

Minneapolis Institute of Art

Tour Preparation: School Guides September 23, 2021

Mia



Matsukawa Hanzan, School Children, 19th century, Woodblock print (surimono); ink and color on paper, P.77.27.43

Learning Team

- Debra Hegstrom, Senior Educator
- Sheila McGuire, Head of Student and Teacher Learning
- Amanda McMahon, Student and Teacher Learning Coordinator
- Paula Warn, Tour Coordinator
- Kara ZumBahlen, Associate Educator

Agenda

- Art Adventure program background and approach to tours
- Virtual school tours
- Preparing for return to in-gallery tours: lead guide, routing, school contact - similarities and differences
- Themed tours: developing broad themes for assigned topics (work in small groups)
- Mia Buddies: contacts and topics
- Q & A

Art Adventure Program



Minneapolis Institute of Art

Left, Photo Public Radio Exchange; Right, Mia

Art Adventure

- We are not trying to make young art historians, but instead want students to see that art (and Mia) is something welcoming and accessible to them
- We focus on conversation and engagement, not only fact and figure sharing
- Tours are an opportunity to reinforce what students have learned and to encourage deeper engagement
- We can't control what the schools do or say, but when we have the chance to talk with students we can tell them the Mia way

Format

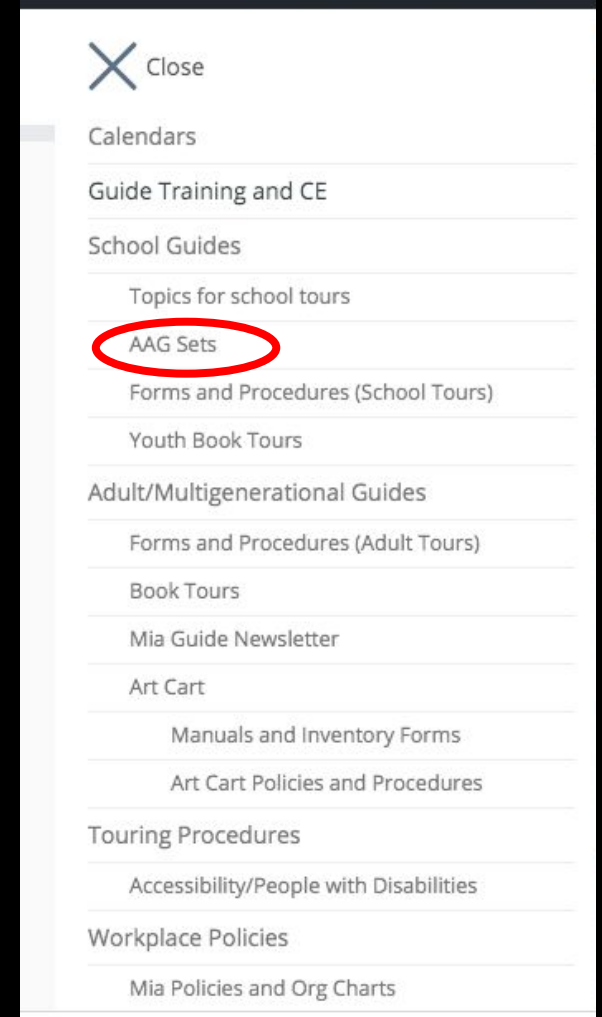
1. Schools choose to participate in the program
2. Coordinators reserve a physical kit or decide to use online images
3. Schools recruit volunteers and send them to training
4. School volunteers (Picture People) meet with students
 - a. This looks different at every school!
5. Schools have the option to attend a field trip
 - a. Approx. 20-25% of Art Adventure schools come to Mia for a tour

Critical Thinking Skills

1. Describe what you see
 - a. “Let’s take a moment to look closely at...”
2. Notice details
 - a. “What do you see that makes you say that?”
3. Understand how the parts form a whole idea or artwork
 - a. Finding the narrative, how was something made, etc.
4. Support interpretations with sufficient reasons
 - a. If this, than that...
5. Support opinions or preferences with sound reasons
 - a. I like this because...

Themes

1. Amazing Animals in Art
2. American Stories
3. Artists' Inspirations
4. Cultural Reflections in Art
5. Dressed for the Occasion
6. Family, Friends, and Communities
7. How People Lived
8. Let's Celebrate Life
9. People and their Environments
10. Sources of Strength



2021-2022 Programming

- 125+ kit reservations made
 - Amazing Animals and Let's Celebrate Life are the top two in popularity
- 15+ online-only schools
 - This means they use images online when talking with students
- 150 schools
 - About 2 dozen are waiting for the year to get going
- School volunteers attending virtual training
- In-person facilitation up to the school
 - Some are sticking with virtual!

Art Adventure Program: Q & A with Amanda

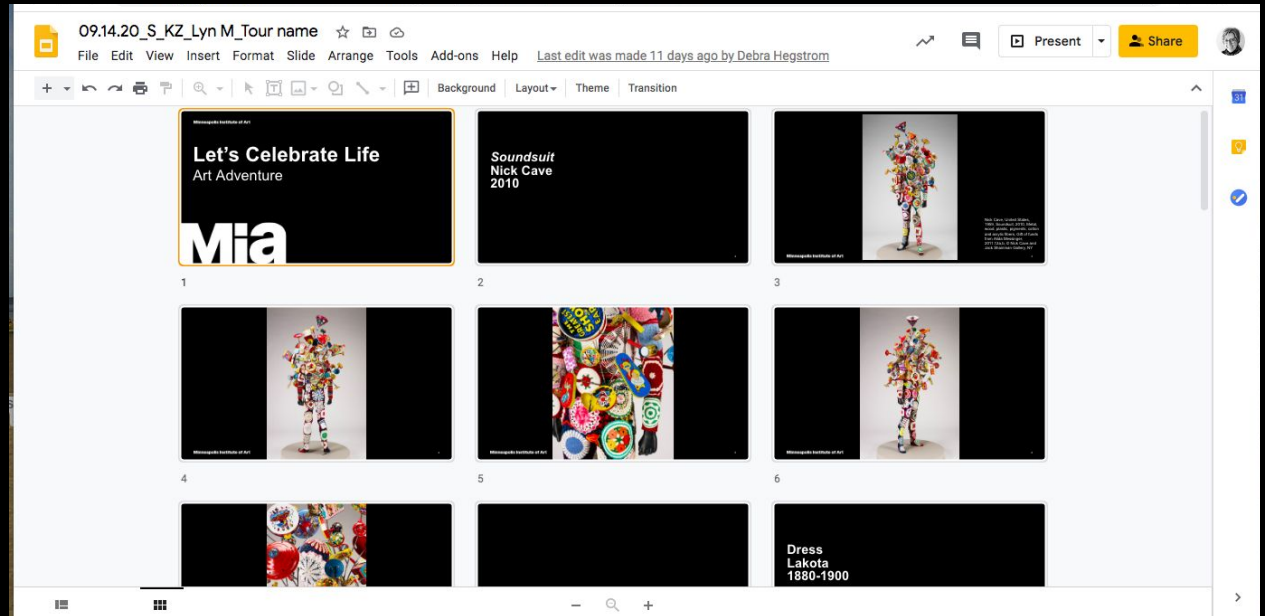


Virtual school tours: a synopsis

- Schools have three options for virtual tours, which are 30 to 45 minutes:
 - Request an AAG tour
 - Request a prepared theme tour (e.g., Visual Elements and Principles or Animals and Art)
 - Video of recorded tour, accessible from the website

Virtual AAG tours

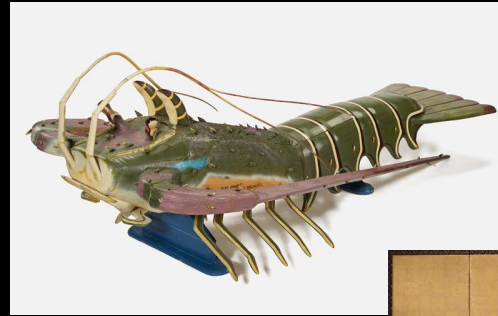
Prepared slide decks are available for each set. (Thank you, Amanda!) You may also add contextual images or video to the tour.



Virtual school tours: prepared themes

Prepared slide decks are available for each theme.

8 artworks are provided. Select 5 to 6 for your tour, either from those provided or your own choice.



Virtual school tours: prepared themes

The image shows a Beamer presentation slide within a web browser window. The browser's address bar displays the URL "06.17.21_S_KZ_Sue_H_Northern Suburban AA". The Beamer interface includes a top navigation bar with "Background", "Layout", "Theme", and "Transition" options. On the left, a vertical sidebar contains a table of contents with six numbered items, each with a small thumbnail. The main slide area features a black background with white text: "Minneapolis Institute of Art" at the top, "Arts of Africa Virtual Tour for North Suburban Summer Academy" in the center, and a large "Mia" logo at the bottom. A footer bar at the bottom of the slide contains the text "Click to add speaker notes" and a "Hide side" button.

06.17.21_S_KZ_Sue_H_Northern Suburban AA

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made on June 17 by Sue Hambu...

Background Layout Theme Transition

1 Arts of Africa
Virtual Tour for North Suburban
Summer Academy
Mia

2

3

4

5

6

Minneapolis Institute of Art

Arts of Africa
Virtual Tour for North Suburban
Summer Academy

Mia

Click to add speaker notes

Hide side

Virtual school tours: prepared themes

Supporting information
for each set is provided.
Here is an example of
key ideas and suggested
questions.

Go Tools Window Help

Animals in Art key ideas and suggested questions.pdf (page 1 of 8)

of the animal, its environment, and behaviors. Other artists like to make art about animals that come completely from their imagination. Yet others show a deep understanding of the animals they show, but also use a lot of imagination. Let's look at a bunch of animals and think about what is realistic about each, and what is more imaginary.

ARTWORK 1:


Rosa Bonheur, France, 1822–1899
Royalty at Home, 1885, Watercolor with white heightening on cream paper
Gift of funds from Ziegler Inc., 79.10

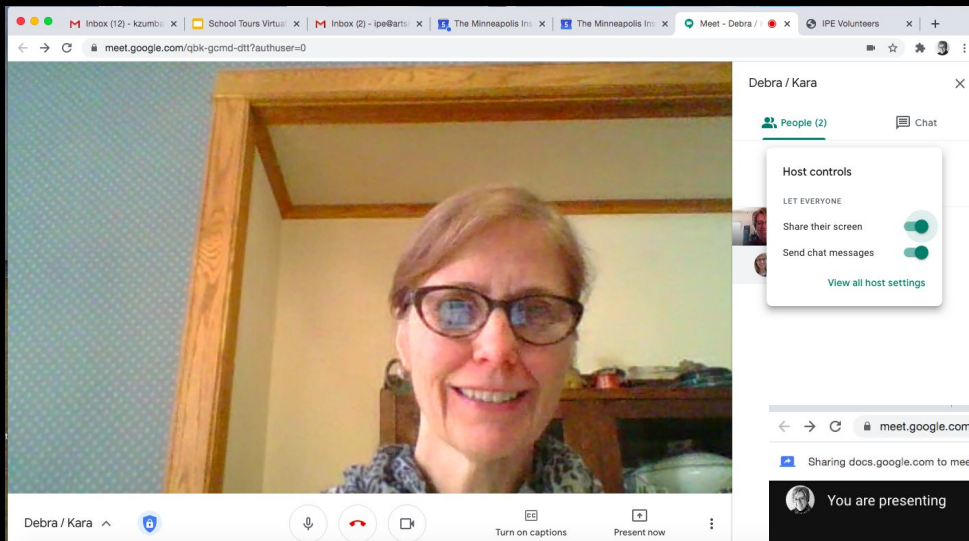
Key Ideas (provide 2-4 per artwork)

1. Rosa Bonheur was a French artist, who specialized in painting and sculpting animals. Bonheur was widely considered to be the most famous female painter during the 1800s. In 1865, she was awarded the medal of the National Order of the Legion of Honor by France's Empress.
2. Bonheur broke all kinds of rules that limited women in her day in order to paint animals outside. She even went to the local institute of veterinary sciences to study animals.
3. Bonheur's paintings, including this watercolor on paper, exhibit a great deal of realism. Notice the details of their faces, paws, claws, and muscles.
4. Royalty at Home depicts a pair of lions that Bonheur housed in her home in Fontainebleau, France. She frequently studied and sketched the lions in order to show their majesty, movements and muscles! She painted them in environments that resembled their natural homes in Africa.

Suggested Questions (provide 2-3 per artwork)

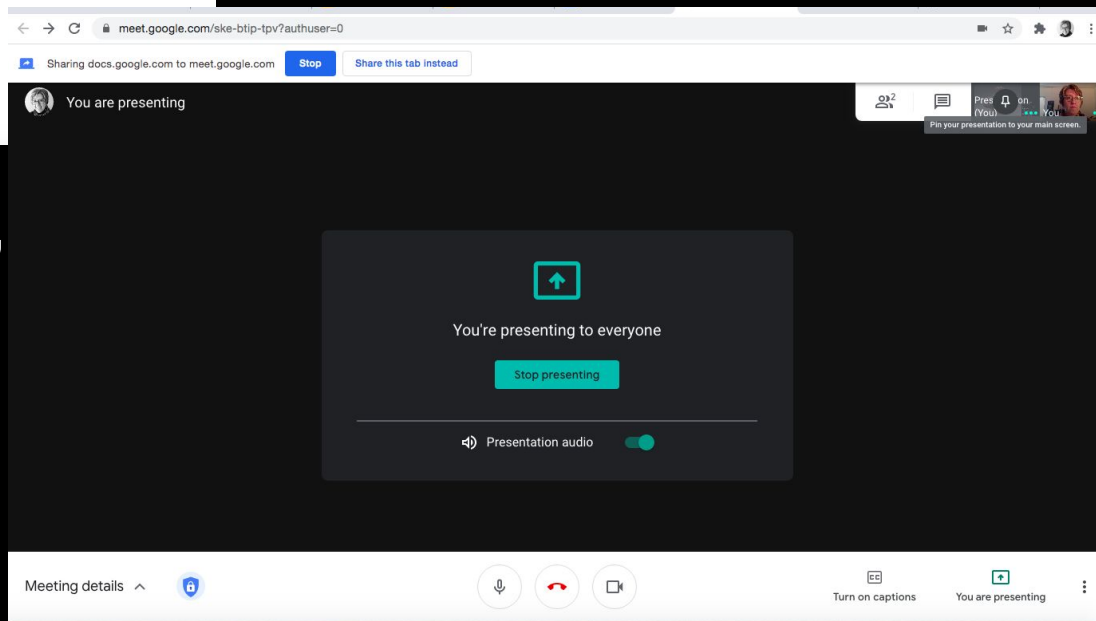
1. Describe the lions in this watercolor. What are some of the details you notice? What about the picture looks scientific?
2. Compare and contrast the male and female lions. What do they have in common? How are they different?
3. Rosa Bonheur painted the lions in a natural environment that makes it appear as though the lions she kept at home were actually in Africa. What details does she include to show that these lions are "Royalty at Home" as the painting's title suggests?
4. Many people today agree that it is not a good idea to keep wild animals like these lions in peoples' homes or backyards. Why is this not a good idea? What do you think might have motivated Rosa Bonheur to keep lions in her house a long time ago (150 years ago!)?





Virtual school tours take place on Google Meet (99% of the time!)

On virtual school tours, tech support shares your slides.



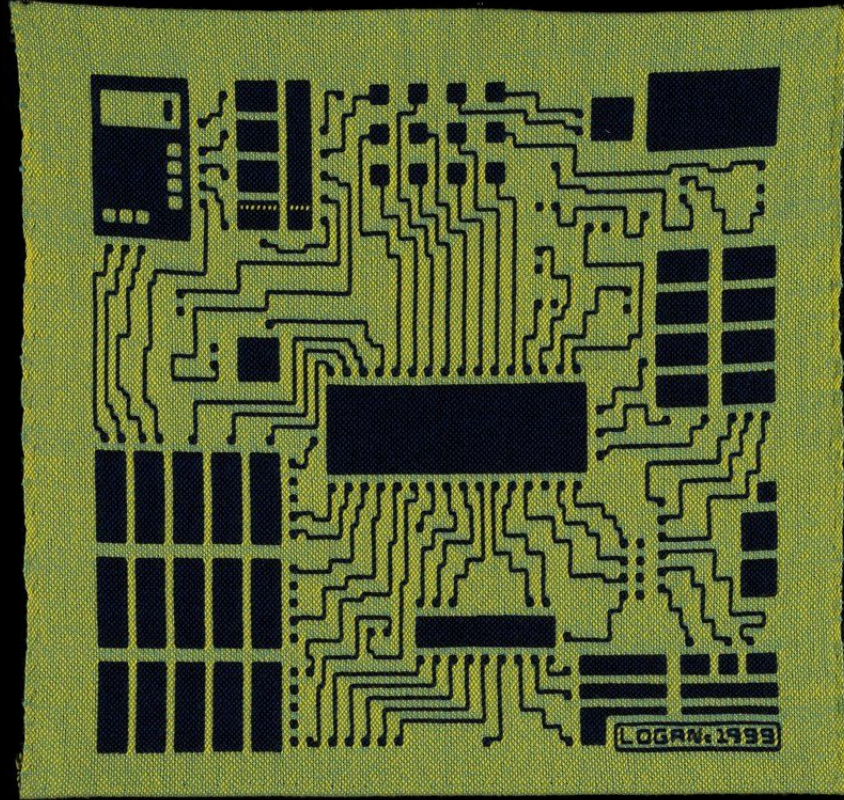
Virtual school tours: sharing the experience of giving a tour (2 to 3 share-outs)

- A highlight?
- A challenge?

Consider being tech support!

We have need for more tech support volunteers when we begin virtual tours again.

It is a great opportunity to work with and support one another.



W. Logan Fry, Circuit Board Series 3:1YG, 1999, Wool; finneweave 2001.189.1, © W. Logan Fry

A virtual tours refresher session will be offered to all guides later this fall.

Stretch Break (5 minutes)

Utagawa Hiroshige; Publisher: Tsutaya Kichizō, Japan, 1797–1858, "Shadow Figures of a Lantern and a Hawk", 1842, Woodblock print (nishiki-e); ink and color on paper, 96.146.204



In-person school tours



In-person school tours: Lead guide responsibilities

- Reach out to the tour contact to confirm the tour details.
- Reach out to the other guides assigned in a timely manner (within 7-10 days of the tour).
 - Communicate information you receive from the contact regarding accommodations needed or special requests. (e.g., “We’d like to see XYZ artwork.”)

In-person school tours: Lead guide responsibilities

- Coordinate and assign tour routes
 - Art Adventure: predetermined routes; indicate which route number (1, 2, 3, 4) each guide is assigned.
 - Themed tours: routes begin in different parts of the museum; indicate floor and direction to guide. Check weekly schedule for potential conflicts, especially with Art Adventure works.



Paul Klee, Howling Dog, 1928,
Oil on canvas, 56.42

Guide responsibilities

- If you are not lead guide, you are responsible for connecting with or responding to the lead to communicate about the tour in a timely manner.
- Always confirm receipt of an email notice or voice mail.
- All guides are responsible for checking the galleries for changes and referring to the weekly schedule for tours and events taking place in the museum.

School contact

Reach out to the tour contact

- **Issue:** sometimes the contact person does not respond to your call or email.
- **Suggestion:** Go to the school's website. Often you can find information there about what's happening at the school. For example . . . (put what you've found in the chat)



The practices critical to the success of Responsive Classroom are integrated into the entire school. The six components to this classroom practice include:

- 1) Morning meetings offering a daily opportunity to practice greetings, conversation, and activities
- 2) Rules (essential agreements) and logical consequences for classroom life
- 3) Guided discovery of learning materials
- 4) Classroom organization that creates active interest areas for students
- 5) Academic choice for all students every day
- 6) On-going assessment and reporting to parents. All teachers and staff receive training in the techniques necessary for successful integration of Responsive Classroom into the school.

School contact

Confirm whether the contact person will be attending the tour

- **Issue:** often the contact person serves as the coordinator and does not accompany the actual tour; important tour information may not be communicated.
- **Suggestion:** request that all information be communicated to the person serving as the supervisory chaperone (often a teacher) on the tour. You may ask for the name and contact information, but it may not always be provided.

Routes: Art Adventure is routed for 4 guided groups.

Amanda
McMahon
keeps this route
sheet updated
and posted on
the Mia Guide
website

Art Adventure routes (updated 2/4/2020)

Amazing Animals							
1		2		3		4	
260	Nazca fish	301	Bear Chance	208	Tang horse		Flock of cranes
250	Benin leopard		Flock of cranes	301	Bear Chance	243	Gold lion
243	Gold lion	208	Tang horse	250	Benin leopard	260	Nazca fish
208	Tang horse	243	Gold lion	260	Nazca fish	250	Benin leopard
	Flock of cranes	250	Benin leopard	243	Gold lion	301	Bear Chance
301	Bear Chance	260	Nazca fish		Flock of cranes	208	Tang horse

American Stories							
1		2		3		4	
261	Winter count		Kids Playing		Mill Pond		Writing desk
	Kids Playing	261	Winter count		Writing desk		Mill Pond
	Mill Pond		Writing desk	332	George Washington	371	Billboard
	Writing desk		Mill Pond	371	Billboard	332	George Washington
332	George Washington	371	Billboard	261	Winter count		Kids Playing
371	Billboard	332	George Washington		Kids Playing	261	Winter count

Artists' Inspirations							
1		2		3		4	
305	Fishing Party	210	Jade Mountain	256	Malagan Frieze	376	Baboon
301	Pederal	256	Malagan Frieze	210	Jade Mountain	367	Ram
367	Ram	376	Baboon	305	Fishing Party	301	Pederal
376	Baboon	367	Ram	301	Pederal	305	Fishing Party
256	Malagan Frieze	301	Pederal	367	Ram	210	Jade Mountain
210	Jade Mountain	305	Fishing Party	376	Baboon	256	Malagan Frieze

Routes: Three ways to find the routes!

The screenshot shows a web browser at ipevolunteers.org/?s=AA+routes. On the left is a navigation menu with a 'Close' button and categories: Calendars, Guide Training and CE, School Guides, Topics for school tours, AAG Sets, Forms and Procedures (School Tours), Youth Book Tours, Adult/Multigenerational Guides, and Forms and Procedures (Adult Tours). The 'AAG Sets' and 'Forms and Procedures (School Tours)' items are circled in red. The main content area is titled 'Mia Guides' and features a search bar with 'AA routes' entered and circled in red. Below the search bar is a 'Search' button. To the right, the search results are displayed for ': AA routes'. The first result is 'Art Adventure Tour Routes (02/04/2020)' with an 'Edit' button and a link to 'AA routes 19-20 (02-04-2020)'. The second result is 'Week 1: Combined session, 9.9.21 (repeated 9.11.21)' with an 'Edit' button and a note: 'Recording of session (note, the recording started about five minutes into the session)'.

Routes: If a work is NOT on view, you get to choose a substitute.

Think of the route when choosing a substitute.

Art Adventure routes (updated 2/4/2020)

Amazing Animals							
1		2		3		4	
260	Nazca fish	301	Bear Chance	208	Tang horse		Flock of cranes
250	Benin leopard		Flock of cranes	301	Bear Chance	243	Gold lion
243	Gold lion	208	Tang horse	250	Benin leopard	260	Nazca fish
208	Tang horse	243	Gold lion	260	Nazca fish	250	Benin leopard
	Flock of cranes	250	Benin leopard	243	Gold lion	301	Bear Chance
301	Bear Chance	260	Nazca fish		Flock of cranes	208	Tang horse

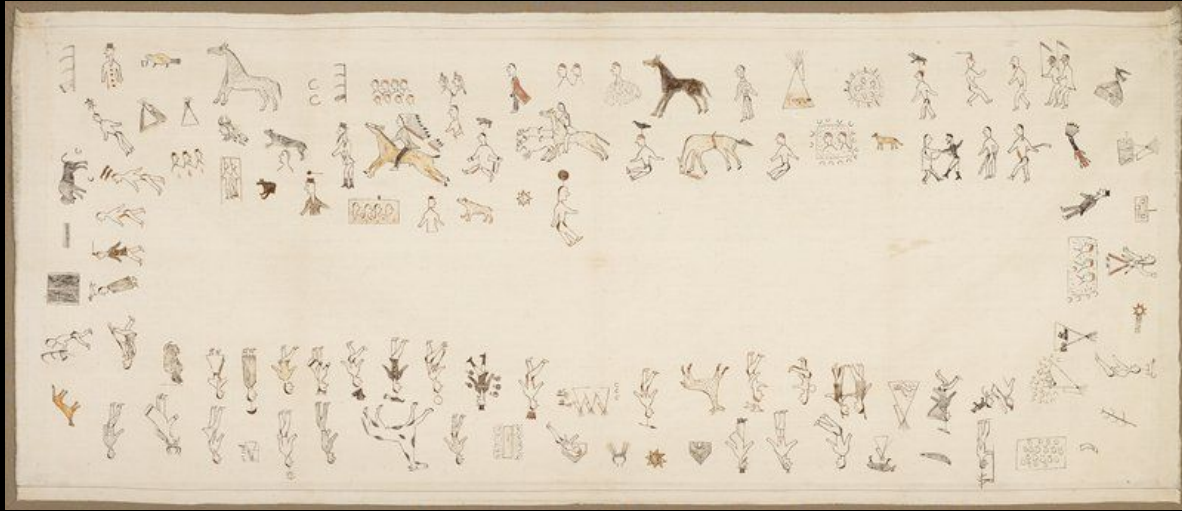
American Stories							
1		2		3		4	
261	Winter count		Kids Playing		Mill Pond		Writing desk
	Kids Playing	261	Winter count		Writing desk		Mill Pond
	Mill Pond		Writing desk	332	George Washington	371	Billboard
	Writing desk		Mill Pond	371	Billboard	332	George Washington
332	George Washington	371	Billboard	261	Winter count		Kids Playing
371	Billboard	332	George Washington		Kids Playing	261	Winter count

Artists' Inspirations							
1		2		3		4	
305	Fishing Party	210	Jade Mountain	256	Malagan Frieze	376	Baboon
301	Pederal	256	Malagan Frieze	210	Jade Mountain	367	Ram
367	Ram	376	Baboon	305	Fishing Party	301	Pederal
376	Baboon	367	Ram	301	Pederal	305	Fishing Party
256	Malagan Frieze	301	Pederal	367	Ram	210	Jade Mountain
210	Jade Mountain	305	Fishing Party	376	Baboon	256	Malagan Frieze

Routes: a sub is needed between G332 and G261 in American Stories.



?



Themed school tour routes:

Lead guide assigns different starting points, giving floor and direction in which tour proceeds

Floor 2

2-East to 2-West,
then

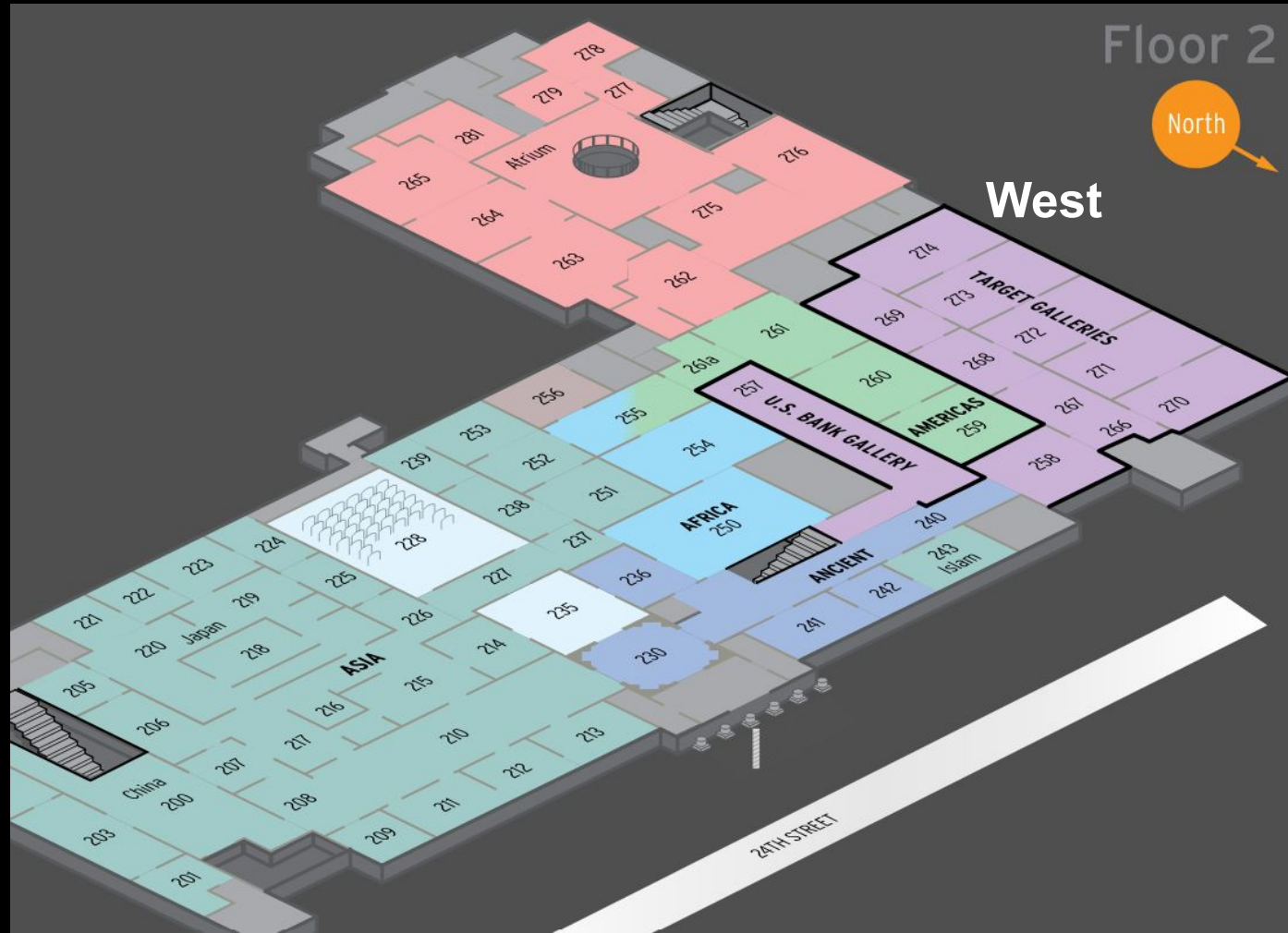
3-West to 3-East

2-West to 2-East
then

3-East to 3-West

East

Minneapolis Institute of Art



Floor 3

3-West to 3-East

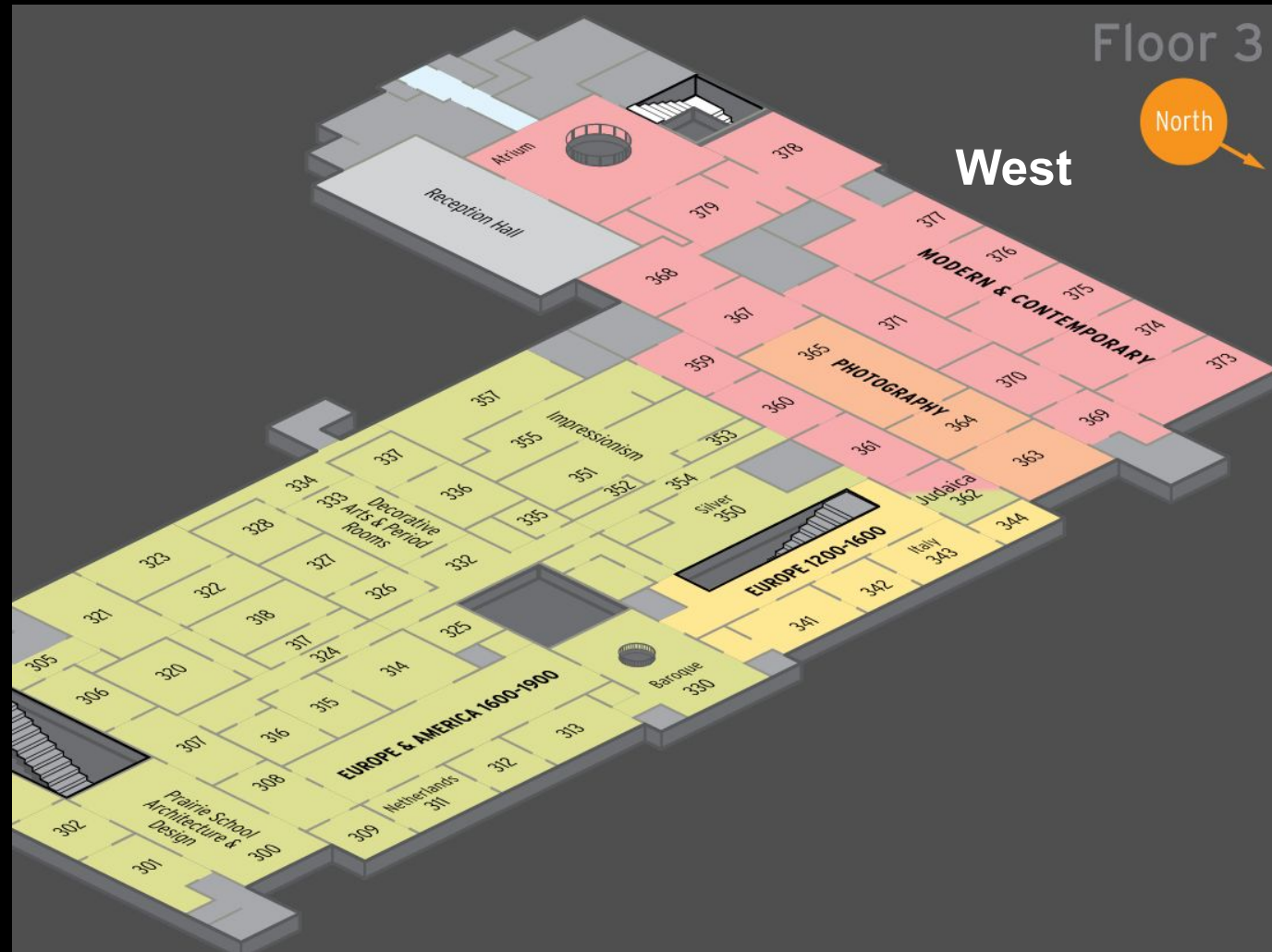
3-East to 3-West

Floor 3



West

East



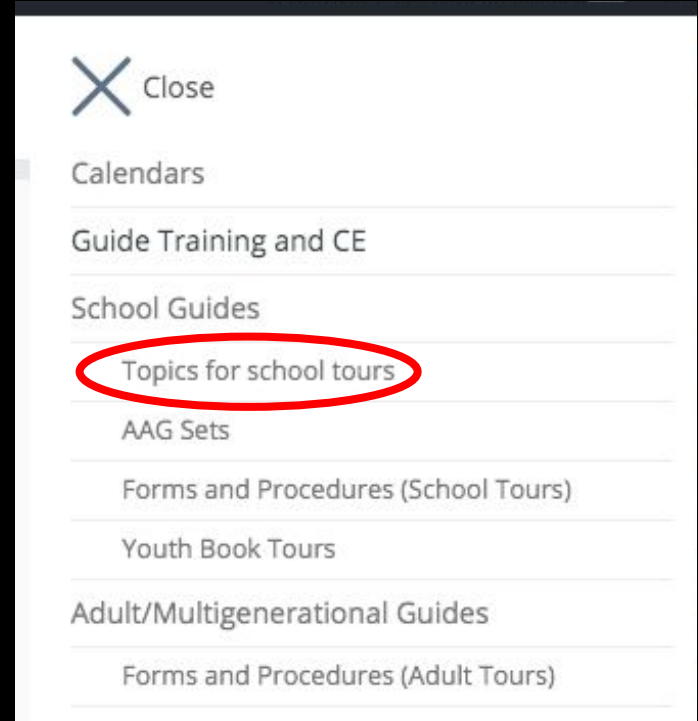
Tour Toolkit Tip:

Work in a couple quick stops, especially if you have a long walk between artworks on your tour. These quick stops may not always connect to your theme, but they help re-engage groups or visitors who are disinterested. This is a good tactic to keep a school group engaged.

As always, Art Adventure tours have priority in galleries with groups or with artworks from the sets.

Topics for themed tours

- African Arts and Artists
- Animals and Art
- Artful Stories for Preschoolers
- Arts of the Ancient World
- Asian Arts and Artists
- Black Arts and Artists
- European Arts and Artists



Topics for themed tours

- Highlights of Mia's Collection (different sets for younger and older students)
- Modern and Contemporary Arts and Artists
- Native American Arts and Artists
- North American Arts and Artists (formerly American Art)
- Visual Elements and Principles
- Visual Thinking Strategies (VTS)

NEW Topics for themed tours

- Art and Activism
- Art and Human Connections/MPS Partnership: Social and Emotional Learning (SEL)
- Art and Identity

Review our Tour Toolkit to find tips for developing a themed tour and a tour route!

The screenshot shows a web browser window with the URL `artsmia.github.io/tour-toolkit/tour-preparation/`. The browser's address bar and tabs are visible at the top. Below the browser, a navigation menu is displayed with the following items:

- [Confirmation of tour details](#) →
- [Developing a theme](#) →
- [Choice of Artworks](#) →
- [Key ideas](#) →
- [Route planning](#) →
- [Transitions](#) →
- [Developing questions](#) →
- [Visual Thinking Strategies \(VTS\)](#) →
- [Inquiry inviting nonverbal responses](#) →

The items "Developing a theme" and "Route planning" are circled in red in the original image.

Tour Toolkit: Developing a Theme

A theme is a connecting thread you weave through your tour. For your audience, a theme provides a framework to the tour, assisting them in processing the information received and their own impressions of the artworks. In effect, you are creating a lens through which to view the art and imbuing the art with additional meaning.

Tour Toolkit Tip:

Share ideas of themes with each other, especially creative approaches to the collection. For example, one docent used a theme of “blue” on her tour, not only in thinking of color, but also other ways in which that word is defined or understood.

Ideas for tour themes are posted on the volunteers’ website, under **Research Resources/Tour Topics and Themes/ Shared Tour Outlines** as well as in **Tour Descriptions**.

Small group discussion in breakout rooms (15 minutes)

Developing broad themes for assigned topics:

- Asian Arts and Artists
- Native American Arts and Artists

Resources will be provided for these topics in 2022



Fujino Sachiko, Talking, 1992, Stoneware,
Gift of the Clark Center for Japanese Art &
Culture, 2013.29.1116

Regroup and Debrief

Developing broad themes
for assigned topics



Saul Steinberg, Untitled, 1952, Ink, graphite, and watercolor,
Gift of The Saul Steinberg Foundation, 2018.122.1



Mia Buddies Check-in

- Who has connected?
- What have you found out?

Jalisco, Joined Figures, 200 BCE–400 CE, Clay, 66.42

Homework

School guides:

- Review Art Adventure tours: *Amazing Animals* and *American Stories*
- Review themed tours: *Animals and Art* and *North American Art and Artists*
- Wayfinding worksheets (continue--and no need to hand in!)
- Connect with 1-2 other guides you haven't met
- Complete feedback forms for weeks 1 and 2

Next session: September 30, 1 to 3 pm (virtual)



Yasuma Soda, *Woman and Cat*,
1933, 2009.41

Mark your calendars!

Peer learning opportunity for Art Adventure tours.

- Wednesday, October 13, 10 to 12 noon, on Zoom (open to all school guides and will be recorded)
- Friday, October 15, from 10 to noon, in the galleries (registration will be restricted to 40 guides, registration link to come on Oct. 1)

Mark your calendars!

Peer learning opportunity for themed school tours.

- Wednesday, October 27, 10 to 12 noon, on Zoom (open to all school guides and will be recorded)
- Friday, October 29, from 10 to noon, in the galleries (registration will be restricted to 40 guides, registration link to come on Oct. 1)

Q & A

Unknown, China, Seated Avalokiteshvara
Bodhisattva (Guanyin), 11th–early 12th
century,, 98.62a-h

