

Honolulu Museum of Art

World Religion through Art 1.5 hrs Grade 6-8

Date 9.30.13

Tour

Art can be an expression of beliefs and stories from around the world. Students will see art as visual communication for Christian, Hindu, Buddhist, Daoist, Islamic, and Shamanistic beliefs.

Tour Goal:

Students will:

Understand how religious beliefs are depicted in art and read by illiterate people.

Understand that religious symbols don't usually change through time.

Consider the role of the deity that is common across cultures - interceptor, protector, savior, leader, etc.

Enduring understandings and essential questions

Universally, humans believe in superhuman powers, develop ceremonies, and create treasured pieces to worship or use in ritual.

What objects do various each religions use? What do the objects have in common? How are they different? What are beliefs that all religions share?

What myths do they share? (creation of world) (Abraham)

DOE Benchmarks

Social Studies

SS.3.6.3 Explain how cultural elements (e.g., language, art, music, stories,

legends, and traditions) can change over time and explain possible reasons for that change

SS.4.6.1 Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture

SS.6.3.4 Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam

SS.6.6.2 Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)

Fine Arts

FA.4.1.4 Explain how art reflects life, culture, attitudes, and beliefs of the artist

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.6-8.1.7	Compare the characteristics of artwork from various historical periods and/or cultures
FA.6-8.1.8	Analyze, using evidence, how cultural factors have affected works of art now and in the past
FA.6-8.1.9	Analyze, using evidence, why specific works of art were created

FA.9-12.1.5	Create works of art that contain one or more symbols, themes, and metaphors
FA.9-12.1.6	Evaluate the function of artwork in different cultures, careers, and historical periods
FA.9-12.1.7	Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

Suggested/Required works of art

Christian paintings
Triptych
Tondo

Isaac

Gandharan Buddha Guan Yin

Hindu Stele
Vishnu

Chinese tomb object

Islamic mirhab, light, rug and secular objects

Balinese Kris, Nias Ancestor figure, Pilipino Bulu figure, Baining spirit

Gallery Rotations

#1

18 minutes - Gallery 2

#2

18 minutes - Gallery 11, 12, or 25

#3

18 minutes - Gallery 24, 23

#4

18 minutes - Gallery 26

#5

18 minutes - Gallery 19

Gallery 2

Tour Bag

Groups of Cards of images

Saints (labeled **S**)

Mary (Labeled **M**)

Jesus (Labeled **B**)

Angels (Labeled **A**)

+ T for triptych and O for Tondo

Gallery 2 Goal

Understand that organized religions use icons and **iconography** to illustrate the deities and tell their stories.

Art

Tondo
Triptych

Vocabulary

Iconography

Activity - Determine the common symbols for: saints, Mary, Jesus and angels

Pass out a picture card for each student.

Most cards will lead them to the Triptych or Tondo, plus the Master of 1518, St John painting, Blessing Madonna with Angels.

Ask them to find the works of art quietly and slowly! Remind them to not touch the work of art with the photograph!!!

Start by the Triptych. Ask where this may have been used. Ask what the materials are. Then ask who has an image here. Have each describe their image starting with Mary, Jesus, then saints, then angels. Then ask who has images like each of these images. Go through each one asking:

- What their images have in common. (all Mary's have: Blue dress, red cape, star on shoulder, halo)
- How they are different
- What the characters are doing
- What is the message or function of this image

You can discuss what the characters function is, to tell a story of the saint, of the nativity, etc.

Docent may add information about the work or the iconography.

You may include information such as: atmospheric perspective, patronage and the arts,

Discussion

Talk about the gallery in general: Where these works might have been found. Italy. Gothic and Renaissance period. Inside big churches with steeples. Candle lit, not electricity. Commissioned by the church. Etc.

Gallery 12 & 11 (Walk thru the Philippine gallery and point out Bulu figure)
Use 25 when 12 not available. Gallery 25 is the back up gallery when 12 is in use for Hawaii or Pacific tours)

Tour Bag

N/A

Gallery Goal

Understand indigenous beliefs often explain nature and our world, or empower and benefit the believers. Objects are utilized to help obtain food, good health, survival, rain, sun, etc)

Suggested Art

Gallery 12

- Eskimo token
- Crocodile drum finial
- Raven rattle
- Gecko in Indonesia
- NZ fetus
- Nuzunuzu

Gallery 25

- Pig Trap
- Shamans box
- Kris handle
- Garuda
- Lizard
- Dragon boat
- Dragon door
- Stool

Gallery 11

- Bulu Rice god

Discussion

What brings people to religion. Ask them if they lived on a remote island, what they might fear. Ask them what they might do to soften their fears?

Activity - Look for animals and ancestors

Have the students look for animals and ancestors.

Ask them to decide how the culture regards this animal or ancestor.

*Is it protective? Is it a nature spirit? Is it for good health? Sun? Food? Is it in service to the humans?
Why are they using a particular animal? Is it because it is mythical? Fierce? Cute? Powerful?*

Pavilion Courtyard

As you walk towards the East, stop and talk about **Isaac**.

What is happening here? Does it remind you of any kind of story?

Discussion

Tell the story if no one knows.

Make the connection between Christian, Judaism and Muslim.

Isaac was the son of Abraham, who was a patriarch in the Jewish, Christian and Islamic religion. His wife Sara was the mother of Isaac. Abraham's other wife, Hagar, was the mother of Ishmael, Abraham's faith was tested when God asked him to sacrifice his son Isaac. Before the deed was accomplished, an angel told Abraham to sacrifice a lamb.

What point in the story does this sculpture illustrate?

Thought Bubble! *What is Isaac thinking here?*

Gallery 24, 23

Art

Stele of Hindu Deities (Shiva, Parvati, Vishnu, Brahma)

Vishnu as a boar (mask)

Dancing Krishna with butter balls

Sleeping Krishna (left side of the wooden pillars)

Krishna the flute player

3 Vishnu stone stele with weapons, 1 with avatars

Chariot panel with blue Krishna playing the flute

Gallery Goal

Hindu deities are avatars; they change to suit needs of the believers. Just like human, gods can have many looks and tools.

Religious art exists to tell popular stories.

Understand religion as a means to explain problems of reincarnation, death, and karma. (Older students)

Discussion

Start with main stone stele of Shiva, Parvati, Vishnu and Brahma. Give them time to observe. Let them describe. Ask them to interpret this stele as if they were the illiterate trying to give it meaning.

Hindu deities explain the human condition and needs. They depict many faces just like we are many faces.

What are your moods?

What are your roles in life?

What are basic human needs and fears?

Focus on Vishnu. Tell them the story of Vishnu and his numerous avatars as a savior in times of trouble. People did not read, nor did Hinduism have written records, so the images told the story.

Visit the Boars Head, Krishna as a baby, Krishna playing the flute as a teen, Krishna sleeping, etc.

Last, Vishnu stele with weapons.

Activities - Create a deity to suit today's needs

Discuss the needs to protect and save today's world. Come up with 6 needs (health, world peace, food, shelter, transportation, etc.)

What needs do we have in today's world?

What tools would symbolize these needs and serve as a tool to solve the world's problems?

Have 3 students stand one behind the next. Have the students decide what tool they are holding. Come up with a tool to help solve the worlds problems. What hat or garments would be appropriate?

Gallery 26

Tour Bag

Map – on the wall

Photos of objects to find and analyze

Gallery Goal

Recognize Islamic art as a secular cultural style as well as religious.
Know the key characteristics of Islamic art.

Activity -

Study map of Islamic world

Locate places where the art in the gallery is found – Spain to Indonesia

What is Islamic art?

Pass out a picture card to each student. Ask them to find their work of art. Remind them to not touch the work of art with the photograph!!!

Objects are wither religious or secular.

Tell them they should be able to report back to the group **where their object is from and how it was used**. Send students to look around and find out what kind of objects are in the gallery. (shoes, towels, chest of drawers, chest, lamp, books, rugs, clothing, shoes, brush holder, etc.)

How are the objects used in this area?

From where do they hail?

What do the objects all have in common?

Discuss the characteristics of Islamic art. (Calligraphy, Geometric pattern, arabesque)

What do all the works of art have in common?

When looking at Islamic art, what do you think are the common characteristics?

Objective is to understand that Islamic art objects from this area have similar characteristics and may not religious. Objects may be Christian, Jewish, or Muslim, however, many are secular.

Before leaving show them the religious objects:

Mirhab, prayer rug, Koran holder and light.

Gallery 19

Tour Bag – n/a

Required works of art

Gandharan Buddha and Bodhisattva

Kannon

Kuan Yin

Avalokitesvara

Gallery 19 Goal

As Buddhism travels, the images adapt to the country and ethnicity. Understand visually the different types of deities by reading clues as to their purpose; be able to distinguish a Buddha from a bodhisattva.

Gandharan Buddha

Explain in 2 minutes who the Buddha is. The Buddha was an Indian Prince who wanted to end the suffering of the world. He decided that it was our desires that made us unhappy.

Teach them the visual signs of the Buddha. (Urna, ushnisha, ear lobes, monks robe, mudras, etc.) (The 32 lokshanas)

Compare to Gandharan Bodhisattva

Ask what is the difference between the Buddha and the Bodhisattva. Let them look and tell you. Then explain that the bodhisattvas are Buddhas who stay on earth to help people. They represent Wisdom and Compassion, two qualities of Buddhism.

Let them go find other Buddhas and Bodhisattvas. Let them look around!

While they are looking, ask them to decide what is a Buddha and what is a bodhisattva. Have them find as many **mudras** as possible.

After a few minutes, take them to look at: **Kannon** and **Kuan Yin** and/or **Avalokitesvara**. Explain that these are all compassion, but all look ethnically different and appeal to the local stories.

Kuan Yin – large during the mappo
Kannon – quick salvation for the samurai
Avalokitesvara – King as god

Have them demonstrate the mudras they found and then discuss the meaning.

Gallery 1 or 17 – extra rotation when needed

Required Artwork

Cycladic figure

Egyptian Figure

Bi Disc
Polo Horses
Bronze ding, mirrors

Gallery Goal

Many cultures believe in life after death – an afterlife or heaven, and make art for the tombs or to take to the next world. Taoist tomb treasures (mirrors, vessels, bi disks, hill jar, guardian figures)
Art is to house the spirits in the next life - Egyptian relief, falcon cover, etc.

Discussion Gallery 1

Cycladic figure

Discuss that this object was found in a tomb.

Why was it left there? Why would people leave objects in their graves?
Although we don't really know the reason why, but very similar objects were found in many graves. We can conclude that it was a common practice in this culture. Must have something to do with life after death.

Show the scarab or shawabti.

Could an object like this, found in Egyptians graves, have any meaning?

Tell the meaning and story of the dung beetle.

Egyptian Figure

Talk about the Egyptian Male Relief Figure as an object made for the spirit to reside in the next life. The images never changed for thousands of years.

Discussion Gallery 17

Taoism

Jade Bi, Bronze ding, Polo horses, Tang guardians

Chinese Taoists believe in a life after this one. Special and valuable objects were created for burial (jade bi disk, bronze offering bowls and mirrors) so that the next life would be filled with important things from this life. Many objects were buried for use in the next life.

What would you take into your next life?

Conclusion

Art is a major method of communicating beliefs and stories.

What objects do various each religions use?

What do they have in common? How are they different?

What myths do different religions share?

Pass out the symbolism work sheet and see if they can answer them all correctly! **TBD – not ready as of 9.23.13**