

# Exploring Southwest Art 90-Minute Tour

<b>Level</b>	<b>Grade 3<sup>rd</sup>+</b>		
<b>Essential Question</b>	What influences (impacts/effects) art across a region? (Possible ways to think through this EQ – intercultural exchange of materials and ideas over time)		
<b>Pathways</b>	This tour takes place in the East Hallway (downstairs), Duff, and Blessing galleries.		
<b>Introduction For first group of students only</b>	<b>Time</b>	<b>Content/Activity</b> – What is said aloud is written in GREEN; bold green are questions instructions written in BLACK are <u>not</u> said aloud to the tour group	<b>Materials or Strategies</b>
	Time____  5 minutes	<p><b>Purpose: Present museum expectations</b></p> <p>Introduce yourself and present the chaperone directions. Gather the students together and go over museum expectations using the expectation sheet. Welcome students referring to their grade level. Get student names and correct pronunciations.</p> <p>Share EQ: Today we’re going to explore the question: “What influences art across a region?” You will get to explore that question both in the galleries and upstairs with actual artwork.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• look carefully at art and share our ideas</li> <li>• notice there are no wrong answers. It’s ok to see things differently!</li> </ul> <p><b>Chaperone...any questions?</b></p> <p>During our tour, please follow me and stay together as a group.</p>	<p>Museum Expectations sign</p> <p>Chaperone directions</p> <p>Checking for how to say a name and then using student names reinforces they are individuals with unique contributions</p>

<p>Tour Leader 's choice of art: select art that includes an engaging narrative</p> <p>Kitchen Help - Ortega or Emergence – cactus</p> <p>Balto or Altar Screens</p>	<p><b>7-10 minutes</b></p>	<p><b>Purpose: Encourage Discussion of Art with Visual Thinking Strategies (VTS)</b></p> <p>Bring student attention to piece of art they will focus on for VTS and <u>seat</u> them in front of it.</p> <p>We are going to warm up by looking at this art in a way that helps us really discover new things. I will ask you a few questions, so we can hear what you see and think about this artwork. Remember there are no wrong answers.</p> <p>Take a minute to <u>silently</u> look at the art.</p> <p>Ask VTS questions:</p> <ul style="list-style-type: none"> <li>• <b>What's going on in this picture?</b></li> <li>• <b>What do you see that makes you say that?</b></li> <li>• <b>What more can we find?</b></li> </ul> <p>Paraphrase and link student responses. Point</p> <p>Conclude: You all had so many different ideas as we looked at this art. We're going to keep looking and sharing ideas.</p>	<p><b>VTS-</b> there are no right or wrong answers, but evidence for ideas is expected.</p>
	<p>time ____</p> <p><b>10 minutes</b></p>	<p><b>Purpose: explore EQ</b></p> <p>Point out the sequence of the galleries, which has oldest objects, which are created most recently. During today's tour we are trying to figure out "What influences art across a region?" You'll find that the art in these galleries change over time, and we are going to investigate some of the reasons for these changes.</p> <p>Let's look at an object you might recognize to see how it has changed over time: show photos of 3 phones (wall/wooden, plastic/corded, today's cell phone) and ask – <b>How has this changed?</b> Listen to their ideas and put them into categories:</p> <ul style="list-style-type: none"> <li>• similarities/differences</li> <li>• material</li> <li>• purpose</li> </ul>	<p>Photos of Phones</p> <p>Pair/Share</p> <p>Cards with questions to help them remember things to compare/contrast</p>

<p>Start in one of the three galleries</p>	<p>Restate using EQ words: You noticed that some materials and the purpose or how we use a phone has changed over time. Let's see if we can figure out how art in the Southwest has changed over time.</p> <p>First, let's think about the Southwest –</p> <ul style="list-style-type: none"> <li>• <b>What do you know about this region?</b> (show map and listen to ideas. Add if not mentioned – dry climate, deserts...)</li> <li>• <b>Based on what you know, what do you think people value (or think is important) in the Southwest?</b> (ie: water, _____) <ul style="list-style-type: none"> <li>○ Some people value Pikes Peak for recreation (hike, mountain bike, ski)</li> <li>○ Some see it as a sacred place</li> <li>○ Some value the snow that melts into water in the spring</li> </ul> </li> <li>• Art can change based on place – number of people in a region, how connected or separately people live...</li> <li>• <b>What materials are readily available in SW?</b></li> </ul> <p>Depending upon which gallery you are in, start by sharing the purpose:  In this gallery with the oldest works of art, each work was made for a purpose. <b>What are some of the reasons you think this art was made?</b></p> <ul style="list-style-type: none"> <li>• some older pots might be utilitarian, some art for sharing religion/storytelling</li> <li>• some to trade and to sell (Maria so skilled that only someone with lots of money can buy her work)</li> <li>• more contemporary = artist making a living doing art, trying to show skill, make it the best, unique. Sometimes communicating and sometimes exploring materials and design.</li> </ul> <p>Notice also that there are many cultures here: Indigenous nations (point out names of tribes on labels) which EACH HAVE their OWN CULTURE, as well as artwork from the Spanish who colonized Mexico, in the same way that the US was a colony of Britain. Spanish brought Christianity – see in symbols in SW art – lady of Guadalupe</p> <p>Pair the students up and give each pair a preset pairing of 8 ½ x 11 versions of the cards (posters). Also hand out the similarities/differences cards.</p>	
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<b>Closure</b>		<p>*Say: We are going to look for each of the works of art on your cards, so if you see your work in here, go stand by it. Partners stay together, since only one work of art will be in a gallery.</p> <p>Have a student who is standing by the actual artwork go through the questions on the sim/diff card. Have the partner hold up the paired art so it can be either compared or contrasted.</p> <p>Move to the next gallery and repeat activity from the *</p>	
	<p>ONLY IF YOU ARE WITH THE SECOND GROUP – otherwise, take them to Ed Studio</p> <p>Time:</p> <p>Return to entrance</p> <p>3 minutes</p>	<p><b>Purpose: Summary and review for exit</b></p> <p><b>Trading Cards:</b> Give each student a trading card. Share they can collect trading cards (4<sup>th</sup> grade passport members get cards each time they come to museum) by asking for one at the front desk when they come.</p> <p>As we end the tour, let’s slowly walk back through the galleries. It is impossible to see all the art in one day. If a museum is like a library (each work of art can be like a book, sometimes it has a story or information), why would most people think they should see every work of art during one visit? Most people don’t plan to read every book in a library during one visit, so why should we try to do that in one museum visit?</p> <p><i>If you could bring someone back, what would you show that person first?</i> Perhaps it was art that you didn’t get to see. <i>Let them pair share as you walk back to tour entrance.</i></p> <p>Remember, all students and teachers always get in free. If group is 4<sup>th</sup> graders, remind them to sign up for the 4<sup>th</sup> grade passport program (free membership for their entire family for a year.)</p> <p>Thank students for sharing their thoughts about art with you. Encourage them to return.</p>	<p>Tell the teacher or chaperone that all students and educators get in free all the time.</p>