

## Stories in Art School Tour

### Contents of docent guide include:

- I. Tour goal and route
- II. Required works of art
- III. Required activities during tour
- IV. Suggested questions to ask
- V. Suggested presentation ideas from docents (ongoing)

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### I. Tour goal and route:

#### **Goal: Tour for Grades 4 - 6**

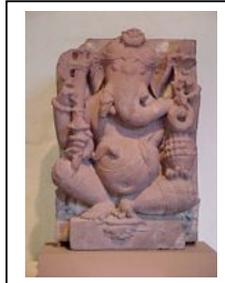
Through the myths and legends depicted in the Academy's collection, students will learn how art can communicate stories. This tour will encourage students to interpret works of art by creating their own stories.

#### **Tour Route: (1.5-hour tour) (Galleries in bold are required)**

- 22.5 min - **Gal 1 (Ancient Med)**, 2, 3, 4, 5, 6  
22.5 min - **Gal 29 (Holt)**, Pavilion Ctyd  
22.5 min - **Gal 25 (Indonesia)**, 23, 24  
22.5 min - **Banyan Ctyd (India)**, 16, 17, 18, 19, 20, 21

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### II. Required works of art:



1. Sarcophagus Relief Depicting Labors of Hercules, 3rd–4th century A.D.; Marble; Roman
2. Ganesha, 10th century; pink sandstone; Rajasthan, India
3. Masks, 18th-20th century; polychromed wood, hair, teeth; Java, Bali, Madura
4. Hubert Vos; Kolomona: Hawaiian Troubador, 1898; oil on canvas; Hawai'i  
*(see next page for a brief description of each)*

*Sarcophagus Relief Depicting Labors of Hercules*, 3rd–4th century A.D.; Marble; Roman

This marble sculpture depicts Hercules, the strongest man on earth, who was the son of the king of gods (Zeus). Hercules was stricken by a madness at one point in his life and killed his family. When his sanity returned he was told by King Eurystheus that in order to purify himself of this terrible deed he would have to perform twelve dangerous and difficult tasks. He is depicted here completing two of these labors, slaying the nine-headed hydra (water snake) and capturing a great boar alive.

Imagery drawn from the Labors of Hercules was popular on Roman sarcophagi, as the deceased cast themselves in the role of this great hero who was celebrated for his enormous strength. Representations of Hercules could appear on all four sides of a sarcophagus, as six or even all twelve labors were considered. This fragment includes the carved corner of the sarcophagus at lower right, and a close examination of the marble will reveal marks left behind by the sculptor's various tools, such as on the body of the hydra.

*Ganesha*, 10th century; pink sandstone; Rajasthan, India

Ganesha is the elephant-headed son of Shiva and Parvati and is one of the most popular Hindu deities. He is the god of success and good fortune. This particular work shows him seated and holding his various attributes in his four hands. The genial potbellied Ganesha is the powerful “overcomer of obstacles” and his mount is the sly and resourceful rat shown below him. This work is carved in a pink sandstone, which lends itself to the play of light over the surface.

*Masks*, 18th-20th century; polychromed wood, hair, teeth; Java, Bali, Madura

These masks are worn by dancers in performances that tell stories which are also presented as puppet shows. The masked dancers do not speak. Instead, the subject matter is expressed by dialogue spoken by a narrator. The subject matter is largely influenced by Hinduism, but local subjects and Islam flavor performances as well. Noble figures and the forces of good and evil, as depicted in the masks, battle as they appear in mythological, religious, and historic contexts. Masked performances remain a popular form of entertainment today.

Hubert Vos; *Kolomona: Hawaiian Troubador*, 1898; oil on canvas; Hawai'i

After Hubert Vos moved to Hawai'i from Holland with his new wife, Eleanor Kaikilani Conley, he set up a studio on Richards Street. He was intrigued by the character of the Hawaiians he met and was afraid that their traditions would be changed by modern influences. Among his many portraits of Hawaiians is this image of Kolomona, who is dressed in a red shirt with trousers and a large handkerchief around his neck and a broad brimmed straw hat tilted back exposing his face to full view. He is playing the ukulele. Red shirts were a uniform of the professional stevedores of Honolulu and Kolomona could have been a member of this group and the ukulele might have indicated he was an entertainer at night.

### III. Required activities during tour:

#### 1. Interactive Gallery Activity: **Snapshot Activity**



#### **Materials:**

- Indonesian masks

**This gallery activity addresses the following DOE standards:**

FINE ARTS: Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

Standard 3: DRAMA AND THEATRE: Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history

**DESCRIPTION:** A snapshot is a frozen image containing people that dramatize an idea, theme, or specific parts of a story. When done well, a snapshot consists of a body frozen in the midst of strong action suggesting what the character is doing, how he/she is interacting through space, and how he/she is reacting to the situation.

**SET UP:** Individuals can create and perform snapshots simultaneously as individuals. Students will select a mask in the Indonesian gallery to portray. An open space in which the individual and group has a place to work is optimal.

#### **ASSESSMENT CRITERIA:**

- **Freeze:** Students freeze with complete commitment to the image.
- **Body:** Students use face and body in a variety of shapes and convey strong action and character intentions.
- **Space:** Students use a variety of high, middle, and low levels.
- **Expression:** Tableau clearly communicates a main idea.

**ASSESSMENT ACTIVITY:** To promote character development, tap the shoulder of a student performing a snapshot. This student should then respond with a sound and or phrase in the voice of their mask character snapshot.

Assessment example: *Teacher or chosen student walks up to a snapshot and taps his or her shoulder.* The character responds, “I am Javana, Benevolent King of Winter! To protect the people of my land, anything I point to will turn into ice or snow!”

**PROCEDURE:**

**Individual Snapshot Activity**

1. Instruct students to stand with some individual space to pose.
2. Explain and model a neutral, quiet stance (hands at side, facing front). Try it together.
3. Explain and model a “snapshot”. On your cue, strike a frozen shape. Try it together with active prompts such as “Superman” or “The Incredibles”. Use two claps to cue students to relax and return to neutral. Use two claps to cue students to strike their snapshot shapes.
4. To begin the activity, instruct students to individually select a mask on the wall. (They do not need to touch or verbally decide!)
5. Silently, ask students to determine if their chosen mask is the following:
  - With your mask on, are you good or evil?
  - With your mask on, are you a mythological or religious creature? Are you a real or historical creature?
  - Designate a super power
6. Encourage students to emphasize a variety of poses and to dictate their chosen mask with their facial expressions, and extending their mask’s characteristics using their body parts. E.g. Docents can say something like, “I see James is spying on his enemy from up high, while Susan is preparing her weapons in low space.”
7. Students may perform their snapshots all at once or in two groups, one group will be the audience while the other group performs their snapshots.

## 2. Interactive Gallery Activity:

### Storytime:

*What could this painting be saying?*



### Materials:

- Portrait Cards
- Selected portraits in Holt Gallery: 'Ukulele Player, Lei maker, Fishermen

**This gallery activity addresses the following DOE standards:**

#### **VISUAL ARTS**

**FINE ARTS: Standard 1: VISUAL ARTS:** Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

**LANGUAGE ARTS: Standard 4: Writing: CONVENTIONS AND SKILLS:** Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

**Standard 6: Oral Communication: CONVENTIONS AND SKILLS:** Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public for a variety of purposes

### **PROCEDURE:**

#### **A. Docent Introduction**

1. Introduce students to the world of being a docent. How do you prepare to tell your audience the stories of the museum, of the paintings, of the artists in our museum? Give a fun but brief introduction into how you learn to tell stories.
2. Next, tell students that in this next activity, they will together become Hawaii's best docent crew! Using the Hawaiian gallery, students will tell the story that the painting tells to their peers.

#### **B. Group Activity:** Break students into three groups. Within each of the three groups, have every student count off, starting at 1.

1. Conduct an example of the activity using the sample story card.

2. When the group completes the sample activity, give each group a story card with their corresponding portrait. (Physically place the group in front of their selected portrait)
3. Give students maximum 5-7 minutes to complete their group work.
4. Using the number they received from counting off, each student will learn and share that numbered part from the story card. \*Please be aware that if there are not enough students in a group, students might be given more than 1 part of the story card.
5. Allow the last 5 minutes to share their work with the other groups.

Presentation Guidelines

- Students must present their portrait from the first person perspective.
- Every student in the group must share a line.

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### 3. Gallery Activity: **Exaggerated Story Telling**

**Instructions:**

In any gallery of your choice, tell a story with gusto. (Remember some of the tips from Ginger.

### 4. Gallery Activity: **Name the Artwork**

**Instructions:**

Within any gallery of your choice, have the kids come up with adjectives from the name of the artwork. I.E. HERCULES: H for Heroic, E for Energetic, R for Royal

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## IV. Suggested questions for artwork:

### 1. Hercules

- What shapes can you find? Are most of the shapes organic (natural or curved) or geometric (angular or straight)?
- Is Hercules small or large? Why?
- What questions would you ask the artist about this work, if s/he were here?

### 2. Masks

- What colors do you see?
- What shapes do you see?
- What animals do you see?
- Do any of these masks look like a combination of animals to you?
- Do any of these masks remind you of someone you know?
- How would you use these masks today? Would you hang them on a wall or wear them?
- If these masks were real, what do you think the rest of the bodies of the figures would look like?
- What words would you use to describe these masks? (happy, sad, good, bad, evil, kind, gory, simple, etc)

- What mask do you like the most? What do you like the least?

### **3. Ganesha**

- What title would you give this work of art?
- What do you think is happening in this sculpture?

### **4. Ukulele Player**

- What kinds of objects do you see in this painting?
- What words would you use to describe this painting?
- How would you describe this portrait to a person who could not see it?

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## **V. Suggested presentation ideas from docents (ongoing document):**

- Ask students in questions in the middle of telling a story – “What do you think will happen next?”
- If the students are familiar with the story, ask them to tell it to you OR ask them what they remember about it so they can listen for these things when you retell it
- Gather group where they can all see the image
- Project your voice to the person in the back of the group
- Speak with volume and clarity
- Be enthusiastic

Other objects that were discussed in brainstorm that you may like to address on your tour, if there is time.

Crocodile  
Vertumnus and Pomona  
St. George and the Dragon  
Dragon (Kor, Buddhist, Chi)  
Pele  
Guanyin  
Penelope  
Semiramus  
Nio Figures  
Jizo  
Madonna and Saints  
Lei Maker  
Rabbit and Moon

Shiva Stele  
St. John the Evangelist  
Eros and the Dolphin  
Krishna  
Seated Buddha  
Rockwell  
Vishnu Asleep  
Galatea  
St. Catherine  
All Saints & Triptychs  
Daphne and Apollo  
Satyr  
Greek Urns  
Musical Conversation  
Muchalinda Buddha