

ESWA upstairs Studio Introduction

EQ: What influences (impacts/effects) art across a region?

Goals:

- Address misconceptions – that Natives live in the past and other stereotypes
- Connect to Social studies curriculum in Colorado by giving info on the Utes in relation to the Southwest region.
- Connect to curriculum by focusing on compare/contrast skills as a way to make sense of something.
- Deepen students understanding that art in a region changes over time
- Students will be able to identify up to three reasons for those changes.

Materials:

- Powerpoint projected with maps and this objective written for students to read
- Sign for each table to put in middle of that table (placard to hold the sign up higher?)
- Map for each student on table
- Examples of trading cards

Green– things to say and **bold** = **questions** to ask students

Remember to ask students to repeat a word out-loud after you say it if it might be new vocabulary

Welcome the students.

- (point to ppt) **We will be investigating how art from the Southwest region has changed over time.** (Advance slide or point to some reasons) **there are many things that have influenced change.**
- (Advance slide to map). **Everyone find a map on your table and look for the state of Colorado. Put your finger on the spot where we are right now. (Co Spgs)**

Say: (point to orange area) **This is a map of the Southwest region, which shows trade routes and movement of Native tribes in the Southwest** (point to lines).

Say: (in order to connect what they will be learning to the social studies curriculum)

- **The Ute people inhabit mountain areas of the southern Rocky Mountains. They have lived in Colorado longer than any other group of people. Point to map when referencing Ute**
- **Many Native people live in Colorado now, and they belong to many different tribes.**
- **Each tribe has their own culture, or ways of doing things based on what is important to them.**
- **There are also many people from Mexico who live in the Southwest region.**

Say: A few reasons why art changes over time include:

- Different cultures *trade* materials and ideas
- Availability of materials changes
- Reasons for creating art change

Do: (advance ppt to show slide of artwork in our collection that uses shells).

An example of trade is: if I live in Colorado and want to make art with shells as one of the materials like you see on this basket (point to shells), but I don't live near the ocean, what could I do? Share with someone next to you what you might do..... Yes – I heard people say they could buy shells on the internet. Before the internet, they would trade materials (point to lines in powerpoint where people from areas near ocean came to trade with people in other regions) So someone who lived near the ocean trade shells with people who lived in Colorado.

Say: Today's artists have an easier time getting materials.

It's time to investigate influences on art in the Southwest. (advance slide)

I'll leave this slide up because this is what you'll be looking for with your table leaders. – point to slide with:

As you look at the art on the table,

1. What **similarities** and **differences** do you see?
2. Describe any color, lines, shapes and textures.
3. What materials do you think were used to create the art?
4. What might be the purpose for this art?

Leave this slide up during the presentation

Say: Today, you get to be like a person who works in a museum, who wears white gloves to handle works of art.

Your table leader will show you how to put on your gloves to examine the objects!

Chaperones and teachers – please, join us at one of the tables!

AT THE END of the second group:

Before students leave -make certain to pass out one trading card to each student and let them know when they come back to the museum, they can ask the front desk for a trading card each time they come back and collect the whole set.

Tell them the card gets their whole family in for free.

(just FYI about the basket in the ppt – not to share: “Poma (moon basket); coiled, single willow rod; weft of natural willow. Design: undecorated interior; exterior surface covered with flicker (red) feathers; with hanging pendants of abalone shells attached by strings of 8# white and 2# red commercial beads. Band of drilled shell beads around rim, with quail plumes woven in under shell beads.” Gift of Alice Bemis Taylor, Accession number: TM 1724