

Participatory Activity (feedback session)

“You will design a participatory experience that can be used on a permanent collection tour. This means you must keep it simple—you will bring any materials needed with you to distribute at the appropriate time during the tour....

Participatory activities can include, but are not limited to:

- Storytelling
- Symbolism
- Dance, movement, gesture
- Fashion/bling
- Puzzle-solving/scavenger hunt
- Visual elements: color, line, shape
- Written observations
- Games (including teams)

This presentation is based less on content and more on visitor experience.” 16 groups participated.

Group 1 (Kit, Janelle, Susan A.): Asmat, *Bis Pole*, G256

Theme: Transportation, Transformation, and the Journeys We Take

Activity: Work in teams, answer questions related to modes of transportation and how you relieve stress; draw how you would travel to the next life. Share your responses with the larger group. See how the activity relates to the work of art.



Group 2 (Lucy, Debbie K, Ingrid): Paul Gauguin, *I Raro Te Ovirī*, G355

Theme: Using the Five Senses

Activity: Talk about how all 5 senses are invoked when looking at this painting. After an explanation of “flash fiction” and some sample stories, write your own six-word story involving a sensory experience. If willing, share your story with the group.

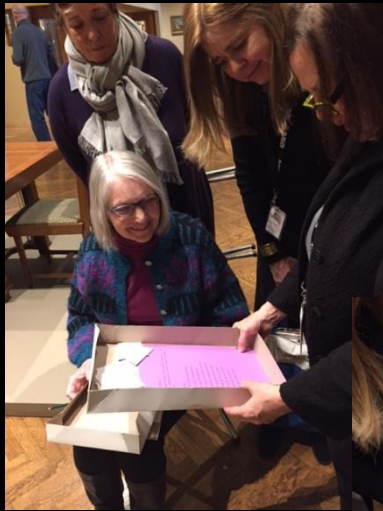


Group 3 (Suzanne, Maggie, and Paulette): George Bellows, *Mrs. T in Cream Silk, No. 2*, G302

Theme: Lasting Impressions



Activity: 3 parts, in small groups: 1. Read poem about brides, 2. Assemble jigsaw puzzle of Mrs. T's portrait in burgundy, 3. Handle Victorian ladies' accessories, similar to what Mrs. T would have worn.



Group 4 (Cathie, Jung, Pat): Marc Riboud, *Jan Rose Kasmir Facing the Pentagon and Guns*, G365



Theme: Taking a Stand

Activity: Compare two images of protest. Choose a symbol on a stick: fist, envelope, peace symbol, flower, silenced woman, or flag. Invite people to talk about their choices and how they would express themselves on an issue of importance.

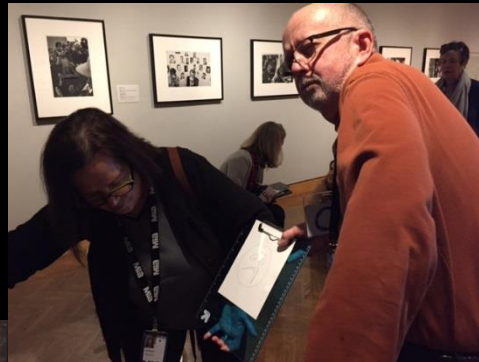


Group 5 (Bruce and Joan): Douglas, *Abbott and Cordova*, 7 August 1971, 2008, and Bourke-White, *The Living Dead at Buchenwald*, G365



Theme: Relationships of viewer to subjects, posed versus unposed

Activity: Examine and take poses of people in photographs, explore/discuss feelings or insights surrounding this activity of posing.

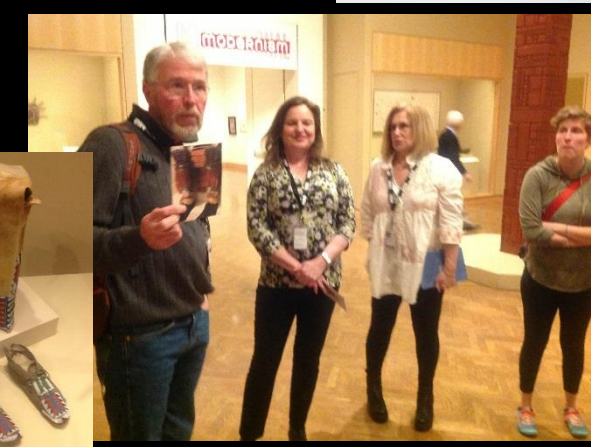
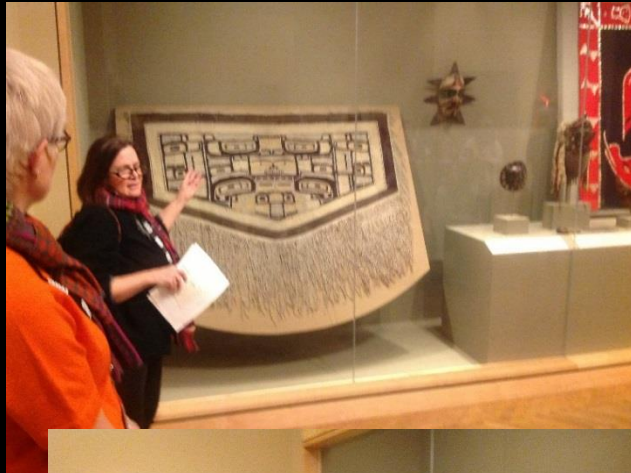


Group 7 (Kristen, Linda, Julie): Tlingit or Haida, *Chilkat Dancing Blanket*, G261



Theme: Fashion Follows Function

Activity: Explore NA object, see pictures of 4 other Mia objects, and hear the functions they serve. In small groups, find an object in the gallery that has a function similar to your object, answer questions on card, and share discoveries with the group.



Group 8 (Debbie L-R, Kathryn, Beth): Carpeaux, *The Three Graces*, G321

Theme: Movement and How Art Moves Us

Activity in 3 parts: Walk around the sculpture making movements to the music. Based on your reactions to what's depicted, write a group letter to M. Carpeaux. Receive a postcard of the work and think about sending a note to someone telling about it.



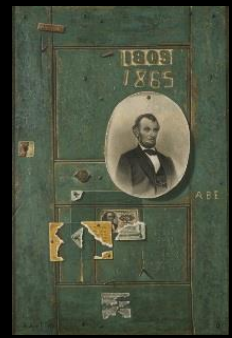
Group 9 (Shelly and Brenda): Gerome, *The Carpet Merchant*, G357

Theme: The Academy and Worthy Subjects

Activity: Discuss characteristics of art produced for the academy versus the market place. As part of the “blue ribbon” or “market (\$)” group, find works in the room that fit your category and place your symbols beside them. Share with the larger group what you found.

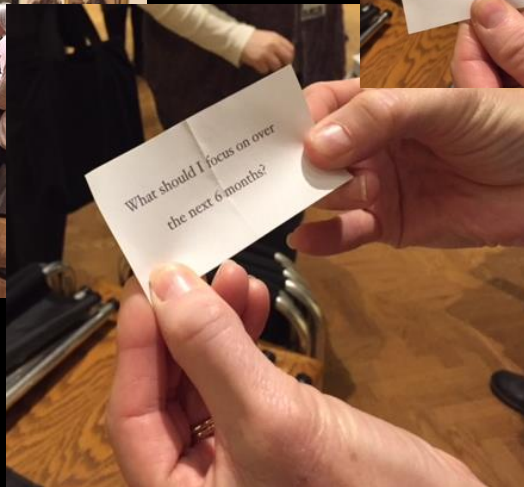
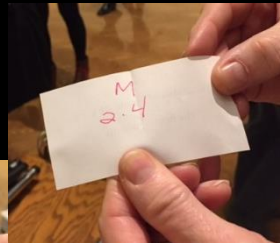


Group 10 (Mary and Kay): Four works in Galleries 322 and 323, including Twachtman, *The White Bridge* and Peto, *Reminiscences of 1865*



Theme: Art Speaks to Us

Activity: Break into small groups, based on assigned artwork. Receive the question, e.g., “What should I focus on over the next 6 months?” and meditate on that question while viewing a work of art, attempting to use the artwork to help you arrive at an answer. Discuss your response/answer in small groups.

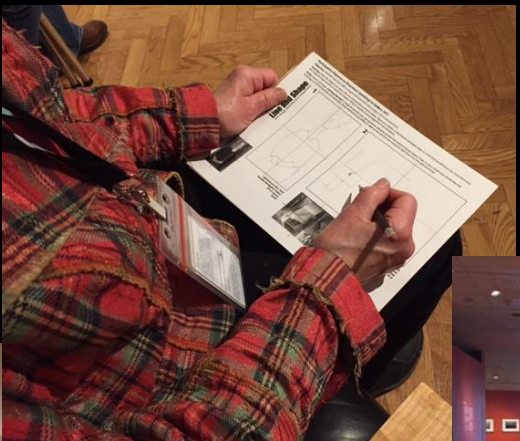
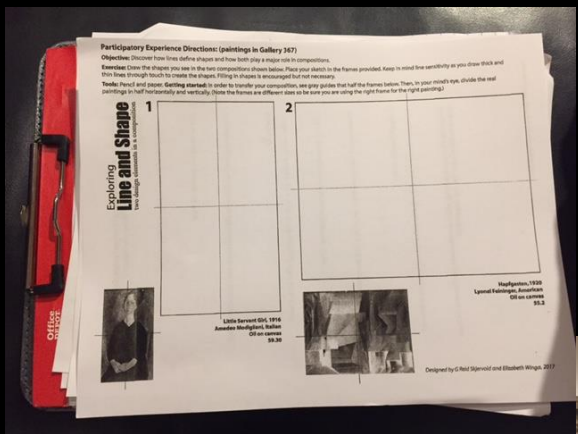


Group 11 (Gerri and Elizabeth): Lyonel Feininger, *Hopfgarten*, 1920, and Modigliani, *Little Servant Girl*, 1916, G367



Theme: Exploring the Elements of Art (Line and Shape)

Activity: Receive a worksheet and pencil. Attempt to sketch line and shape seen within two paintings. Answer questions on the back, recording your discoveries from the drawing activity. Discuss your answers and comparison as a group.



Group 12 (Kathleen, Bill, Mary Ann): Lakhóta, *Winter Count*, G261



Theme: Symbols and Meaning (Record history with symbols)

Activity: Split into small groups (2-3). Think of a memorable event (from JD training), and draw a symbol for that event on a post-it. Put post-it on a board, then facilitator looked over the post-its, trying to determine what they depicted. Then each small group had a spokesperson to accurately and quickly describe the symbol to all. Then one member of the whole group was asked to “recount” all the memorable experiences on the board, much as the Lakota winter count keeper would have to use the symbols to recount the history.



Group 13 (Angie, Terry, Sara): Danny Lyon, *Drinking fountains in the Dougherty County Courthouse, G365*

Theme: The Power and Plight of the People

Activity: After looking at and discussing this photo together, in small groups choose one photo in the gallery that speaks to you about power and plight. Record it using your phone—either the full picture or crop it in some meaningful way. Come together and talk about what you chose and how it applies to the theme of the tour.

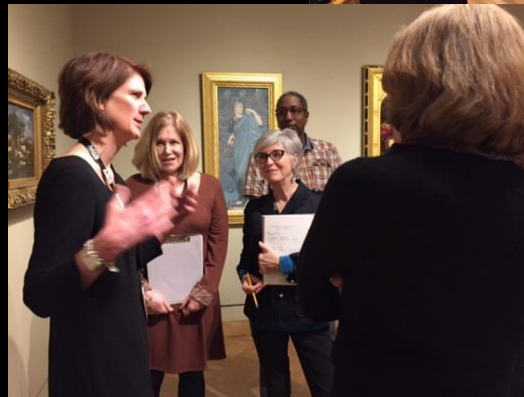


Group 14 (Jeanne, Jan, Susan D.): Jean-Léon Gérôme, *The Carpet Merchant*, c. 1887, G357



Theme: Bringing Art to Life

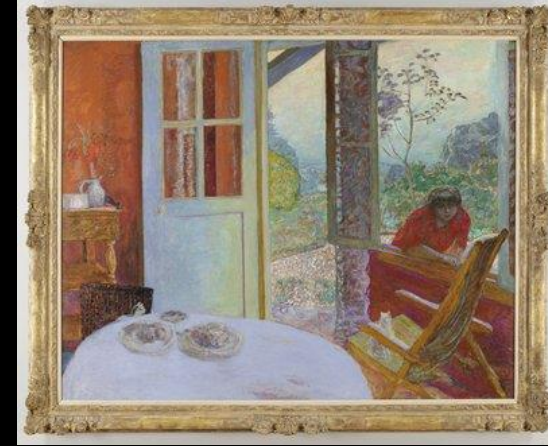
Activity: Participants discussed the groupings evident in the artwork, then were divided into three groups, representing the buyers, sellers, and onlookers. Each small group discussed what they would say or question in such a marketplace (given some prompts from the facilitators), then they came back together and had a live discussion, in the roles of their specific group, as if they were in the merchant's hall.



Group 15 (Mark, Josie, Meg): Bonnard, *Dining Room in the Country*, G355

Theme: Putting Paint from Palette to Paper

Activity: After looking carefully and comparing two different ways artists applied paint to canvas, pick a card with sample brushstrokes and then find a painting in the gallery to which the brushstrokes correspond. Share with the larger group how the brushstrokes match up.



Group 16 (Charlie, Brenda H., Randall): Jacob "Jack" Liebenberg;
Designer: Chester Weston, "Harmony" stained glass window, 1928



Theme: Symbols and Culture in Art Objects

Activity: After looking at and discussing the different symbols within the window (with symbols of Jewish community), participants were given a handout with a circle, in which they could draw a symbol or write a word to represent their own community. Colored pencils were also distributed, for use in the activity, and the facilitators modeled with some examples of their own before participants began. Participants were asked to share, if willing, what they had drawn or written to the whole group.



Group 17 (Richard, Jena): Quotskuyva, *Awatovi Birds*, G259

Theme: Artistic Recipes: What Artists Use in Creation

Activity: Discuss where designs come from. Blind pick a card with a design element, find your partner, and look for two works in the Native American ceramics gallery with that design/shape. Stand by one of the works and talk about how the design is used.

