

## Let's Celebrate Life – AAG Sharing Session

A tip offered in our review: *Photograph* artwork labels for a quick complete record of their contents.

Access MIA flickr images for this set and all others at

<https://www.flickr.com/photos/minneapolisinstituteofarts/collections/72157616792245193/>

### 3<sup>rd</sup> Floor AA Objects

*The Birthday Party* (Off-View until Nov 2015)

*Luxembourg Gardens at Twilight* (<http://www.artconnected.org/resource/1840/2/luxembourg-gardens-at-twilight>) is another Sargent piece within G351. Good comparison with *The Birthday Party*. Consider interior vs. exterior, level of detail, color, number of people, ability to capture a moment, also made for a friend.

*Blessing of the Tuna Fleet at Groix* (G351)

- Look at it near (perhaps focus on one dot) and then back up (“Everyone take 5 steps back”). How does it change what you see?
- When you look at this, what do you hear? Smell?
- How’d it feel to paint these strokes? Act it out.
- Do you see people within this scene?
- What do the flags tell us?
- What does having a blessing of the fleet tell us about these people? Do we have similar occasions?
- Several of us also show *Snow, Boulevard de Clichy, Paris* (G355, <http://www.artconnected.org/resource/2618/2/snow-boulevard-de-clichy-paris>), as well as its neighbor, **Port-en Bessin** (<http://www.artconnected.org/resource/638/11/port-en-bessin>), painted by Georg Seurat (Signac’s mentor).

*Pacific* from the Tzedakah Box series (G362)

- Best to have kids sit so as to avoid the jostling and case-touching that can occur in the corner.
- Underscore that charity is an aspect of many faiths. Use as an opportunity to relate to kids’ giving. Many kids are familiar with the Salvation Army’s Red Kettles.
- Relate to the tzedakah box in stained glass above and other boxes near Berlant’s.
- Any container – perhaps an ice cream pail - could hold your giving. What choices did the artist make that makes this *better*?
- What would this piece this feel like? Provide kids an Altoids tin to touch!
- At the western end of this case is the *Ceremonial Wedding Ring* (<http://www.artconnected.org/resource/30853/2/ceremonial-wedding-ring>). The building opens to reveal a removable torah and altar (?) on a platform. Can be just a brief visit. The kids are surprised by it. It’s a great example of special occasion trumping practicality.

### 3<sup>rd</sup> Floor Complimentary Objects (not tied to any particular AA object)

**EUGJ5** (G380) <https://collections.artsmia.org/index.php?page=detail&id=116191>

- This can be a good place to start or end your tour. Position the kids so that their backs are to the wall. They'll be looking in your direction while viewing the work.
- "What are we looking at?" elicits numerous good replies (cereal, noodles, chalk, and usually asteroids).
- After explaining that these are asteroids, ask if they seem friendly. Why? (slow moving, colorful, round, bounce off us, some writing we recognize)

**Macy's Parade**, Lucille Corcos, <http://jwa.org/encyclopedia/article/corcos-lucille> (G360)

- Works very well with VTS.
- How does this compare to parades you've attended?
- How does the artist show us that people are enjoying the parade?
- Great images online offer a further look at Corcos's style.
- Info. on the Macy's Parade's history, [http://www.nyc tourist.com/macys\\_history1.htm](http://www.nyc tourist.com/macys_history1.htm)

**Halloween Party**, Philip Guston, [http://www.moma.org/collection/artist.php?artist\\_id=2419](http://www.moma.org/collection/artist.php?artist_id=2419) (G360)

- Works very well with VTS.
- Likely that guests will relate it to Sendaks' *Where the Wild Things Are*
- A couple of his works have recently been on view near *Billboard*.

**Charleston Rooms** (G336) <http://www.artconnected.org/resource/4195/1/charleston-drawing-room>

Set up for dessert/music/writing/games and have some interesting accoutrements to talk about.

**Lap-Over-Edge Flatware** (long hall G354, case to right of bubbler/water fountain)

<http://www.artconnected.org/resource/2893/208/lap-over-edge-flatware>

Dozens of different animal and plant forms were applied in gold, copper, and bronze decoration over sterling silver. Each piece has a different motif. Kids are amazed that spiders, bats and more grace this fancy Tiffany flatware.

**Paul Revere Tea Service** (G350) <http://new.artsmia.org/teaching-the-arts/paul-revere-tea-service/>

Made especially for a family, use of monogram, silver as precious, tea as valuable (note the lock!) and fashionable for colonists.

**Soundsuit** (G374) <http://www.artconnected.org/resource/142432/soundsuit>

- Playful materials, Nick Cave's intent is to surprise.
- Sept. 12, 2013 Friends lecture: <http://new.artsmia.org/discover/lecture-video-archive/>
- An MPG object file exists

### 2nd Floor AA Objects

**Lakota Dress** (G261)

- Many of us use neighboring works for comparison.
- If discussing use of porcupine quills (in another work or as replaced by beads), mimic the work of flattening and sewing with the quills with a drinking straw.

- Invite guests to sit on the floor, circle around your campfire and listen to the Lakota creation story. Encourage kids to drum lightly on the floor when it rains. Pretend to (or perhaps you have suitable props) pull out the animals from your bag as Creator does within the story. Very successful with young guests!

### ***Iatmul Drum*** (G256)

- Strong agreement that going around the case and turning toward the gallery entrance to view the drum works best.
- Consider providing images (readily available online) of a complete Kundu drum or the drum in use.
- ***Necklace (lei niho palaoa)*** <http://www.artsconnected.org/resource/80494/19/necklace-lei-niho-palaoa> - Takes a community (and artist's skill + patience) to create, precious ivory, preserved generation to generation
- ***Malagan Figure*** <http://www.artsconnected.org/resource/4821/malagan-figure> - Similarities: music, natural materials, animals (snakes in skirt)

### ***Bwa Mask*** (G250)

- Cut a moon-shaped prop from a paper plate to enable kids' recognition of the moon symbol and the timing of this celebration.
- Five Facts: African Masks and Masquerades - <http://new.artsmia.org/teaching-the-arts/african-masks-and-masquerades/>

### ***Shiva Nataraja*** (G211)

- Provide images showing it decorated and in use, as well as what it'd have looked like without damage.
- Knowing about this object allows you to identify Shiva in nearby works.
- Compare durability of bronze to sandstone sculptures

### ***Ceremonial Gate*** (G217)

After ensuring a basic understanding of the gate, present a modern day trophy. Like the gate, it's an award that physically portrays in what the owner has excelled. Which kind of award do your guests prefer? Usually get rich responses: color and bling, longevity, mobility, expense...

## **2nd Floor Complimentary Objects (not tied to any particular AA object)**

### ***Ceremonial Hoes*** (Visions From the Forests exhibit)

Allows for great conversation about our lives' reliance on food *and* leadership. Import of having a symbol to signify your status relates well with the *Ceremonial Gate*. Use a prop that'll engage the kids (i.e. Reese's peanut butter cups!) to ask kids what it's made of (peanut butter and chocolate), where it comes from (plants), and what those plants rely on (farmers), to relate farmers with the kids' world.

[http://www.brooklynmuseum.org/opencollection/objects/115420/Ceremonial\\_Hoe](http://www.brooklynmuseum.org/opencollection/objects/115420/Ceremonial_Hoe)

### ***Miao Festival Outfits*** (G218, through Feb. 22) <http://new.artsmia.org/teaching-the-arts/miao-festival-outfit/>

- Miao Connection Video (15 min.), <http://www.artsconnected.org/resource/97213/miao-textiles-at-the-minneapolis-institute-of-arts>

- Relating to kids. Ask if they've have learned a skill from an adult. This often leads to the recognition that skills take time, as well as the resulting affinity/affection for the teacher and product. A good-feeling conversation that helps them appreciate the Miao tradition and artistry.

**Wu Reception Room** (G218) <http://artsmia.org/art-of-asia/architecture/chinese-reception-hall.cfm>

- Formal space for special occasions. Note the chairs – the size you occupy matches your status.

**Wedding Procession** (G215) <http://www.artsconnected.org/resource/2990/bride-from-wedding-procession>

Great example of special occasion and can we identify the *Ceremonial Gate*'s placement

**Chinese Zodiac** (G207) – Can see some of these figures by going to [artsmia.org](http://artsmia.org), clicking on Gallery Maps > 2nd Floor > Gallery 207.

- Use it as a way to connect the children with the art by having them find their figure and learn about their month.
- It can be tied in with animals as totems, strength from knowing about yourself, celebration of culture and self, and probably any other theme.

**Feast of Peaches** (G275) <http://www.artsconnected.org/resource/15168/23/pictorial-hanging-illustrating-the-feast-of-peaches>

- VTS questions work well.
- Depicts a legendary birthday party and this artwork would've been used to decorate a space for a special occasions such as birthdays. Good MIA b-day tie-in.