

Human Connections: You, I, and the World

2019-20 MPS Third Grade Partnership

Tour Description

This guided tour invites students to look closely, think deeply, and talk freely about artworks that encourage the Social Emotional Learning skills of **social and self awareness**. The selected works will inspire conversation around potential themes such as: feelings, relationships, respect, empathy, self and others, collaboration, cultural pride, and kindness. The students will set agreements (rules) together for their tours to create an atmosphere of respect.

Artworks selected for the tour will allow students to:

- decipher how people in artworks are feeling and what they are communicating through their facial expressions and body language
- talk about how they react to artworks and situations differently
- explore differences and similarities of people from different cultures to raise awareness of their diverse assets
- problem-solve how they might individually or collaboratively help out in situations presented
- think about how artists from the past to the present deal with ideas relevant to students' daily lives

Tour Activities/Strategies

Choose a variety of activities or strategies that invite participation by as many students as possible, using different learning modalities:

- Play or act out voices to hear how tone can express feelings. Take on poses to support understanding of how body language expresses emotions or feelings.
- Encourage agreement and disagreement to support understanding that people experience situations differently. (This could include reactions to artworks in terms of feelings and interpretive comments related to what is going on in the artwork.)
- Anticipate reactions in others in response to a situation. (Ask: “What’s going to happen?”)
- Practice awareness and respect of groups and their cultures, including Dakhóta and Anishinaabe.
- Practice conflict resolution and helping. (Ask questions like: “What would you do in this situation?” Or, “How might you help out this person if you were there?”)
- Compare and contrast how students react to each work of art—which they like and don’t like, how they interpret the artworks differently or similarly, etc.
- Have students “Turn and Talk” or “Pair Share” as a way to share ideas individually and then with the group.

Artwork Ideas

When feasible, give students some choice related to which artworks they will talk about, even if only once during the tour. Plan to include artworks in African, Americas (Dakhota, Anishinaabe, and Latinx), and Asian/SE Asian (Hmong, Thai, Tibetan) galleries to support cultural pride and assets of different cultures, depending on the cultural identities of students in your groups.

NOTE: While we cannot know who will be in each tour group, demographics for each school are available on the MDE website if you use the school report card function and enter the school's name. (Sheila will explain.)

African Art

Djenne, Equestrian figure, 83.168

Ife, Head, 95.84

Wee, Mask, 2014.7 (an interesting example to illustrate artist's choices to make a mask that is purposely frightening)

Benin, Memorial Head, 2007.13

Somalia, Basket, 2010.73

Kongo, Power Figure, 71.3 and smaller power figures nearby

Islamic Art

Iran, Q'uran, 19th century, B.96.4.2

Native American Art

Dakhóta, Bowl 2002.56

Dakhóta, Cradle cover 2003.162.2

Dakhóta, Cape, 2007.102.1

Urban Stanley Couch, Savanna, 1962, 64.24

George Morrison, Untitled, 1960, 75.75

George Morrison, Collage IX: Landscape 75.24

Aztec, Chalchiutlicul 2009.33

Veracruz objects

Maya, Jade Maskette 2004.104.1

Nayarit, House Group 47.2.37

Guatemala, Mayan textiles

Olmec, Mask 2002.127

Carol Emarthle-Douglas, Gathering of Nations basket, L2019.77

Ernest Whiteman, Untitled 92.140

Kevin Pourier, Mixed Blood Guy 2009.2011.49

Asian Art

These are just a few suggestions—there are so many artworks you could select!

Yayoi Kusama, Untitled 2010.7

Bodhisatva, 2017.5

Buddha/Bodhisatva (loan) L2014.148

Makora, one of the Twelve Divine Generals 2013.31.40 a,b

Tomb retinue guardians, earth spirits and men 49.1.xx (other figures for compare/contrast in this case)

Vajra Warriors

Portrait sculpture of Priest Gyoki

Daiitoku Myōō, the Wisdom King of Awe-Inspiring Power

Sumo Frogs

Monkeys (some great ones!) in Japanese art galleries

Tea House

Kamisaka Sekka, Kusunoki Masashige before the Battle at Minato River 2013.29.57

Ka Zhou Lee, Story Blanket 84.7.1

Thai Buddha

Third floor

These are just a few suggestions—there are so many artworks you could select!

Lynette Yiadom-Boakye, Shelves for dynamite

Cinga Samson, Ivory

Kerry James Marshall, Untitled, Young Woman

Bellows, Mrs. T in cream silk

Bannarn, Cleota Collins

Roslin, Comtesse

Dance-Holland, Portrait of Olive Castor (with squirrel)

De Mura, Self-Portrait

Lucas Cranach, Mrs. Buchner (contrast to Mr. Buchner after)

Roman, Portrait of a matron

Joan Brown, Portrait of a Girl

Barye, Theseus and the Centaur

Goya, Portrait with Dr. Arrietta

Della Martin, Between Sisters

Sargent, Birthday Party

Lippo Vanni Crucifixion with mourners (includes donor)

Penitent Magdelene

Rosa. St. Humphrey

Galleries for selecting from a collection of portraits

Kunin portrait gallery

Folk art

“Mirrors of life” American art gallery includes portraits of or including children

Modern gallery with Brancusi (377)

19th century corridor near period rooms

Artworks / Galleries for tableau/embodiment activities

Honthorst, Denial of Saint Peter

Master of the Procession, The Hurdy Gurdy player

Ensor, Intrigue

Select a section of Beckmann’s Blind Man’s Buff

Some artworks in Kunin American modern galleries

Carrington, Ever Since We Left Prague

Millais, Peace Concluded

Grace Hartigan, Billboard

Beauford Delaney, Untitled