

## Tour Plan for BRAINY Group 1

### Gregory Allicar Museum of Art, CSU

(Designed by ART326 Students, Abby Robinder and Delaney Kjellsen. Supervised by Dr. Claire Chien)

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

**Target age group:** K4 Students

*Hello everyone, we are your tour guides. My name is Abby and I am a student at CSU and am wanting to teach art! I love cooking and baking and spending time outside in the nice weather. My name is Delaney and I am also a student at CSU. I want to teach art someday, but for now I love being outside and spending time with my dog and cat.*

*Gregory Allicar Museum of Art is a museum with the purpose of engaging folks minds and discussions about art and relating it out daily lives. With these virtual BRAINY tours we are able to bring art to you in your classrooms.*

#### 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: Binh Danh**

**Exhibition Link:**

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

*One of the current online exhibitions on the Gregory Allicar Museum is on Binh Danh's work. Danh is an immigrant from Vietnam which is in southeast Asia. His work focuses on his identity and exploring nature! One part of his identity and something that shows up in his work a lot is the Vietnam War.*

Artwork# 1, Title: Self-immolation of Thich Quang Duc from the "Immortality: The Remnants of the Vietnam and American War Series"	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>• Binh Danh</li><li>• 2008</li><li>• 12.3 x 14.6 inch</li><li>• Chlorophyll print and resin</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>• Chlorophyll printing process: Placing a negative of a photograph over a leaf and leaving it in the sun for a few days.</li><li>• Binh's thoughts and reasoning: War becomes a part of nature, it is immortal in that sense, and chlorophyll prints connect the photo back to nature.</li><li>• Art about war continues the conversation about the past and present.</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>• What do you think is the purpose of printing a photo on a leaf like this artwork? Why is that important?</li><li>• How do you think people and nature are connected? What makes you say that?</li><li>• What colors do you see in this piece, and what do they make you feel?</li></ul>	

**Transition:** Now that we have talked about Binh Danh's chlorophyll prints on a leaf, and what role identity and color play in his piece, we are going to talk about another one of his works that explores identity through the use of a religious figure.

Artwork# 2, Title: Buddha of Phnom Penh, Cambodia



Artwork information:

- Binh Danh
- 2017
- 12 x 10 inch
- Daguerréotype

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

- Compare the different sides of previous work and this one. The pain and destruction compared to the image of a Buddha. Both are a part of Binh's culture and identity even though there are different meanings behind the work.
- Buddha means enlightenment. The path to enlightenment is through utilizing morality, meditation, and wisdom.
- Daguerréotype was the first commercial photography process and the photo is printed on a silver plate.

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

- What is going on in this artwork that relates back to identity? Can you relate to the concept of identity that we just discussed?
- How do the colors in this piece make you feel? What feelings do you relate to these colors? Why do you say that?
- What role do you think color plays in this piece, and how does that relate to the identity of the piece?


**Transition:** In both of Binh Danh's pieces, we are allowed a peak at his identity. The contrast of the pieces shows us that identity can be dimensional, instead of just one thing. Looking at the colors and understanding our feelings based on the colors also shows us more about our own identities. The colors we focus on reveal the characteristics that are the most important to us as individuals.

## Video #2

**Title of the second online exhibition: Jess Dugan**

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

*In this tour video we are going to continue talking about some of the same points about identity and color but using a different artist, Jess Dugan. Something that Dugan focuses on is portraiture.*

Artwork# 3, Title: Shabez (Bed)	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>● Jess Dugan</li><li>● 2019</li><li>● 22.5 x 30 inch (h x w)</li><li>● Photograph</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>● Dugan cuts the portraits down to the bare essentials, they do not use props, sets to show the identity and humanity of the subjects</li><li>● Portraiture and what do you notice is different from this portrait to others you have seen?</li><li>● Dugan only uses natural light for their photographs, only showing what is there, getting to what is there in the moment, and seeing them in a vulnerable state.</li><li>● Compared to Buddha from Binh Danh, different types of portraiture and positions.</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>● Can someone tell me what a portrait is? How do you pose or smile for a camera?</li><li>● How do you think this portrait compares to the portrait of the Buddha? What do you notice that is different? Why does that matter?</li><li>● What colors do you see in this piece? How do they differ from the colors that we saw in Binh Danh's artwork?</li></ul>	

**Transition:** *So far, we have talked about how portraits look of people and how they stand out through color, contrast, emphasis, and lighting. Now we are going to discuss how a portrait can be of other things, but how those same elements and principles affect the photographs.*

Artwork# 4, Title: Roses



Artwork information:

- Jess Dugan
- 2020
- 30 x 22.5 inch (h x w)
- Photograph

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

- Compare to Shabez and how the portraits differ.
- Flowers are closely related to humans and human life (circle of life)
- Different colored flowers have different meanings, such as red roses mean love or romance, yellow roses mean friendship, etc.

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

- How do you think these flowers are similar to Binh Danh's leaf piece?
- How are the colors in this photograph similar to Shabez (Bed)? How are they different?
- What do you think these flowers are feeling? Have you ever felt like a fallen petal?

**Transition:** When looking at a portrait (whether it is of a person, animal, or plant) we are able to think about how this picture relates back to identity. We do this by looking at the elements and principles of art, such as color, lighting, emphasis, and contrast.

### Video #3

Title of the second online exhibition: [African Textiles](#)

Exhibition Link:

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

*The third exhibition we are looking at is about African textiles. Unlike our other tours where we focused on one artist this exhibition focuses on textiles, or fabrics from across Africa. Africa has a wide variety of cultures and is possibly the most diverse continent. To start we are going to look at a wedding shawl from South Africa.*

Artwork# 5, Title: Isikoti (Marriage shawl/ Wedding cape)



Artwork information:

- Unidentified Zulu Artist (South Africa)
- 20th century
- 41.5 x 36 x 0.5 inch
- Cotton and Beads

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


- The bead work is something Zulu artists are known for across the world. One of the purposes of it is for expressing your feelings to someone you love. The women will make their beadwork almost like a love letter.
- Bead work has been a part of Zulu Culture since early times. They used stones, bones, seashells and other material to make beads before using glass beads.
- Zulu women will also use their colored beads to make matching necklaces or bracelets, one of which she will wear, and one that her partner will wear to show that they are together.

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

**(Open-ended questions):**

- What do you think the color means in this piece?
- How do you think this piece is similar to Jess Dugan's piece "Roses"?
- How does this marriage shawl relate back to the identity of the women that wear them?

**Transition:** After looking at the Wedding shawl from South Africa and talking about how it relates to color we are going to travel to a different part of Africa, Nigeria located in West Africa, to see how another piece's color has a deeper meaning.

Artwork# 6, Title: Adire	
	<p>Artwork information:</p> <ul style="list-style-type: none"><li>● Unidentified Yoruba Artist (Nigeria)</li><li>● 20th Century</li><li>● 53 x 69 x 3 inches</li><li>● Cotton and Indigo use of cassava resist and stencils</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>● Adire Indigo clothes are worn as a status symbol since the 19th century</li><li>● Indigo is an expensive dye (color) and so wealthy people are the ones who can afford to wear clothes of these colors.</li><li>● The cloth tells a story through the designs but how it is worn can change the meaning.</li><li>● The technique of stencils and repetition</li></ul>	
<p><b>Possible Question to Ask (Open-ended questions):</b></p> <ul style="list-style-type: none"><li>● What do you think of when looking at these patterns?</li><li>● How do our clothes tell our stories? Do we wear our favorite colors, patterns, or images of our favorite things?</li><li>● Based on the colors and patterns of this piece, what do you think the person who wears this is like?</li></ul>	

**Transition:** The clothes we wear represent a lot of who we are. Clothes differ across cultures, but still show who we are based on color, style, patterns, and texture. A lot of our identity is shown in the way we dress and present ourselves. We can see this in both the wedding shawl and the adire, which have distinctive colors and patterns.

### Reference/Resource:

Lomographymagazine. (2019, February 21). Lomography - Chlorophyll Prints by Binh Danh: An Interview. Retrieved January 31, 2021, from

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Dafoe, T. (2020, November 23). *How Master Portraitist Jess T. Dugan Empowers Subjects to Open Up for Remarkably Intimate Photographs*. Artnet News.

<https://news.artnet.com/art-world/jess-t-dugan-profile-1925208>

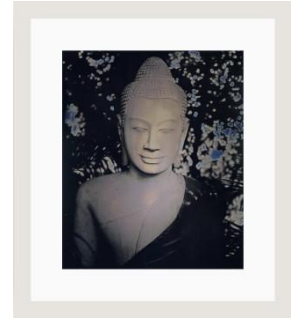


## Art Activity of the Tour:

The activity is inspired by Binh Danh's *Buddha of Phnom Penh, Cambodia*

The materials (What should you prepare for students):

- Assortment of precut images that can relate to multiple people and their possible identities
- A letter size paper for each student
- Glue sticks
- Markers or Oil Pastel



Please state EVERY step of your art activity along with the images to demonstrate the making process and final product (teacher example):

1. Teacher collect and passes out materials except for image.



2. Teacher asks students to come and find an image that represents their identity. (1 minute)
  - a. Binh Danh uses the Buddha to represent a part of his identity and culture.
  - b. What image do you feel represents a part of you?



(The teacher's choice)

3. Teacher asks students to choose 3 colors either markers or oil pastels that the student feels represents them. (1 minute)

- a. Color can affect how we understand the world around us!
- b. What colors can represent how you feel today?
- c. Is there a color that is meaningful to you?
- d. Maybe your favorite color represents your identity?



Once every student has their image and colors Teacher asks the students guiding questions about creating the work and. (1 minute)

- a. Where do you want to glue down your image?
- b. What are you going to add that represents your identity and culture?
- c. Are you wanting to add something more abstract or representational?

4. Students create the drawing (8 minutes)

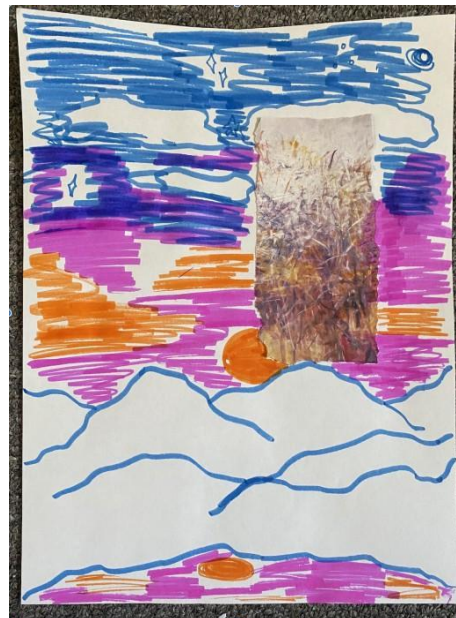
5. Teachers ask a few students to share out what they drew and explain their choices on the image, colors, and their additions that they chose.

Students do not need to share about everything like the teacher example but any points they would like. (2 minutes)

6. Share your final artwork!

Teacher Example:

I chose my image because I felt that the expression in it was similar to how I have felt lately. Excited, nervous, and with the warm color it felt comforting. I choose blue because of the calmness, pink because I like that color, and orange because I have been nervous. Finally I chose the imagery of a sunset and mountain because I love the mountains and the sunset because once I added the mountains the image I chose reminded me of that and I have many pictures of the sunset over the mountains.



7. Clean up (2 minutes)