

# Tour Plan for BRAINY

## Gregory Allicar Museum of Art, CSU

(Designed by ART326 Students, Angel Gonzales and Erica Quihuiz. Supervised by Dr. Claire Chien)

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

**Target age group:** K4 Students

*In this tour plan, we have designed four videos- three are touring videos based on three different virtual exhibitions. The fourth is an art activity video based on the first exhibit.*

**Educator's names:** Erica Quihuiz and Angel Gonzales

**Other Possible Audience:** Teachers and parents

**Introduction to educators and to the museum (Write down your script for the video):**

*Erica: Hello everyone, I am one of your tour guides Erica Quihuiz, you can call me Erica or Ms. Q*

*Angel: Hi everyone! I will be your other tour guide Angel Gonzales, you can call me Angel.*

*Erica: Museums are not very easy to access right now! Angel and I are going to show you part of a cool project that the Gregory Allicar Museum of Art has put together as a result of our communities' social distancing efforts. The Allicar is a free museum located inside the University Center of the Arts, across the street from the CSU Flower Trial Gardens. This building used to be Fort Collins High School many years ago and is one of my favorite historical buildings in Fort Collins. I am looking forward to the days when we can easily visit the Allicar museum in person, but for the time being they have created multiple virtual galleries that you can visit using a laptop and we are going to show you how to do that. Let's go!*

**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 first online exhibition:** Jess T. Dugan: C.A.R.S. Online Virtual Exhibition

**Exhibition link (Kids version):**

<https://artspace.kunstmatrix.com/en/exhibition/4538313/brainy-jess-dugan>

Artwork# 1, Title: Jeans



Artwork information:

- Author: Jess T. Dugan
- Year: 2014
- Size: 30 x 22.5"
- Material/Technique: Photograph

**Some factual, historical information, or image comparison about the artwork that you can share with students (Please cite your information resources):**

- "My own interest in gender and masculinity comes from my own process of defining gender for myself" -Jess Dugan (they/them)
- Jess takes photographs of people, photographs of people are sometimes called "portraits"
- Jess uses mostly digital photography.

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

- Where is the light coming from in this photograph and how can you tell?
- Do you think clothing is important to your identity or self-image? Why or why not?
- What is a portrait? What is a self-portrait?

**Transition:** *This next photograph of Jess Dugan's is also of an object rather than a person. It's called...*

Artwork# 2, Title: Tulips



Artwork Information:

- Author: Jess Dugan
- Year: 2020
- Size: 33"x 22.5"
- Material/ Technique: photograph

**Some factual, historical information, or image comparison about the artwork that you can share with students (Please cite your information resources):**

- In an interview Jess stated "to me, they look like people and I photographed them like I would with people"
- Human connection and need for human contact
- Created at home "quarantining"
- Information resource:  
<https://artmuseum.colostate.edu/events/jess-t-dugan-c-a-r-s-online-virtual-exhibition/>

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

- Why can this be considered a portrait?
- What other ways can we look at this?
- What could flowers symbolize?
- What do you see/ feel? How are the flowers interacting?

**Transition:** Jess Dugan is a photographer who uses a digital camera. Our next artist uses a combination of traditional photography methods for his artistic practice.

## Video #2

Title of the second online exhibition: Binh Danh: C.A.R.S. Online

Exhibition link: <https://artmuseum.colostate.edu/binh-danh-c-a-r-s-online-virtual-exhibition/>

Artwork# 3, Title: <u>Buddha of Phnom Penh, Cambodia</u>	
	Artwork information: <ul style="list-style-type: none"><li>● Author: Binh Danh</li><li>● Year: 2017</li><li>● Size: 12" x 10"</li><li>● Material/Technique: daguerreotype</li></ul>
<b>Some factual, historical information, or image comparison about the artwork that you can share with students (Please cite your information resources):</b> <ul style="list-style-type: none"><li>● One of the big themes in exhibit</li><li>● Based on his culture and background</li><li>● This type of photograph is called daguerreotype and uses silver plates</li></ul>	
<b>Possible Question to ask to connect students with the artwork:</b> <ul style="list-style-type: none"><li>● Do you know who is in this photograph? How can you tell?</li><li>● What colors do you see and how do they make you feel?</li><li>● How can colors create a feeling?</li></ul>	

**Transition:** *This next piece by the same artist explores a different theme. Buddha of Phnom Penh helps us understand the artist's personal identity, and this one references his culture's history.*

Artwork#4, Title: Gary McColloug, 20 years old



Artwork information:

- Author: Binh Danh
- Year: 2008
- Size: 17" x 14"
- Material/Technique: Chlorophyll print on resin

**Some factual, historical information, or image comparison about the artwork that you can share with students (Please cite your information resources):**

- Binh Danh is Vietnamese
- This face is a portrait that came from a Life magazine in 1969. This issue featured casualties of the Vietnam war and this is the face of a fallen soldier.
- The artist invented his own process for this piece using photo negatives, sunlight, and chlorophyll from plant material

**Information resource:**

<https://artmuseum.colostate.edu/binh-danh-c-a-r-s-online-virtual-exhibition/>  
<http://binhdanh.com/Projects/1Week/1Week.html>

**Possible Question to ask to connect students with the work(Open-ended questions):**

- Binh Danh's chlorophyll process could be used on any plant material. Why do you think he chose grass for this piece/series?
- What colors do you see and how do they make you feel?
- Why do you think the title of the art is a name and age?

**Transition:** *Binh Danh's exhibit teaches us about his own personal identity along with his cultural background. Our next exhibit looks a bit different because even though we don't know who the artists are, the artwork can still teach us about different cultures.*

### Video #3

**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/>

*One of the themes of the C.A.R.S. exhibitions is culture, along with self-image and identity. Through our second exhibit we will explore traditions found in cultures outside of our own.*

Artwork# 5, Title: Isikoti (Marriage shawl/Wedding cape)	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>● Author: Unidentified Zulu artist</li><li>● Year: 20th century</li><li>● Size: 45" x 36" x .5"</li><li>● Material/Technique: cotton and beads (beaded textile)</li></ul>
<p><b>Some factual, historical information, or image comparison about the artwork that you can share with students (Please cite your information resources):</b></p> <ul style="list-style-type: none"><li>● Zulu-speaking people live in what is now known as South Africa</li><li>● Beadwork acts as a visual communication tool and serves as a courtship purpose (among other purposes) in Zulu culture.</li><li>● Zulu artists are known for their beadwork</li></ul> <p><b>Information resource:</b></p> <ul style="list-style-type: none"><li>● <a href="https://artmuseum.colostate.edu/events/womens-textiles-across-africa-the-symbolic-and-the-practical/">https://artmuseum.colostate.edu/events/womens-textiles-across-africa-the-symbolic-and-the-practical/</a></li><li>● <a href="https://artspaces.kunstmatrix.com/en/exhibition/2746160/womens-textiles-across-africa-the-symbolic-and-the-practical">https://artspaces.kunstmatrix.com/en/exhibition/2746160/womens-textiles-across-africa-the-symbolic-and-the-practical</a></li></ul>	
<p><b>Possible Question to ask to connect students with the artwork:</b></p> <ul style="list-style-type: none"><li>● What do you think of when you think of wedding clothes?</li><li>● How are these wedding clothes different?</li><li>● Do you think clothing can tell a story or something about the person wearing it? How?</li></ul>	

**Transition:** *The Isikoti is a Zulu textile meant for a woman to wear during her wedding. This next piece is used in a very different kind of ceremony.*

Artwork# 6, Title: <u>Raffia Cloth</u>	
	<p>Artwork information:</p> <ul style="list-style-type: none"> <li>● Author: Unidentified Kuba artist (Democratic Republic of Congo)</li> <li>● Year: 20th Century</li> <li>● Size: 34" x 220" x 1"</li> <li>● ● Material/Technique: Raffia cloth panel/wrapper</li> </ul>
<p><b>Some factual, historical information, or image comparison about the artwork that you can share with students:</b></p> <ul style="list-style-type: none"> <li>● Meant for funeral (wrapping body)</li> <li>● Sign of respect and care</li> <li>● Can differ based on who it is for (status)</li> </ul>	
<p><b>Possible Question to ask to connect students with the artwork:</b></p> <ul style="list-style-type: none"> <li>● What do you see? How do you think this was used?</li> <li>● What is the design like?</li> <li>● Who would need to use this object?</li> </ul>	

**Transition:**

*This is the end of our virtual tour through the Allicar museum, we hope you guys learned something and had fun! The next activity we are going to do together is based on Jess Dugan's portrait work. You are going to create a self-portrait using a subject of your choice that you feel represents your identity.*

**All the resources are referenced from the Gregory Allicar Museum of Art.**

## Art Activity for the Tour

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

Jess Dugan's still-image artworks, such as the artwork, *Tulips*, that we introduced in video 1.



Jess Dugan, *Tulips*, 2020

**The materials you will need:**

- Watercolor paints
- Markers
- Watercolor paper (4"x6")
- Paintbrushes
- Palettes
- Water cups
- dropcloth/plastic

**Steps:**

1. We will begin with discussing portraits from Jess Dugan and sharing teacher artworks, demonstrating the use of watercolor.
  - Dip your brush in water and then into your watercolor palette. Question: How does the amount of water change the paint color?
2. We will then ask the students to think of something that is able to express their identity or something they think is personal to them to draw or paint and give them 5 minutes to brainstorm/sketch out their ideas.
3. Students will take the next 5 minutes to add color using watercolor, markers, or both. Teachers will observe and provide any necessary commentary.
4. We will take the last 5 minutes to discuss the students drawing and why they drew them. One teacher will lead this discussion while the other initiates clean up.

● *Teacher example*

