

Pre & Post-Visit Activities

The Nature of Things: Suzanne Morlock, Ashley Hope Carlisle and Gerri Sayler

Jan. 24 – April 27, 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

Benchmark 1, Grades K-4

Benchmark 3, Grades K-2, 5 & 6

Benchmark 4, Grade 5

Benchmark 6, Grades 5 & 6

NCSD Essential Curriculum:

K -5 grades

Art

Q3-Unit 3: Art Etiquette

K-1

Q1–Unit 1: Introduction to types of Lines, Geometric Shapes

Q2–Unit 1: Curved, Straight, Angled Lines and Texture

Q3–Unit 1: Primary Secondary Colors and Geometric Shapes

2nd grade

Q1–Unit 1: Introduction to types of Lines, Geometric Shapes

Q2–Unit 1: Curved, Straight, Angled Lines and Texture

Q2–Unit 3: Placement and size

4th grade

Q1–Unit 1: Intermediate Colors

Q2–Unit 1: Visual Form

5th grade

Q1–Unit 1: Complimentary, Analogous and Monochromatic Colors (Tints and Shades): Students demonstrate advanced proficiency and independence in working with a wide variety of art materials and resources to explore the arts.

K-8 gradesLanguage Arts

Unit 1-4: Speaking and Listening to be a productive learner

Q1-4, 7, 11, 15: Vocabulary Acquisition (ongoing unit of study)

Science**4th grade**

Unit: Earth Materials

2. Predict changes to earth's surface caused by earthquakes, volcanoes, and other earth processes.

7th grade

Unit 2: Forces Within

1. Identify the causes and effects of earthquakes.
2. The Earth's plates are in constant motion and when they collide it produces earthquakes and volcanoes; when they diverge it creates also earthquakes and mountain building; when they slide past each other it creates earthquakes.

6th -12th grades

Introduction of English Language Arts in Science

Pre-Visit Activities

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

1. Introduce the concept of contemporary art. Use the following questions to guide the discussion:

- ◆ What does the word 'contemporary' mean?
- ◆ What do you think contemporary art looks like?
- ◆ How do you think contemporary art differs from art made a long time ago?
- ◆ What materials do you think artists use in contemporary art?

Tell students that many contemporary artists have been known to use unconventional art materials. Some artists use recycled materials and everyday objects like paper, chicken wire, wire mesh, toothpicks, pipes, pencils, and bottles to create beautiful sculptures and installation art.

2. Introduce the concept of installation art.

Choose an example of a sculpture and installation art from art history or use the suggested images (Appendix 1). Have students examine and discuss the works. Use the following questions to guide the discussion:

- ◆ How are these works similar and how are they different?
- ◆ Would you consider the space where the art is installed to be one of the "material" used by the artists? Explain why.

Share the information about installation art. Installation or Installation art is art that is or has been installed or arranged in a place either by the artist or as specified by the artist. Almost any type of material or media can be utilized in contemporary installation art including natural or man-made objects, painting and sculpture, as well as new media such as video, film, photography, audio, performance, happenings and computers. Some compositions are strictly indoors, while others are public art, constructed in open-air community spaces. Installations may be temporary or permanent. Famous modern installation artists include: Joseph Beuys (1921-86), Mario Merz (1925-2003), Michelangelo Pistoletto (b.1933), Jannis Kounellis (b.1936), and Gilberto Zorio (b.1944), Rebecca Horn (b.1944), Bruce Nauman (b.1941), Christian Boltanski (b.1944), Christo (b.1935) and Jeanne-Claude (1935-2009), Damien Hirst (b.1965), Tracey Emin (b.1963).

3. Inform students about the artists.

The "Nature of Things" brings together three of the Rocky Mountain Region's leading installation artists to create new site-specific work based on the subject of nature, in particular living in the West.

Suzanne Morlock is an intermedia artist who works in painting, digital art and installation. Her late works are inspired by nature and the rural surroundings of Wyoming and are often layered with human experience connected to the particular place. The materials the artist uses range from paper, fiber, and organic-originated forms to found objects and recycled materials.

Ashley Hope Carlisle works in sculpture, installation and drawings. In her work, Carlisle explores an imaginary world that is a crossover between human and plant-like entities. Her art often references flowers, trees, and root systems. Seeds have become a central theme in the artist's work and serve as metaphors for human connections and human conditions such as change, safety, struggle, and escape.

Gerri Saylor creates space that is filled with tactility that prompts people to perceive and feel something differently. Her work is inspired by the cycles of nature both little changes such as seasons and dramatic changes such as glacial flooding and volcanic eruptions.

During Your Visit to the NIC

Look. Inquire. Investigate.

1. Observe and discuss the installation art made by Suzanne Morlock, Ashley Hope Carlisle and Gerri Saylor. Use the following questions to guide the discussion:

- ◆ What do you think it is?
- ◆ What elements/things in or from nature does this work of art remind you of?
- ◆ How can artists use natural structures to create or influence their art? (Imagery, movement, color, etc. Point out that Gerry Saylor's installation inspired by the natural phenomena of the Yellowstone Caldera.)
- ◆ How would changing the location or the size of the installation piece affect the feeling or mood of the piece?
- ◆ Do you see repetition of shapes, lines, forms and colors? If so, how does the repetition contribute to the overall design?

2. Investigate what materials the artists used to create their installations. Use the following questions to guide the discussion:

- ◆ What materials did the artist use to create this work of art?
- ◆ Is it made from one piece or assembled from multiple pieces? How are the pieces assembled?
- ◆ How do you think the artist made it?
- ◆ How is space a "material" in this installation?
- ◆ How does the use of the video element enhance Carlisle's installation art?
- ◆ Which one of the three artists uses found objects in her work of art more extensively than others? Why do you think the artist chose to include these found objects in her work?

3. Choose one of the installation pieces. Share with your peers what you think served as inspiration for this work of art? Read the artist's statement (Located on the gallery's wall).

4. Choose one of the installation pieces. Write down 5 adjectives, 5 verbs and 5 nouns that express the essence of this work of art.

Post-Visit Activities

1. Write.

Have students write a poem about one of the installation works of art using the words written down by students during the museum visit.

2. Research.

Have students conduct research about the Yellowstone Caldera and the causes of volcanic activities (Science, grades 4th & 7th). Have students discuss how color, texture, form and line in Gerry Sayler's art aid in creating the essence of volcanic nature. Discuss the difference between scientific depiction and artistic representation.

2. Immerse.

Discuss the use of allegory in Copeland's paintings (7-12th grades).

Allegories are similar to metaphors: in both, the author uses one subject to represent another, seemingly unrelated, subject. Allegories are generally understood as rhetorical, and, as a form of rhetoric, are generally designed to persuade their audience.

Discuss Copeland's painting *Crown of Horns*.

- ◆ What symbolic items does the artist use to represent a chosen message?
- ◆ Why did the artist crown his character with the crown of horns opposed to traditional crown of thorns?
- ◆ What other details in the painting aid in expressing the artist's idea? Explain.

3. Create.

Installation Art (3-12th)

Have students create their own installation art inspired by natural phenomena and/or personal experience. You may choose to create pieces for the installation by sculpting, casting, etc. or create an installation as a group using everyday materials. The installation may be produced as a group or individual project. Suggested materials to use are yarn, fabric, mesh wire, wire, PVC pipes, plastic, wood, branches, packing peanuts, foil paper, wrapping paper, Styrofoam, etc.

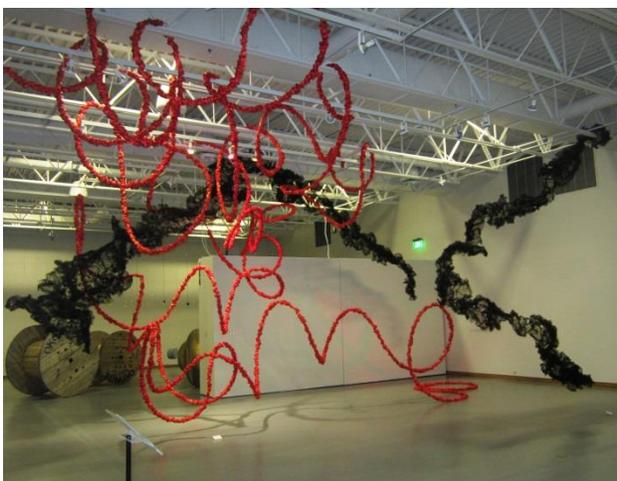
Appendix1.



Ashley Carlisle, from *one home to another*, fabricated steel, cast iron, cast and fabricated paper, laser-cut wood, video, 2014.



Susanne Morlock, *Place/Displace*, electrical spools, cloth, pills, handmade "chicken wire," Inkjet prints, collaged audio recording, 2014.



Gerry Saylor, *TERRA IGNUS*, hand crumpled aluminum mesh; machine-stitched satin sleeves, plastic tubing, 2014.