

## Tour Plan for BRAINY

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

(Designed by ART326 Students, Katrina Cronin and Isabel Fernandez. Supervised by Dr. Claire Chien)

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

**Target age group:** K4 Students

**Tour Guides:** Isabel Fernandez and Katrina Cronin

**Other Possible Audience:** Teachers, parents, and other interested students

**Introduction:**

Hello everyone, I am your tour guide Isabel Fernandez. I am a student here at CSU and I plan to become an art teacher when I graduate. For those of you that don't know what schooling for an art teacher looks like, I get to learn about ways to teach from my teachers, my classmates, and you guys.

Hi everyone! My name is Katrina Cronin and I'm a student here at CSU. My goal is to become an Art Teacher for elementary school someday. I'm excited to be able to work with all of you and see what we can both learn together.

If you haven't had the chance to visit the museum in person, the Gregory Allicar Museum of Art is an art museum here at CSU that is dedicated to welcoming everyone and accepting diversity. Right now, the museum is closed to the public due to COVID regulations, but typically we love seeing new faces and we can't wait until we can see everyone in person. For now, we will take advantage of some amazing technology that has made online exhibitions possible. The collection of art that we will be looking at together will come from many different cultures and types of art.

**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: Mauro Giacconi**

**Exhibition link: <https://www.libarts.colostate.edu/artmuseum2018/events/mauro-giacconi-c-a-r-s-online/>**

*We are going to look at Mauro Giacconi. He is an artist from Argentina and all the pieces we will look at are massive and drawn using graphite, the material inside the pencils we use everyday.*

<p>Artwork# 1, Title: "Chopo 4"</p>	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>● Author: Mauro Giacconi</li><li>● Year: 2016</li><li>● Size: 500 x 1000cm</li><li>● Material/Technique: graphite</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>● Inspired by poplar tree (cottonwood)</li><li>● Abstracted forms (theme of chaos and balance) (opposites)</li><li>● When you abstract something you are not drawing what you see, but maybe what the object makes you feel, or you might make the object more simple to draw, or in some case more difficult (insert pic in presentation)</li><li>● Theme of Desamarre (casting off or to untie) Crossing passages in both unknown and known</li><li>● In a sense, letting go (being free)</li><li>● Mauro uses monochromatic color. Mono = ONE, Chromatic = COLOR, Mono + Chromatic = ONE COLOR</li><li>● His pieces are only gray. They are on the grayscale.</li></ul>	

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

- What can you identify in the drawing? Why?
- What is one word you'd use to describe the drawing? (inspires conversations about artwork lead by student's thoughts)
- How does the color make you feel? If there was color in this piece what color would you use? (Introduce the idea of mono(one)chromatic(color))

**Transition: Think about the words monochromatic and abstraction that we just learned as you view the next artwork by Mauro**

Artwork# 2, Title: "y me dicen 4"



Artwork information:

- Author: Mauro Giacconi
- Year: 2017
- Size: 600 x 1000cm
- Material/Technique: Graphite

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

- Title means “they tell me”
- Theme of no limit
- Abstracted architectural forms
- “And they tell me that the sun will shine ... is the verse that follows. ‘ We are in a very dark place now,’ he says.”

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

- What do you think Mauro Giacconi is depicting in this drawing? Why might the image be distorted?
- Does this artwork display a sense of comfort or chaos? Why or why not
- In an actual museum, this piece would be 8 feet tall. How does the size of the work make you feel?

**Video #2**

**Title of the second online exhibition: Courtney Egan**

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

Courtney Egan is a digital video artist who explores the relationship between nature, humans, and technology.

Artwork# 3, Title: "Extinct in the Wild"	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>• Author: Courtney Egan</li><li>• Year: 2020</li><li>• Material/Technique: HD Digital Video Projection Loop</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>• The flowers in this piece are extinct in the wild. This means they don't exist anymore without people planting or taking care of them. They can not survive without people. (Think about the relationship between people and nature)</li><li>• The flowers are massive if you look at the video you might notice their size compared to the hand. Another thing to note is their toxicity, humans are the only ones who are keeping this plant alive, however it is fatal to humans if ingested.</li><li>• Look at the way this plant grows... This explains the orientation of the flowers in the video. The hand acts as the branches of the trees because the tree cant grow without the human hand.</li></ul>	
<p><b>Possible Question to ask to connect students with the artwork (Open-ended questions):</b></p> <ul style="list-style-type: none"><li>• How does this video make you feel? What makes you say that?</li><li>• How does the movement in the video make you feel?</li><li>• Does knowing the flowers are poisonous change how the video makes you feel? Why?</li><li>• What do you think the way the flowers hang means? When do you interact with flowers?</li></ul>	

**Transition:** When are some times that you have received or given flowers?

Artwork# 4, Title: "Cluster" 	<p>Artwork information:</p> <ul style="list-style-type: none"><li>• Author: Courtney Egan</li><li>• Year: 2015</li><li>• Size: 60 x 60 in</li><li>• Material/Technique: HD Digital Video Projection Loop</li></ul> <p><a href="https://vimeo.com/155138774">https://vimeo.com/155138774</a></p>
<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>• These flowers are classed Magnolia Grandiflora or the Southern Magnolia that's very common near New Orleans where Courtney Egan is from.</li><li>• This flower is often seen as a sign of Southern Gentility, which in olden days was a way to represent if you had a lot of money and lived a fancy life, but today it means to act in a respectful, elegant way.</li><li>• By having both the flowers at their peak of beauty hints at there being an opposite side where they are not as beautiful</li></ul> <p><b>Possible question to ask to connect students with the artwork (Open-ended questions):</b></p> <ul style="list-style-type: none"><li>• Has anyone ever heard of a Magnolia flower and where did you hear or see one? (Explain personal experience)</li><li>• How do the flowers opening and closing express the idea of southern gentility?</li><li>• Courtney includes that this piece shows the opposite of gentility, how do you think this piece shows the opposite?</li></ul>	

**Transition:** What will you say to conclude this short exhibition tour?

### Video #3

Title of the second online exhibition: Women's Textiles Across Africa

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

### **The introduction:**

*The exhibition description states “This exhibit will re-introduce visitors to a broad view of women’s lives across the African continent by highlighting a selection of textiles designed, crafted, and worn by women to celebrate their status, identity, wealth, and role in maintaining equilibrium in African societies.”*

*Do you know what a textile is? A textile is a type of fabric or cloth that is woven (handmade) The first artwork we are going to look at is:*

Artwork# 5, Title: Isikoti (Marriage Shawl/Wedding Cape) [is sih co tea]	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>● Author: Unidentified Zulu artist</li><li>● Year: 20th century</li><li>● Size: 41.5 x 36 x 0.5 inches</li><li>● Material/Technique: Cotton and beads</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>● Women use color combinations and color choice beads to show interest in a romantic partner (KIND OF IN THE WAY WE WRITE LOVE LETTERS)</li><li>● Women are misunderstood members of the community, outside the community they are viewed as unimportant but inside they are integral (important) members of society: leaders, spiritual guides, artists, and more.</li><li>● Notice the colors: pinks, bright light blues. These colors are happy. Maybe you might use these colors when you are making a Valentine’s day card.</li></ul> <p><b>Possible question to ask to connect students with the work (Open-ended questions):</b></p> <ul style="list-style-type: none"><li>● How do you show that you like someone?</li><li>● Have you ever received a love letter or valentine? how did that make you feel?</li><li>● How do the colors in this textile make you feel?</li></ul>	

**Transition:** *The next piece is made and worn by women, though there are many different cultures and countries in Africa, therefore, this piece will have a different use and meaning than the one we just looked at.*

Artwork# 6, Title: “Young Women’s Blouse”
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Artwork information:

- Author: Unknown Wodaabe artists
- Year: 20th century
- Size: (If Applicable) 14.5 x 14 x 0.3in
- Material/Technique: Cotton and Natural Dye

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

- These were used in a yearly celebration called Geerewol where the men would put on a beauty pageant, to impress the young women. (Do you know what a beauty pageant is? Similar to you wearing cool clothing to make people think your cool)
- Women would wear these blouses, which would fit similarly to a crop top while the men would wear a beaded and stitched tunic, or a longer shirt, vest, hats, necklaces, feathers with their faces covered in white red and yellow paint to make their teeth and eyes appear whiter, which is more favorable in the Wodaabe culture.
- Women in this region are usually put into arranged marriages, or have a husband chosen for them, but during the Geerewol celebration, women are allowed to change who they want to marry.

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

- Does this look like something you would wear if you wanted someone to like you? Why or why not?
- Here they think white eyes and teeth are important, is that similar to our culture? Are there any big differences from their culture compared to ours?
- What do you think of arranged marriages? How would you feel in their situation?

**Transition:** *What will you say to conclude this short exhibition tour?*

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

**Art Activity of the Tour**

The art activity is inspired by Mauri Giacconi's work: "Chopo 4" and "y me dicen 4".

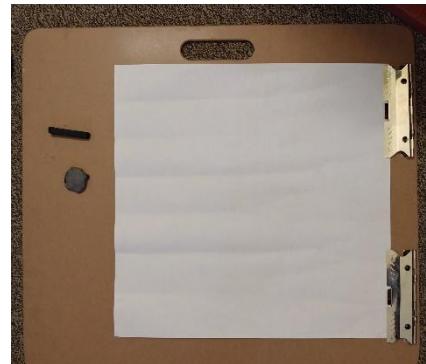


**"Chopo 4" (Poplar tree)**

**"y me dicen 4"**

**The materials:**

Vine Charcoal, erasers, larger pieces of white paper,  
drawing boards



**Steps:**

- 1) Inform students of the themes and inspirations of Mauro Giacconi's works of art:  
His pieces are colossal  
He uses a theme of Desamarre (casting off or to untie) Crossing passages in both unknown and known. In a sense, letting go (being free) is his main focus while still addressing abstract architectural forms.  
He plays with the theme of no limits and accepting chaos.  
He first creates blocks of mid tones and black and then uses an eraser to make light values and geometric/architectural lines.  
His pieces are inspired by his surroundings  
**Question?** What is one word you would use to describe this artwork? (chaos, geometrical)  
What do you see in this drawing? Can you identify any objects?
- 2) Collect Materials

- 3) Have students find an object to pull inspiration from (ex: a table will have one shape for the top and four for the legs.)



- 4) Have students make blocks of midtones and darks on a larger piece of white paper



- 5) Have students only use an eraser to make more precise but still unplanned lines.



- 6) Clean up