

# Museum at the Center: BRAINY (Bringing Arts Integration to Youth)

University Art Museum  
Colorado State University

Presenters: Linny Frickman, Museum Director  
Patrick Fahey, Professor, Art Education and Associate Curator of  
Education

Lisa Morgan, Adjunct Faculty, Dance; IMPACT Dance Company



- Other Collaborators:
  - Laura Jones, Professor, Theatre
  - Bonnie Jacobi, Professor, Music Education
  - Students in the Department of Art & Art History and the Department of Music, Theatre, Dance
  - LEAP Institute at Colorado State (Leadership, Entrepreneurship, Arts Advocacy and the Public)
  - Graduate student coordinators



# Outline of Presentation

- History of BRAINY
- BRAINY in the Museum
- BRAINY in Dance
- BRAINY in Music
- BRAINY in Theatre
- Models for other museums
- Q & A





# History



Tim Rollins & KOS



YA YA – Young Aspirations Young Artists





University Center for the Arts



# BRAINY Goals

- 1) introduce students to the visual and performing arts,
- 2) demonstrate the role the arts play in our community and cultures,
- 3) demonstrate that the arts can be part of academic and lifelong pursuits and,
- 4) expose students to a university campus and post-secondary educational opportunities.

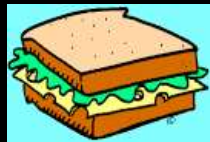


# A BRAINY Day

- AM



- PM





# The Museum at the Center





# CSU Students

- Land-grant mission
- Service-learning
- Practicums
- Internships





# Museum Teaching and Planning

- Comprehend
  - Reflect
  - Create
- Transfer



- Use the visual arts to express, communicate, and make meaning.

## Observe and Learn to Comprehend





# Envision and Critique to Reflect



- Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.



# Invent and Discover to Create

- Generate works of art that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression.





# Relate and Connect to Transfer

- Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience.





# Planning Concepts

- UbD
- Entry Points
- Visible Thinking

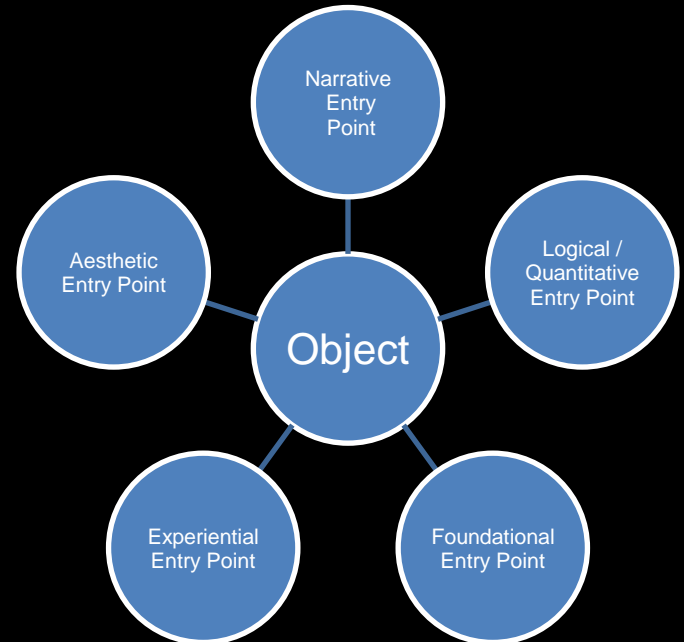
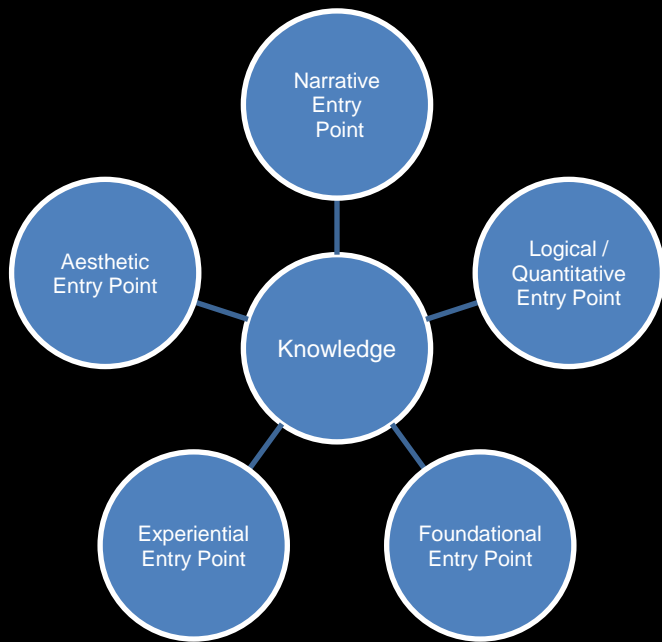


# Understanding by Design

- Enduring Understanding
  - What are the “big ideas” ?
- Essential Questions
  - What provocative questions will foster inquiry, understanding, and transfer of learning?
- Content
  - What do we want students to know when they leave?



# Entry Points





# Visible Thinking

- Deeper understanding of content
- Greater motivation for learning
- Development of learners' thinking and learning abilities.
- Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
- A community of enthusiastically engaged thinkers and learners.



## Our approach...

Focuses on learner—rather than what subject / information is to be learned.

- Inquiry: Posing open-ended questions—no right or wrong answers;
- Access: Accommodating the range of differences that exist among learners; and
- Reflection: Structure through which students think about their own learning/thinking.



# “Cabinets of Curiosities”











**Hesperia, California**





**Roswell, New Mexico**





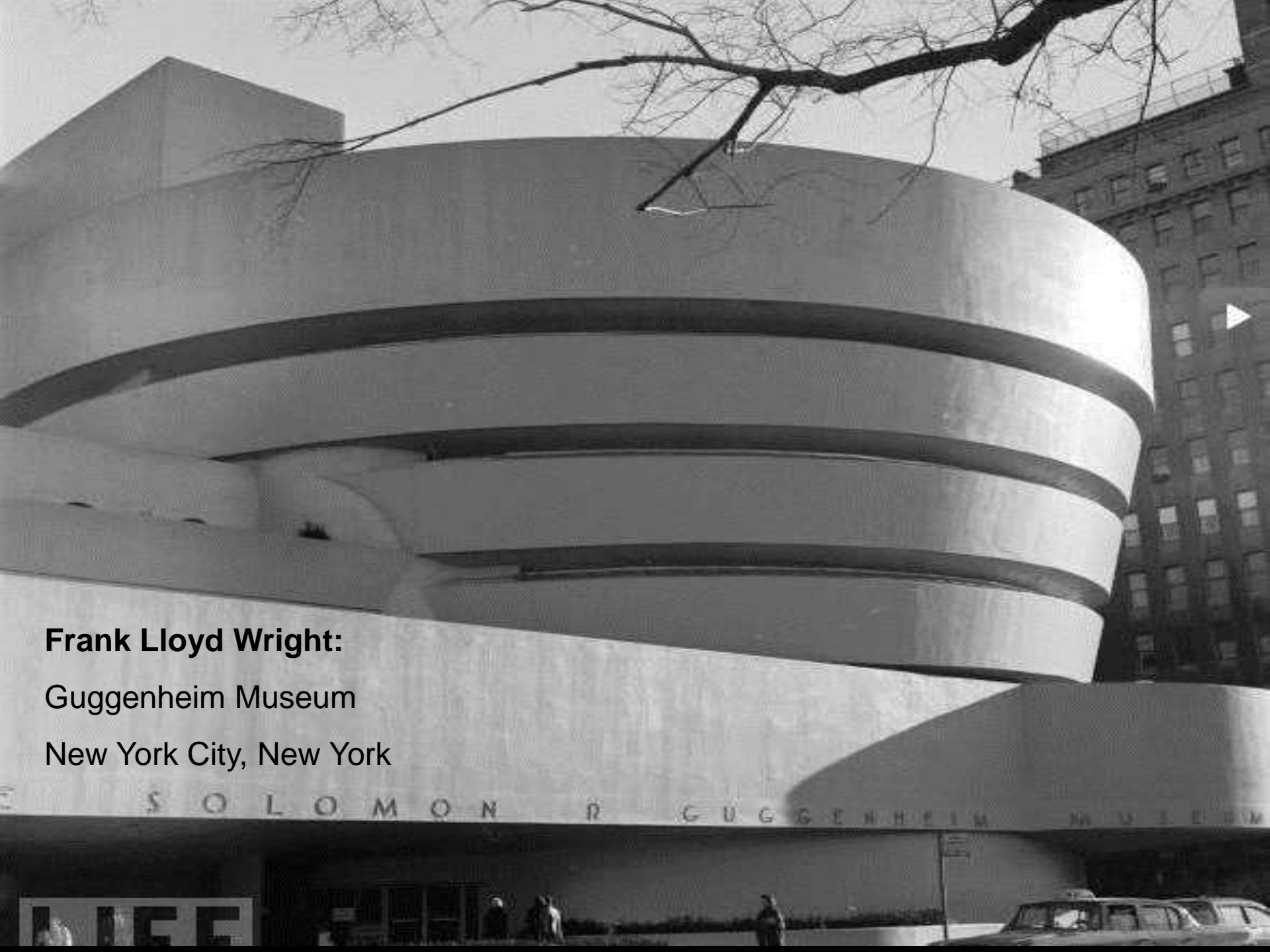
**Avanos, Turkey**



# Why do people collect objects?

- Do you have collections?
- What do you collect?
- Why do you collect?
- How do you display your collections?





**Frank Lloyd Wright:**

Guggenheim Museum

New York City, New York

SOLOMON R. GUGGENHEIM MUSEUM

LIFE

















Cai Guo-Qiang



“Inopportune: Stage One”



**Frank Gehry:** Frederick R. Weisman  
Museum of Art

Minneapolis, Minnesota









**Santiago Calatrava:** Milwaukee Art Museum-Quadracci Pavilion  
Milwaukee, Wisconsin









**Daniel Libeskind:** Denver Art Museum  
Denver. Colorado





Gio Ponti





KING  
TUT  
DISCOVER  
ART  
MUSEUM  
BROOKLYN MUSEUM  
BROOKLYN, NY

AS TO BE  
IN PLAIN SIGHT





Minnesota

California

Wisconsin

Turkey

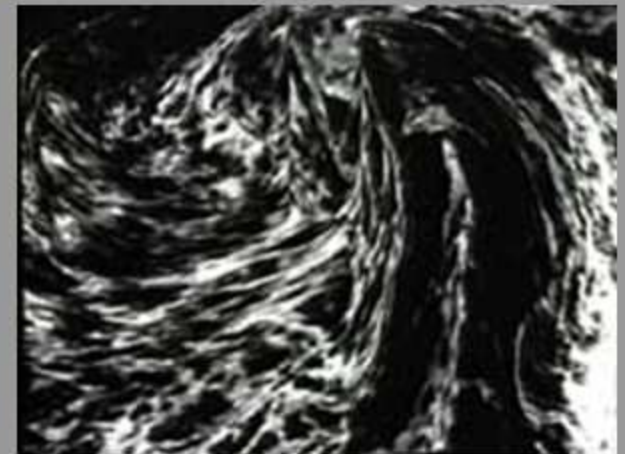
Denver

New York

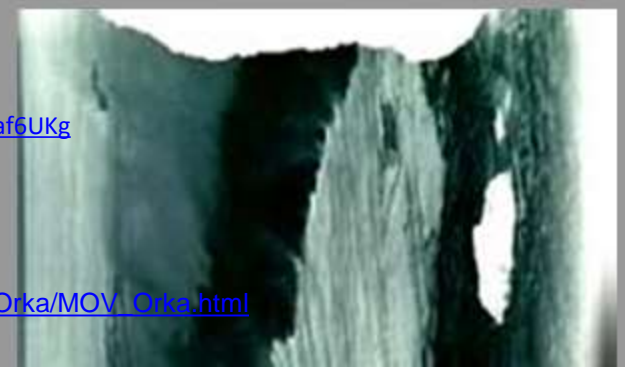
New Mexico

*We Traveled the World Today!*





<https://www.youtube.com/watch?v=idNEjaf6UKg>



[http://www.vasulka.org/Steina/Steina\\_Orka/MOV\\_Orka.html](http://www.vasulka.org/Steina/Steina_Orka/MOV_Orka.html)































(Students will be divided into 6 groups of 4 students.)

1. Listen and watch quietly and carefully. I'll be asking you some questions about what you hear and what you see.
2. After some time ask students the following questions:
  - What do you wonder about this work?
  - Do you think this art work is strange? Why or why not?
  - How do you think it was made?
  - If you could give it a title what would it be? Why?
  - If you had to describe this to someone at your school who isn't here what would you tell them? How would you explain it?
  - Does this work remind you of any of the images of Iceland you saw earlier? How? In what way? Can you explain?
3. Keep watching and listening. Tell me some things you hear and see and I'll write it in my sketchbook. You can write it in your sketchbook too. (List as many sounds and images as you can.)



4. Summarize their comments into the “elements of Iceland”: water, sky, lava, tundra, ice, and sound.
5. Students will decide a movement and sound for their element. Practice it until students are comfortable. Break into large group for performance.
6. Students place sketchbooks and pencils in boxes by door on the way out. Bathroom stop on way to music.







# Movement in the Museum

A different perspective & learning pathway

Language of Movement

SPACE TIME ENERGY BODY



# Movement & Connection



- **Relationship**

- Physical – WHERE are we in relation to the work?
- Do we SEE movement in the work? Literal or abstract.

- **Interaction**

- What do we feel? Does the work remind us of ourselves? How?

- **Perspective**

How does our perspective change the way we respond?

- **Inspiration**

Springboard, ideas for extended work





# Movement as Learning Path

- Observation & Document
  - Identify movement elements or concepts
- Experiment & practice
  - Explore movement elements individually and in groups
  - Practice and gain confidence in new skills
- Compose/Create
  - Fine tune your choices, “test” your questions, develop a phrase or story to repeat and “perform”)
- Reflect Opinion Analysis Review



# SOUNDSUITS





# Nick Cave's SOUND SUITS



**Movement/Dance Lesson**  
**Elementary/Secondary Level**

## ***Rhythm of Space***

**Movement Elements: SPACE & TEMPO**

1. Introduce/Observe
2. Identify movement elements
3. Explore/Practice
4. Compose/Create
5. Reflect & Respond


SPACE (pathway, size, groups vs. individual)

TIME (rhythm, speed, tempo)

ENERGY (vibratory, smooth, . . . )

BODY (full body movement engaging all senses  
and functions of the body.)



A group of children and an adult are sitting on the floor in a dark room, looking up at a large circular projection of a landscape on the wall. The projection shows a bright, hazy scene with what appears to be a body of water and some structures. The children are of various ages, and the adult is a woman with long dark hair. The room is dimly lit, with the primary light source being the projection itself.

## A PROJECTED VIDEO ENVIRONMENT BY STEINA:

*“Every image has its own  
sound and in it I attempt  
to capture something  
flowing and living.”*



# STEINA Video & Soundscapes



Movement/Dance Lesson  
Elementary/Secondary Level

## Shape, Pattern & Relationship

Movement Elements: Shape, Size,  
Pathway, Relationship

1. Introduce/Observe
2. Identify movement elements
3. Explore/Practice
4. Compose/Create
5. Reflect & Respond

SPACE (shape, pathway, size)

TIME (rhythm, speed, patterns)

ENERGY (circular, gravitational pull)

BODY (isolation, articulation and relationship)

Sound: Environmental Sounds Scape



# AFRICA – Rhythm and Story

- Traditional Dance from Senegal

Rhythm

Instruments

- Costume &

Ritual





# Colorado Department of Education

## K-12 Dance Standards (5<sup>th</sup> Grade – Historical & Cultural Context)

### Content Area: Dance

### Standard: 3. Historical and Cultural Context

#### Prepared Graduates:

- Explore and perform dance styles from various cultures and times

### Grade Level Expectation: Fifth Grade

#### Concepts and skills students master:

1. Dances from different cultures have similarities and differences

#### Evidence Outcomes

##### Students can:

- a. Identify universal dance themes found throughout the world
- b. Recognize the relationship between music and dance when learning dances from around the world (DOK 1-2)
- c. Examine step patterns and use of gestures for social dances (DOK 1-2)
- d. Replicate the use of formations and spatial groupings in cultural and social dances (DOK 1-2)
- e. Discuss distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms (DOK 1)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How does the past influence the present?
2. How does music influence movement?
3. What do the patterns in social dances tell us about a culture?

##### Relevance and Application:

1. Socially and historically specific attitudes toward the use of the body to communicate messages are diverse and depend on many cultural and societal norms.
2. Dance changes with the time, the country, and even the weather. Dance does not have one history, but many.
3. Technological media allow for the study of various cultural dances such as historical or cultural documentary films and musicals of varying eras.

##### Nature of Dance:

1. Societies express their unique qualities through dance.



# Climate & Weather Elements

- Weather
  - Wind, blowing snow, ice
- Landscapes of northern climates
- Subsistence Living
  - A Day in The Life of a child from this area of the world



# Colorado Department of Education

## K-12 Science Standards (3<sup>rd</sup> Grade Social Studies/Geography)

### Content Area: Social Studies

### Standard: 2. Geography

#### Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

1. Use various types of geographic tools to develop spatial thinking

#### Evidence Outcomes

##### Students can:

- a. Read and interpret information from geographic tools and formulate geographic questions (DOK 1-2)
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps (DOK 1)
- c. Locate the community on a map and describe its natural and human features (DOK 1)
- d. Identify geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What questions do geographers ask?
2. How does the geography of where we live influence how we live?
3. How do physical features provide opportunities and challenges to regions?
4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment?

##### Relevance and Application:

1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.
2. Spatial thinking involves analysis, problem-solving, and pattern prediction.
3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.

##### Nature of Geography:

1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions.
2. Spatial thinkers analyze connections among places.



# BRAINY in Theatre



Theatre lesson –  
Storytelling via situation  
and characterization.  
Using the photographs,  
students were asked to  
interpret the images by  
analyzing facial expressions  
and body language.

Exhibition – Fotofest Discoveries

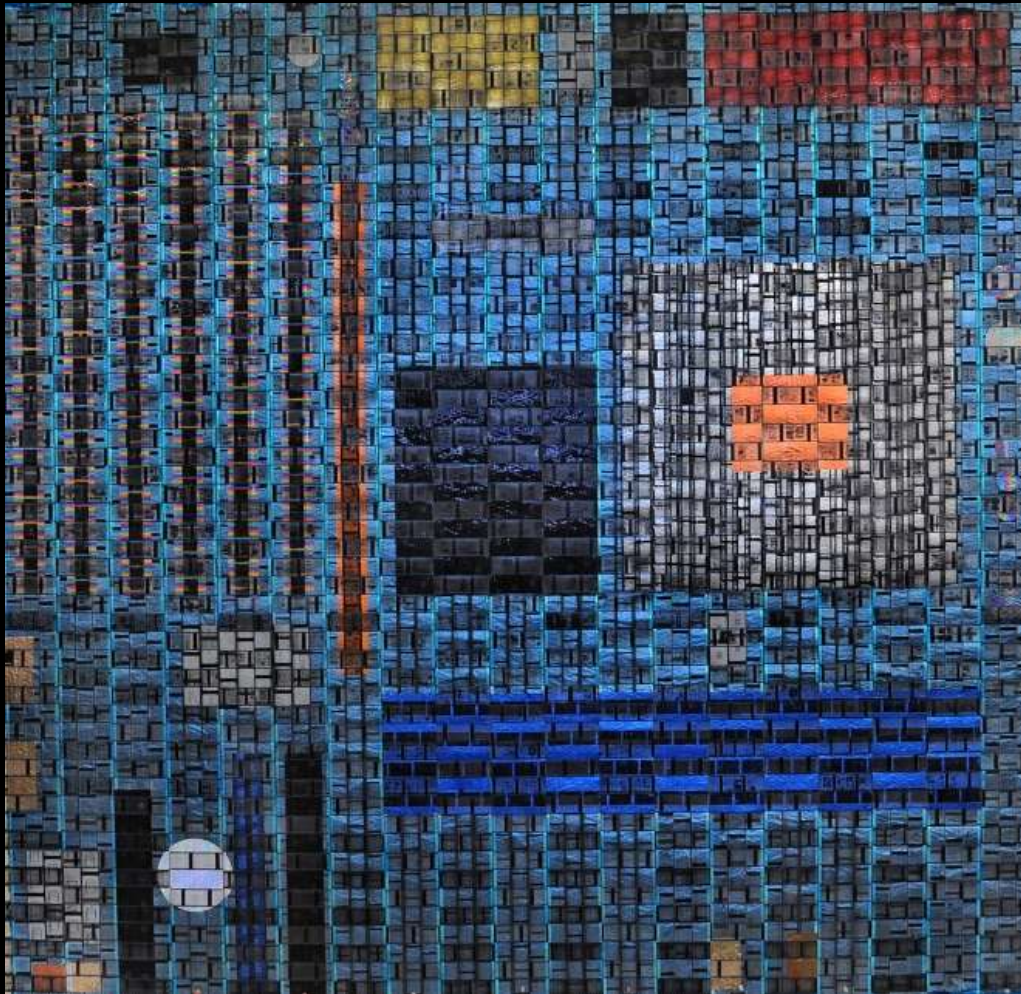




Theatre lesson – form and movement. Using Erika Diettes photographs as inspiration students worked with over-sized, long-sleeved, white shirts buttoned down the front, and shirts pulled from costume stock to explore movement. For example, the shirt imagined as a clothes line blowing in the wind, or in the washing machine sloshing around.

Exhibition – Fotofest Discoveries





Theatre lessons – Coordinated group movement. Students Recreated the working parts of a loom by adapting a cat-and mouse chase game called “Streets & Alleys.” In the “streets” position they were the warp threads and in the “alleys” the weft threads.



# BRAINY in Music

- Fundamentals/Vocabulary
- Form/Composition
- Traditional instruments & song from Africa
  - Shakers, Drums
- Children's music from Iceland



[http://www.youtube.com/watch?v=u65zvo8P\\_9s](http://www.youtube.com/watch?v=u65zvo8P_9s)





# Connecting





# Lesson “Experience” Plans - Models

- Explorations...
- Observing like... an artist, scientist, historian
- Identify...
- Storytelling...
- Acting, singing, dancing...
- Interview...
- Make...



# Multi-modal







Who?

What?

When?

Where?

Why?

# Inquiry



# 21<sup>st</sup> Century Skills

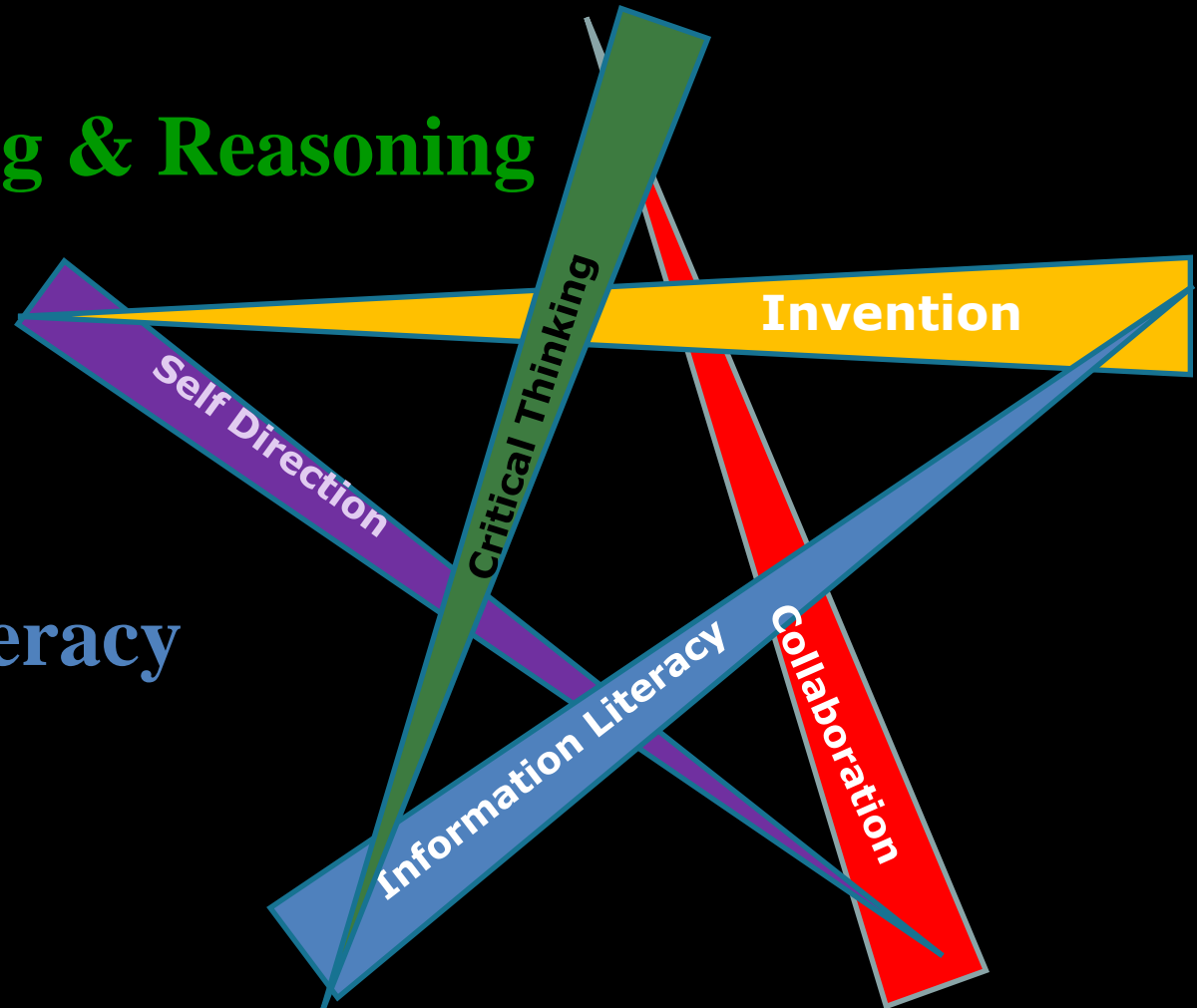
**Critical Thinking & Reasoning**

**Invention**

**Self-Direction**

**Collaboration**

**Information Literacy**





# Concept Connections

<http://www.cde.state.co.us/ContentAreas/ContentConnections/index.asp>

- Fourth Grade Samples
  - [Attributes](#)
  - [Claims and Evidence](#)
  - [Interaction](#)
  - [Compare and Contrast](#)
- Third Grade Samples
  - [Community/Relations/Identity](#)
  - [Visual and Spatial Thinking](#)
  - [Time and Duration](#)
  - [Systems and Structures](#)



Reading, Writing, and Communicating

Science

STEM

Social Studies

World Languages

Colorado English Language Proficiency

Extended Evidence Outcomes

Contact Us

## Related Support Offices

- Accountability and Support
- Assessment
- Career and Technical Education
- Colorado Content Collaboratives
- Educator Effectiveness

## Attributes

**Attributes** refer to characteristics, features, properties, or traits. Fourth graders are identifying, describing, listing, and analyzing the underlying attributes of objects, substances, texts, situations, and ideas. This work is an extension of the work on sorting, similarities and differences, and patterns and interactions.

Attributes can connect 9 of 10 content areas as detailed below.

### Comprehensive Health and Physical Education

In comprehensive health and physical education, **attributes** are characteristics of motor skills, movement patterns, and healthy relationships. Students improve their movements through self and peer feedback about the differences in attributes of movements. Students also describe the characteristics of a friend and supportive family to build an understanding of healthy relationships. Identifying the physical and social elements of movements and relationships encourages students to analyze their environment, physical behaviors, and social connections to ensure their safety as well as lifelong wellness.

Standards Pages:  
[Comprehensive Health](#)  
[Physical Education](#)

### Dance

In dance, **attributes** refer to the ideas, styles and intent of dance works. Attributes such as specific themes, processes or structures and dance elements help to convey intent of a dance work.

[Standards Pages](#)

### Drama and Theatre Arts

In drama and theatre arts, **attributes** refer to creating characters and stage environments. Performing and listening, as well as choosing appropriate gestures, expressions, scenery and props, requires an analysis of complementary and non-complementary attributes to make a scene believable.

[Standards Pages](#)

### Mathematics

In mathematics, **attributes** refer to the defining characteristics of numbers and objects. For example, the factors of a number are an attribute that defines prime and composite numbers and lines of symmetry are attributes of shapes that can be used to classify them. Fourth graders use attributes classify numbers and shapes.

[Standards Pages](#)

### Music

In music, **attributes** include the analysis of dynamics, tempo, meter, articulation, theme, and variation. Identifying the more subtle differences between mezzo piano and piano or advanced tempo and meter markings give students an opportunity to be more illustrative in their musical description. In fourth grade, students use the discernment of attributes to move into the next level of musical structure.

[Standards Pages](#)

### Reading, Writing, and Communicating

In reading, writing and communicating, **attributes** are used to identify, describe, and interpret story elements and common organizational text structures. In addition, students analyze word roots and affixes as well as conventions to deepen their understanding of the language.

[Standards Pages](#)

### Science

In science, **attributes** are the distinguishing characteristics of objects and organisms. By identifying distinguishing attributes of objects, they can be categorized and studied

### Social Studies

In social studies, **attributes** are characteristics or qualities of events, individuals, ideas, objects or systems. In geography, for example, the physical

### Visual Arts

In visual arts, **attributes** provide an understanding of the materials and processes used to create a work. For example, deciding what specific media to use, such as clay, is



- <http://artmuseum.colostate.edu/education/brainy/>

Questions?