collection, Gift of Carl and Hilda Morris Foundation

- What colors has the artist used?
- How would you describe the shapes?
- Does this sculpture remind you of anything you have seen before?
- If this sculpture could make music, what kind of sounds might it make?

Hilda Morris created shapes and forms in her sculptures that communicated rhythms from music, dance and mathematics. This sculpture is called “The Musician.”

- Which part of the sculpture reminds you the most of a musician? Why?

Kenneth Callahan, (1906 - 1986)

Multitudes on the Mountain, 1968

Tempera and oil on gesso, on board

Permanent Collection

Gift of Wells Fargo

Kenneth Callahan was an important member of what became known as the Northwest School. Callahan was a painter of nature, interested in life forces and the interrelationship of man, the land and the elements.

- How is this piece similar to the one you just saw? What do they have in common?
- How are the two works different from one another?
- How many different colors do you see? What are they?
- Look carefully at the lines shapes and colors. Do you see any objects you can recognize?
- Does this painting remind you of anything you have seen before?

ArtReach Curricular Connections

Artists of the Northwest

Teachers can adapt the following curricular connections to meet the needs of any grade level.

History and Math

- Research events in the Northwest specifically in relationship to the landscape and nature from 1960-1990 that might have influenced the artwork during that time period. How has the Idaho landscape changed since the 1960s? What events caused the changes?
- Working from photocopies, have students measure the different shapes and designs found in abstract works of art and record their measurements. This website provides a variety of ideas and activities <http://www.learner.org/teacherslab/math/geometry/shape/index.html>
- Abstraction is a process of selecting all or portions of observed objects into simple, often geometric, shapes. Have students experiment with the concept of abstraction using rulers, compasses, and protractors to create geometric abstractions of famous images like the statue of liberty or a Coca-Cola can.
- Northwest artists often used geometric shapes in their paintings. Discuss rose windows and radial designs and then have the students create their own radial designs. This online lesson plan has been adapted for various age levels:
<http://www.princetonol.com/groups/iad/lessons/middle/Larry-radial.htm>

Social Studies and Language Arts

- Choose one of the artworks provided in the packet and write an interview for the artist who created it. Include questions about his background, training, daily life and what inspired his or her work. Write a script for the interview and then present it to the class.
- Look around the classroom and identify the elements of art – colors, lines, textures, values, spaces, forms and shapes in the classroom. Write a list of what you find by looking around your own environment. Describe the element of art that you find most interesting. For instance, use descriptive words for the lines such as curvy, straight, delicate, dynamic, thick, thin, etc.
- With your neighborhood landscape as inspiration, write about your relationships to the landscape. How are you connected to it? Removed from it? How do you use it? How do you care for it? How has it changed over time? How have you impacted it?

Science

- The landscape inspired many Northwest artists. Discuss the diverse ecosystems and landscapes in the United States and explore the differences and similarities with those in the Northwest.
- Landscapes painted by Northwest artists show various seasons, from fall to spring. Have students explore different aspects and natural occurrences related to the four seasons. Use this opportunity to discuss why leaves change colors, what spurs new growth in spring, and how winter influences tree and plant growth.
- Study color theory and the science behind it. Discuss color from an emotional and scientific point of view.
- Have the students observe the same landscape throughout the school year, from fall to spring and early summer and have them report on plant and animal growth. Have students create graphs and charts to communicate and document their observations.

ArtReach Post-Visit Activity: MAKE IT!

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To extend the ArtReach experience and connect the visit to your curriculum, consider using or adapting this lesson plan suggestion.

Symbolic Collage

Discussion

Discuss abstract ideas and how they are often difficult to describe with words. Make a list of abstract ideas and create an artwork related to an idea using only abstract means. Some of the books listed in the bibliography may be helpful in providing examples of illustrating ideas using only the lines, shapes and colors. Use the elements of art (color, shape and line, for example) to express the abstract idea visually. Here are some abstract ideas to consider: beauty, spontaneity, destruction, friendship, love, understanding. Your students will come up with ideas that are meaningful to them. The student collages will serve as symbolic representations of their abstract ideas.

Materials

- Neutral colors of construction paper (such as brown, black, tan – at least one for each student to use as the background)
- Limited color palette of cut papers (such as only gray, brown, yellow, pink, white) to relate to the artwork in the Artists of the Northwest exhibition
- Scissors
- Glue stick

Instructions

Have students carefully consider their abstract ideas. You may want to have them make a list of words related to their ideas. Have students cut or tear the pieces of colored papers and arrange them on their background papers to describe their selected abstract ideas. Once they are pleased with their arrangements, have students glue the papers to their backgrounds. Have students present their collages and describe why they chose their colors and shapes to express their selected ideas. The student collages now serve as symbolic representations of their abstract ideas. Hang the collages in the classroom with labels underneath them stating the abstract ideas.

Extension

You could also choose to select a piece of music and have students respond to it using only color, shape and line (without recognizable objects) to describe their idea of the music on paper. Or, you could have students view an abstract work of art, such as the two provided in this packet and have them to create a musical composition in response to the artwork.

ArtReach Bibliography

Artists of the Northwest

FOR YOUNGER STUDENTS

- *Abstract Alphabet: an Animal ABC*, Paul Cox, Chronicle Books, 2001.
- *I Spy Shapes in Art*, Lucy Micklethwait, Greenwillow, 2004.
- *Night Sounds, Morning Colors*, Rosemary Wells, David M. McPahail, Dial Books, 1994.
- *Shapes, Shapes, Shapes*, Tana Hoban, HarperTrophy, 1996.
- *The Dot and the Line: A Romance in Lower Mathematics*, Norton Juster, Seastar Books, 2000.
- *The Shape of Things*, Dayle Ann Dodds, Julie Lacome, Candlewick Press, 1996.
- *When a Line Bends. . . A Shape Begins*, Rhonda Gowler Greene, James Kaczman, Houghton Mifflin, 2004.

FOR OLDER STUDENTS AND ADULTS

- *Looking at Nature: Art for Children Series*, Baumbusch, Stewart, Tabori and Chang, 1999.
- *Math-Terpieces: The Art of Problem-Solving*, Greg Tang, Greg Paprocki, Scholastic, 2003.
- *The Elements of Color*, Johannes Itten, Wiley, 1970.
- *The Painter's Eye: Learning to Look at Contemporary Art*, Jan Greenberg, Jordan Sandra, Sandra Jane Jordan, Delacorte Press, 1991.
- *The Sculptor's Eye: Looking at Contemporary American Art*, Jan Greenberg, Jordan Sandra, Sandra Jane Jordan, Delacorte Press, 1993.
- *Understanding Modern Art: An Usborne Introduction*, Janet Cook and Monica Bohm-Duchen, EDC Publications, 1992.

FOR TEACHERS

- *Teaching Art with Books Kids Love: Teaching Art Appreciation, Elements of Art and Principles of Design with Award-Winning Children's Books*, Darcie Clark Frohardt, Fulcrum Publishing, 1999.