

**Pre- & Post-Visit Activities**  
**Alan Paine Radebaugh: *Ghost of Sea 2014***  
September 26-December 28<sup>th</sup>, 2014

Your museum visit and pre- and post-visit activities support learning by addressing National Content Standards for the Visual Arts, Wyoming Education Standards and NCSD Essential Curriculum.

**National Standards for Visual Arts Education**

Content Standard #1 Understanding and applying media, techniques and process to communicate ideas, experiences, and stories.

Content Standard #2 Using knowledge of structures and functions: students learn the differences among visual characteristics and purposes of art in order to convey ideas.

Content Standard #3. Choosing and evaluating a range of subject matter, symbols, and ideas.

Content Standard #4. Understanding the visual arts in relation to history and cultures.

**Wyoming Education Standards:**

Content Standard:

Fine Arts

1. Creative Expression through Production

All Benchmarks, K-8

2. Aesthetic Perception

All Benchmarks, K-8

3. Historical & Cultural Context

Benchmark 1, K-8

Social Studies

5. People, Places & Environments

Benchmark 4, Grades 3 & 4

Benchmark 3, Grades 5 & 6

Language Arts

3. Speaking and Listening

All Benchmarks, K-8

**NCSD Essential Curriculum:**

**Essential Curriculum:**

Art

Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art (Grades K-5)

Unit 4: Art exhibit (Grades K-6)

Unit 2: Modern Art History. Students express personal preferences about the artwork. Students describe the artwork. (Grades K-5)

Unit 1: Introduction to types of Lines, Geometric Shapes (Grades K-2)

Unit 1: Curved, Straight, Angled Lines and Texture (Grades K-2)

Unit 1: Intermediate Colors (Grade 4)

Unit 1: Visual Form (Grade 4)

Unit 1: Complimentary, Analogous and Monochromatic Colors (Grade 5)

#### Language Arts

Unit 1-4: Speaking and Listening (Grades K-6)

Unit 1: Speaking and listening to be a productive learner (Grades 7-8)

Unit 4, 7, 11: Vocabulary Acquisition (Grades 6-8)

#### Science

Earth Materials (Grade 4)

Writing in Science (Grades 6-8)

Earth's History (Grade 7)

#### Social Studies

Unit 1: Map Skills (Grades 4-5)

Unit 2: American Indians- Wyoming Region (Grade 4)

Unit 6: United States Geography (Grade 5)

Unit 1: Physical Geography (Grade 7)

## Pre-Visit Activities

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Before visiting the NIC, we recommend that you and your students explore and discuss some of the concepts and ideas listed below:

### 1. Talk about the definition and concept of a landscape.

Landscape is a view of an outdoor scene. Landscape painting may or may not look like a photograph of the place. The artist chooses what he/she wants to paint and what he/she wants the viewer to see. He may only decide to paint one tree out of many or show us a field of grass without any sky.

### 2. Inform students about the artist.

Alan Paine Radebaugh was born in Boston (1952), Massachusetts, raised in Maine and New York, and moved to New Mexico in 1979. He grew up painting primarily in oils. While at college studying to be a doctor, Radebaugh enjoyed taking photographs and designing jewelry. He left college to become a jeweler and design sculptural art furniture. The artist returned to painting full-time in 1988. The *Ghost of Sea 2014* exhibition depicts the nature of the Great Plains and is inspired by Radebaugh's fascination with the geological history of this region. Did you know that the Great Plains were covered by an inland sea two hundred million years ago? When the artist observed the Great Plains' vast open spaces, he often imagined the prehistoric seas rolling over the land and their massive, powerful waves thrashing the earth.

To learn more about the artist visit <http://www.radebaughfineart.com/>

### 3. Research.

Have students research the geological history of the Great Plains starting as early as the Cretaceous Period (145-66 million years ago) when the Great Plains were covered an by inland sea.

### 4. Practice observation skills.

Choose an example of a landscape from art history. Have students examine and discuss the work. Use the following questions to guide the discussion:

- ◆ What objects do you see in the foreground, middle ground, and background of the landscape?
- ◆ What objects are natural? What objects are man-made?
- ◆ Where was the artist standing when he or she painted this landscape (a vantage point)?
- ◆ How realistic did the artist make things look in the painting?
- ◆ Does the artist give you a natural path to follow through the scene? If so, imagine you're walking on this path. Describe the landscape around you.

To learn about the history of landscape genre visit:

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/landscapes/background1.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/landscapes/background1.html)

## During Your Visit to the NIC

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### 1. Observe.

Select one of the paintings by Radebaugh. Ask students to observe this painting for one minute. Have students turn away from the painting and write what they see. After a minute, ask students to look at this work of art again and add any new observations. Have students share their notes with a partner and compare and contrast their observations.

### 2. Observe. Inquire. Investigate.

Observe and discuss paintings in the *Ghost of Sea 2014* exhibition. Use the following questions to guide the discussion:

- ◆ What do you see in this painting?
- ◆ What is your eye most drawn to in this scene (a focal point)?
- ◆ What time of day does the landscape show? What makes you say that?
- ◆ What words would you use to describe the light in this painting?
- ◆ How would you describe the colors/lines/shapes in this painting? (Notice how the artist repeats these colors, lines and shapes to create movement).
- ◆ How realistic did the artist make things look?
- ◆ Where could you see a scene/place like this?
- ◆ Many of the paintings in the *Ghost of Sea 2014* exhibition have an ethereal, abstract-like appearance. *Middle Earth, As Above* and other landscape scenes evoke the feeling of a dream, a vision, an unearthly place. How does this perception support and/or contradict the title of the show, *Ghost of Sea 2014*?

The exhibition celebrates the land, its past and present, its beauty and wonders. The *Ghost of Sea 2014* reflects the artist's impression of the Great Plains rather than documents a particular site.

### 3. Compare and Contrast.

Bring an example of a landscape from art history previously discussed in the classroom. Choose one of the paintings by Radebaugh in the galleries. Have students examine and discuss both works. Use the following questions to guide the discussion:

- ◆ How are these works similar and how are they different? What evidence of the human world do you see in both paintings? How would you describe the relationship between humans and the natural world in each landscape?
- ◆ How realistic did the artists make things look in each painting?
- ◆ How has the representation of nature changed over time?
- ◆ Which landscape do you like the most? Why?

### 4. Create.

Have students choose one of the Radebaugh's painting. Have students closely observe and sketch it on a piece of paper.

## Post-Visit Activities

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### 1. Research.

Have students conduct research about the Great Plains' and/or Earth's geological future. Talk about plate tectonics and how the Earth is going to be a very different place millions of years from now. Two hundred fifty million years ago, the landmasses of Earth were clustered into one supercontinent called Pangea. During the next two hundred fifty million years, another mega-continent/landmass will form-- Pangea Ultima.

### 2. Create.

Ask students to visualize a place/landscape in Wyoming: prairie, mountains, sagebrush field, etc. Have images /photographs of Wyoming landscapes for reference. Ask students to imagine how this place might look millions of years from now. Have students create this future landscape using media of your choice: colored pencils, paint, pastels, etc.

### 3. Write.

Have students write prose/poem about one of the Radebaugh's landscapes. Have students compare and contrast their perception of the Great Plains nature inspired by the *Ghost of Sea 2014* exhibit with the description of this land from classical literature.

("Rising in a volcanic region, amid extinguished craters, and mountains awful with the traces of ancient fires, it makes its way through great plains of lava and sandy deserts, penetrates vast sierras or mountainous chains, broken into romantic and often frightful precipices, and crowned with eternal snows; and at other times, careers through green and smiling meadows, and wide landscapes of Italian grace and beauty." *The Adventures of Captain Bonneville, U.S.A., in the Rocky Mountains and the far West* by Irving, Washington).

**Appendix 1.**



*As Above*, oil on canvas, 2010



*Middle Earth*, oil on canvas, 2011



*IN-LAID*, triptych, oil on canvas, 2009