

# Tour Plan for BRAINY

***Gregory Allicar Museum of Art, CSU***

(Designed by ART326 Students, Kay Hollister and Vivienne Blanco. Supervised by Dr. Claire Chien)

**The theme of Tour:** Self-images, identities, and cultures

**Target age group:** K4 Students

**Introduction:**

*In this tour plan, you will design three touring videos based on three different online exhibitions. You will also create one art activity video and the activity will be based on one of the online exhibitions that you lead.*

*Hello everyone, we are your tour guides Vivienne and Kay!*

The Gregory Allicar Museum is a part of CSU and is inside the University Center of the Arts which you might recognize by the flower gardens out front! The museum has many different programs and events to look at the next time you visit!

**Museum information:**

- **Gregory Allicar Museum of Art:** <https://artmuseum.colostate.edu/>
- **BRAINY:** <https://artmuseum.colostate.edu/education/brainy/>
- **All online exhibitions:** <https://www.libarts.colostate.edu/artmuseum2018/online-exhibitions/>
- **Women's Textiles Across Africa: The Symbolic and the Practical:** <https://www.libarts.colostate.edu/artmuseum2018/events/womens-textiles-across-africa-the-symbolic-and-the-practical/>

## Video #1

**Title of the second online exhibition:** Women's Textiles Across Africa: The Symbolic and the Practical

**Exhibition link:** <https://www.libarts.colostate.edu/artmuseum2018/events/womens-textiles-across-africa-the-symbolic-and-the-practical/>

**The introduction of the exhibition:**

*We're going to be looking at some artworks from Africa. Now, a lot of the time we talk about Africa like it's just one place. But it is a massive continent, with many different kingdoms and countries and cultures, and we're only going to look at two of them. Trying to talk about Africa as one place where everything is the same would kind of be like trying to talk about North and South America as if everyone was the same.*

Artwork# 1, Title: Adire Cloth



**Artwork information:**

- Author: Unidentified Yoruba Artist
- Year: 20th century
- Size: (If Applicable) 53in x 69in x 3in
- Material/Technique: cotton with indigo, cassava resist and stenciled

**Some factual, historical information, or image comparison about the artwork that you can share with students:**

- Specific to the Yoruba people in Nigeria
- Stencils made by painting yam paste onto the cloth, then submerging it in indigo dye, and washing off the yam paste
- The patterns carry specific messages

**Possible Question to ask to connect students with the artwork**

- What do you associate with the color blue? Why do you say that?
- What do you want people to think about when they see your clothes? How can clothes be used to get to know someone? Does your clothes say something about you?
- What do you see in the patterns? Do you recognize any of the symbols?

**Transition:** Let's look at another example of clothing that sends a message.

Artwork# 2, Title: Isoti (marriage shawl/ wedding cape)



Artwork information:

- Author: unidentified Zulu
- Year: 20th century
- Size: (If Applicable): 41.5in x 36in x 0.5in
- Material/Technique: cotton and beads

**Some factual, historical information, or image comparison about the artwork that you can share with students**

- From the Zulu Kingdom, which doesn't exist as a country anymore. But people still speak the Zulu language and carry on the traditions, and they live in what we now call South Africa.
- Used in many ways but the most common is for marriage
- Even to this day, many Zulu speaking women use beads in their jewelry and clothing to send messages

**Possible Question to Ask (Open-ended questions):**

- Have you ever been to a wedding? Did the people wear anything special?
- What are some colors you notice and how do they make you feel?
- What are some ways you show people you care about them without using words (friendship bracelet)

**Transition:** So we've been looking at some artwork that tells us about people's relationships with each other. Now let's look at an artist who talks about people's relationships with nature.

## **Video #2**

**Title of the second online exhibition:** Extinct in the Wild

**Exhibition link:**<https://www.libarts.colostate.edu/artmuseum2018/events/courtney-egan-a-r-s-online-virtual-exhibition/>

### **The introduction:**

*Our next artist is Courtney Egan. She uses her artworks to talk about how we interact with nature, and how that's different in the modern world than from the past.*

Artwork# 3, Title: Extinct in the Wild



#### **Artwork information:**

- Author: Courtney Egan
- Year: 2020
- Size: (If Applicable) N/A
- Material/Technique: HD Video Projection Loop

#### **Some factual, historical information, or image comparison about the artwork that you can share with students:**

- Courtney photographs plants, then photoshops them to create these video loops, which she projects onto the wall. (<http://www.courtneyegan.net/statement/>)
- This plant is called the Angel's Trumpet and is native to South America. Indigenous people from all over South America have cultivated this plant for thousands of years. In the 1700s, European explorers found out about it and began sending it all over the world. However, it is now extinct in the wild-- meaning that the only plants that exist are ones grown by humans. It does not grow naturally in the wild anymore. (Exhibit intro)
- In South America, it was used for medicine and for spiritual purposes. Europeans mostly just grew it because it looked pretty.

#### **Possible Question to ask to connect students with the artwork:**

- What is one word you think of when you look at this artwork? Why?
- How does the movement make you feel?
- Pretend you are holding flowers right now. I'll give you a few seconds to pose. How is your pose similar or different to the way the hand in the picture is holding flowers? Why do you think that is?

**Transition:** Next, we are going to talk about another one of Egan's pieces.

Artwork# 4, Title: Self- Fulfilling Prophecy



Artwork information:

- Author: Courtney Egan
- Year: 2020
- Size: (If Applicable) N/A
- Material/Technique: HD video projection loop, ceramic arms

**Some factual, historical information, or image comparison about the artwork that you can share with students:**

- A self-fulfilling prophecy is when you make something happen by believing it will. For example, maybe you think “I’m bad at math.” So you don’t really try in math class. You don’t pay attention, because you think you’re definitely not going to do well. So of course, you don’t do well on your math test, because you didn’t pay attention in class! But that just makes you think even more “See, I got bad grades, I’m bad at math.” Do you have any other examples?
- Take a closer look at those branches. Do you see fingers? These are actually arms, made out of clay!
- This is an invasive plant in North America called a Cat’s Claw. An invasive species is a plant or animal brought from one part of the world to another, where it isn’t meant to live. Because no animals in that area eat that plant, it can grow and grow and grows without stopping and takes over. Cat’s claw can grow to cover an entire house, or smother and kill trees. [Include pictures of Cat’s Claw overtaking a house] (<http://www.courtneyegan.net/new-work-self-fulfilling-prophecy-at-ogden-museum-show-virtual-idylls/>)

**Possible Question to ask to connect students with the artwork:**

- It sounds like people who brought Cat’s Claw to North America didn’t think about the consequences--they didn’t think about the problems it could cause. Have you ever done something without thinking about the consequences? What happened?
- What is one word you think of when you look at this artwork? What makes you say that?
- What are some ways these arms are different from the hand in the first artwork?

**Transition:**

*Courtney Egan talks about the way people connect to and impact nature. She’s concerned\about the way we treat nature and wants us to be more careful. Her art mixes nature and technology to talk about the modern way we relate to nature.*

## **References/Resources**

Says, C. (June 23, 2020). 12 Cool and Cute Science Crafts that Kids will Love! – Go Science Girls says. Science for kids: How to make a kaleidoscope. Retrieved February 8, 2021, from <https://buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope/>

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Turduchen, A. (2008, April 8). Dryades Decay Cat's Claw [Photograph]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Dryades\\_decay\\_cat%27s\\_claw.jpg](https://commons.wikimedia.org/wiki/File:Dryades_decay_cat%27s_claw.jpg), <[https://creativecommons.org/licenses/by/2.0>](https://creativecommons.org/licenses/by/2.0/)

Jlb\_Enjoy. (2014, July 24). [Woman next to an Angel's Trumpet flower]. Pixabay.Com. Retrieved February 8, 2021, from <https://pixabay.com/photos/girl-chiangmai-pretty-cute-woman-400169/>

## Art Activity of the Tour

**The activity is inspired by (which artwork or collection/exhibition that you selected above):**

This kaleidoscope activity is inspired by Courtney Egan's flower projections.

**The materials (What should you prepare for students):**

1 toilet paper tube

1 pencil

Tape

At least one disk of paper (3.5in diameter)

Reflective foil paper, cut into three rectangles (4.5in x 1in)

Cardboard, cut into three rectangles (4.5in x 1 in)

**PRIOR TO THE ACTIVITY,** the teacher will need to:

- Tape the foil paper onto the cardboard rectangles
- Tape the rectangles together into a triangular prism, with the reflective paper on the inside
- Insert the prisms into the cardboard tubes, and tape them in place if necessary
- Use a sharp pencil to poke a hole in the center of each paper disk
- Mark a line with Sharpie on each pencil to show students where to line it up on their tube.



**Now, let's start to make your kaleidoscope!**

**Steps:**

1. Egan's work talks about how humans affect nature, and how nature affects us. How do you relate to nature? Is there a certain plant that is important to you? Maybe it's your favorite flower, or a plant that reminds you of something important? Take your paper disk and draw some designs based on those plants. Your disk can have as many different designs as you like. (Depending on time, students may make more than one disk.)
2. Take your pencil and place it on the side of your tube. Line up the line on the pencil with



the edge of the tube. The pencil should stick out over one side of the tube, but not the other. Tape it in place.

3. Slide a disk onto the end of the pencil. Make sure the drawings are right up against your tube! Now, look through the tube and see how the designs reflect off the mirrors inside.



4. Give your disk a spin! Experiment with holding it up to the light, or holding it closer to or farther away from your face

*Now you can play with your kaleidoscope!!*

