

Tips for Choosing Substitutes

Because one goal of Art Adventure is to offer a variety of media in the sets, many sets include photographs, works on paper, or fiber works. These works are often taken off view to rest. Choosing substitutes for these is an opportunity to widen the students' knowledge of the theme and the collection at Mia. It is also an opportunity for you to learn about new works of art and keep your tours fresh. While students may initially be disappointed by the absence of an object in the set, they are also excited to see something new!

Because many different tours may be happening on a given day, we suggest that you not use other Art Adventure objects, to avoid getting in the way of other tour groups.

What should be considered in choosing a substitute?

Consider the following points when selecting a substitute for a set.

1. Know the route you will be assigned.

Be prepared to find a substitute that fits best within your assigned route. The routes are set up so that you will not run into another group giving the tour. You must fit your substitute in the route slot where the original work is placed. For example, you are giving a tour of *Family, Friends, and Communities*, and you must find a substitute for the Seydou Keita photograph. If the Keita photo falls between the Nayarit House Group and Shiva's family, it is best to find a substitute which is also on the second floor. You want to minimize extra time in transit between objects.

2. Keep the theme in mind to make a connection to the rest of the set.

Let the theme guide you in choosing an object. Most of the themes are broad, allowing you more choices of objects that could fit within it. For example, there are many objects throughout the museum that fit within a conversation of *Artists' Inspirations*.

3. Choose an object with good visibility for a group and appropriate for children.

Select objects that have good space to gather around or in front, and of a size that can be seen by small children. Be sensitive to any overt scenes of violence or nudity in objects around the substitute.

4. If possible, choose an object that has a connection (e.g., media, material, or subject matter) with the object that is off view.

If a photograph or print is off view, and you are able to select another thematic object of a similar technique, this could help connect to information the students may have learned. Or, for example, if the work off view was by a Japanese artist, you may be able to select another object which is Japanese.

5. Choose an object that interests you, too!

Find something you would like to learn more about. And if it is a narrative work, remember the power of VTS!

6. If you can, visit one of the period rooms!

Period rooms are great settings in which to take the group, as you can discuss how people lived within the rooms or what may have inspired a culture to build and furnish the room as they did. The rooms could reflect how families may have interacted or where celebrations occurred. Period rooms can fit with many of the AAG themes.

Relax and enjoy having a chance to facilitate discussion with an artwork new to the group!