

AEP/MEP Review
January 9, 2008

After a discussion on ceramics by Bill Gemmer, Betsy opened the meeting by thanking everyone for their interest in coming together to discuss and share best practices for the MEP and AEP tours. The meeting began with Kita McCord discussing Benchmarks, and the bulk of the meeting was with Jackie Mild-Lau describing the art projects at Linekona that she does with the students after they tour the academy. The docents also discussed what galleries and topics are best suited for these tours. The notes are comprehensive, so forgive the length, but they are full of detailed information about this review session...

A. BENCHMARKS

Kita briefly introduced the docents to the Hawaii benchmarks for the public schools. Benchmarks are merely the different topics in each subject that students should know by the end of a school year. Kita suggested that docents try to “address” benchmarks (not necessarily go into any more depth than they already do, but to touch on certain subjects and vocabulary words when possible) to help teachers tie the tours into their classroom lessons. It is the teacher’s responsibility to be sure the students comprehend the benchmarks by the end of the year, but, whenever possible, if we can facilitate the teachers in that goal, it would make our programs even more valuable to the schools.

Kita highlighted the six Visual Arts benchmarks for 5th graders, and the docents could see how they already “address” most of these in their tours, because the topics are inherent in the AEP tours. The six benchmarks are:

- FA.5.1.1 Use the principles of art and design, including unity and harmony, in works of art
- FA.5.1.2 Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art
- FA.5.1.3 Analyze, using evidence, the characteristics of representational and/or non-representational art
- FA.5.1.4 Explain how an original artwork demonstrates a concept or idea from another discipline
- FA.5.1.5 Analyze works of art from selected historical periods
- FA.5.1.6 Compare works of art from various regions of the United States

The docents are not expected to, nor recommended to, reinvent their tours to incorporate every single benchmark, but addressing them when it’s possible and natural is like putting our tours into the same language as the teacher use, which the teachers appreciate. Also, being familiar with the benchmarks for the grade you are working with will only help you lead your tours, because it will help you learn the topics that are relevant to each grade (i.e.,- knowing that in 6th grade they study World History and in 4th grade they study Hawaiian History could help you shape your tour).

For all of our tours, Kita will eventually go through the benchmarks to let docents know which ones are most important for each grade level. In the meantime, though, if anyone would like to look at all the benchmarks for their own knowledge, please visit <http://standardstoolkit.k12.hi.us> or look for the printout in the Docent Library.

B. AEP/MEP TOURS

The MEP “Museum Experience Program” tour is for students outside of the Honolulu District. Students come to the Academy for one morning for a tour on Painting. The students spend the first hour touring the museum with a docent and the second two hours at Linekona watching a video and working on an art project. They cross the street to Linekona with a guard.

The AEP “Art Experience Program” tour is for students in the Honolulu District. The classes come to the museum six times throughout the course of the year, and each lesson is a different subject: Painting, Sculpture, Pattern, Glazing, Printmaking, and Drawing. The students spend the first hour touring the museum with a docent and the second two hours at Linekona watching a video and working on an art project.

Jackie explained to the docents what the students do when they come over to Linekona after their tours of the Academy. She went through the six sessions of AEP (the first, Painting, being the same as the entire MEP tour). The docents also discussed what they do on their tours for each subject.

1. Painting (for MEP tour, and the 1st session of the AEP tours).

At Linekona:

The students learn basic terms, such as “hue, value, and intensity,” which Jackie explained are the three parts of color that artists can change. She ensures they understand that hue refers to the names of colors, and she discusses primary, secondary and complementary hues with them.

For the class assignment, the students make a painting (approx 2’ x 3’) on an easel using tempera paint. Usually she has the students turn letters of their names upside and sideways to make the design. She teaches them how to hold the brush and palette (which is a muffin pan), how to pull the paint across the paper, how to mix colors, and how to balance the painting.

On Docent Tours;

As Jackie highlights the use of brushstrokes in her sessions, docents should find paintings in the galleries that show examples of different brushstrokes (i.e., calm, smooth, choppy, intense). Docents can also ask students for examples of light, dark, warm, cool, bright and dull colors. Jackie likes the students to be dynamic when painting at Linekona, so it helps if docents can find examples of dynamic compositions for the tour.

The Renaissance Galleries can be used to show tempera paint, because the students use that at Linekona (although minus the egg whites.) Galleries 6 and 10 have good comparisons of different brushstrokes. In April, there will be an exhibition on Calligraphy, so that would be a great way to show different brushstrokes. (FYI- The Contemporary Gallery is currently closed, and the American galleries will be closing shortly for reinstallation.)

When students come on MEP, they are given slides, including one on Penelope, so the teachers often want that included on the tour, even though it isn't a painting. Jackie suggested that instead of going into the whole story of Penelope, docents can say that Penelope welcomes visitors to the museum and they can explain how the tour will be focused on paintings, but the students can note how sculpture differs from painting.

2. Sculpture

At Linekona:

Jackie has the students make sculptures of animals for this activity. She emphasizes making hollow bodies and joining the parts together well. Jackie teaches them different techniques for shaping the clay, and she also informs them on the origin of clay and the qualities of it. She likes the students to make expressive sculptures, but she admits a lot of times they are inclined to make rigid figures.

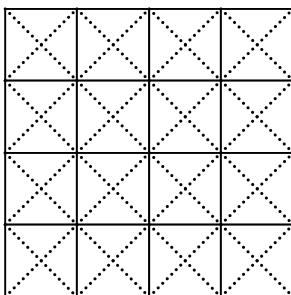
On Docent Tours:

If possible, it's good to find sculptures of animals on the tour, since they will be making animals at Linekona. Jackie also suggested showing abstract sculptures and emphasizing action, movement, and texture in works. Docents say they often use Penelope and the horses out front, as well as the leopards in the Baroque Gallery, the rain spouts in Gallery 1 and the magic lantern in Gallery 6. Other popular works to discuss are the animals in the India and Southeast Asian Galleries, as well as the polo players in the China Gallery and the Olmec dog with mask. The docents try to show the different materials used in sculpture (clay, metal, stone, and wood) and how each material is shaped to form a sculpture.

3. Pattern

At Linekona:

Jackie discusses motif and repetition with the students and talks about the 5 elements used in pattern: line, shape, color, texture, and contrast (light and dark). For the activity, the students take a large square sheet of paper and fold it in half four times. She points out how when the sheet is opened, it has 16 little squares, because each time it was folded, the number of squares was doubled. She then has them fold the paper into a



triangle (with the opposite corners touching), and she has them fold it four times this way. During all of this, she discusses shapes, numbers and other math concepts with the students.

← This is what the paper eventually looks like (unfolded).

Once the students have finished folding their papers, they make their own rules for how they would like to make their patterns. They must follow the rules they have made. For instance, they can choose to draw a yellow circle where all of the intersections of lines are, or they can put a blue line in every other diagonal, etc. They use paint and either paint their shapes or make stamps out of found objects to create their patterns.

On Docent Tour:

The docents had numerous suggestions for how they find patterns in the museum. They point out the gateway into the building, the tiles on the roof, and the condo across the street, and some even drop a small pebble into the lily pond to see the pattern of the ripples. One suggestion was to take the students to the Islamic Gallery to see if they can find examples where no pattern is used. Docents also like to show the students textiles, the golden belt in the India Gallery, and objects in the Indonesian Gallery. Many docents wear patterns on their clothes for the tour, and they point out those that the students are wearing and sometimes remark on the treads of the students' shoes.

4. Glazing

At Linekona:

For this activity, the students glaze the animal sculptures they made in session two. Jackie shows them dipping and dabbing techniques and how to overlap colors. Sometimes this activity doesn't take up the whole time, so Jackie has them draw a still-life of their sculpture and write a sentence or two about it.

On Docent Tour:

Docents usually discuss the differences in surfaces between glazed and unglazed works. They discuss that ceramics are durable and are used to date things. Docents can show the oldest piece in the museum on this tour (the amphora) as well as the Neolithic art. When possible, docents can go into the temporary exhibitions.

The docents said that they often run out of things to talk about on this day, so one suggested going into a general discussion about ceramics, and another suggestion was to do storytelling, and use the ceramics to tell stories about the different cultures.

5. Printmaking:

At Linekona:

For this project, the students use a mirror to draw the reflection of their face on a half-sheet of paper. Jackie has them ink it with at least two different colors to make a print. She teaches them the differences between intaglio and screen printing, as well as about the four types of relief printmaking: press printing, carved (woodblock), built up, and monotype.

On Docent Tour:

Docents like how there are samples of the different types of printmaking on display, as well as the tools used for each one. Betsy explained that displaying prints is becoming a larger priority, so hopefully there will always be some on display. Docents like to use the German Expressionist art for this tour, as well as the Chinese fighting on horseback.

6. Drawing:

At Linekona:

This is the last section of AEP, because the art project doesn't need to dry, so the students can take home all their artwork on this day. Jackie does some drawing in earlier sessions when there is time, so students already have some familiarity with drawing by this day.

For this activity the students draw figure drawings of each other. Jackie emphasizes that they draw and trust what they see (not draw based on what they think it should look like). She explains line to them and they discuss examples of natural and man-made lines. She explains the five ways artists change line: length, width, degree of curvature, direction it's going, and texture. Before having the students draw, she explains proportions of the human body to ensure that students have their body parts accurately sized on their drawings (i.e., to avoid having a huge head, and a tiny neck and shoulders).

On Docent Tour:

Since they will be doing figure drawings, docents can find images of the human form, including those in other mediums, if they have trouble finding drawings. They can also point out gestures and posed versus natural figures. One suggestion was to show that some cultures emphasize certain aspects of the body that they find important.

Miscellaneous:

There was a brief discussion about doing these tours for Special Education students, and people acknowledged that it is important for the students to socialize with others and it is meaningful to them to have the same docent and Linekona teacher because they make connections.

If you ever run out of things to discuss, Jackie is willing to have the students go to Linekona sooner, so long as you call her to confirm before sending them over. Be sure the guard is there, too, to escort them across the street. You can always take students into temporary exhibitions, too, to take up time as needed.