

Minneapolis Institute of Art

# Peer Learning Opportunity for Art Adventure Tours October 13, 2021

# Mia



# Peer Learning Team for Art Adventure Tours

The team will focus on approaches for 1st and 5th grade students. Each guide will present an artwork from *Family, Friends, and Communities*, or *Let's Celebrate Life*.

- Vicki Klaers
- Cara Richardson
- Kate Christianson
- Jeanette Colby

# Agenda

- Vicki Klaers, Berthe Morisot, *Julie and Her Nanny* (FFC)
- Cara Richardson, Bwa, *Plank Mask* (LCL)
- Break
- Kate Christianson, Goya, *Self Portrait with Dr. Arrieta* (FFC)
- Jeanette Colby, Sargent, *Birthday Party* (LCL)
- Final Q & A

# Key Ideas (1st grade)

1. Julie's mother, Berthe Morisot, the artist, loved painting her daughter. Here she shows Julie in an everyday scene with her nanny.
2. People can show they care about each other in many ways.



Berthe Morisot, Left, Portrait  
by Edouard Manet, 1872;  
Right, Morisot

[TheParisReview.org](http://TheParisReview.org)



Berthe Morisot, France, 1841–95,  
*The Artist's Daughter, Julie, with her  
Nanny*, 1884, Oil on canvas, The  
John R. Van Derlip Fund, 96.40

# Questions/Approaches (1st grade)

Julie's mother, Berthe Morisot, the artist, loved painting her daughter. Here she shows Julie in an everyday scene with her nanny.

Clap out her name. Show her pictures.

What's going on in this painting? What else do we see?

Show that needlework is a type of sewing by hand.

Who knows how to sew by hand or by machine?

Look at the bottom of your shirt or the side of your pants or skirt for the seam.

Let's pretend we are sewing by hand.



[sewforhome.com](http://sewforhome.com)





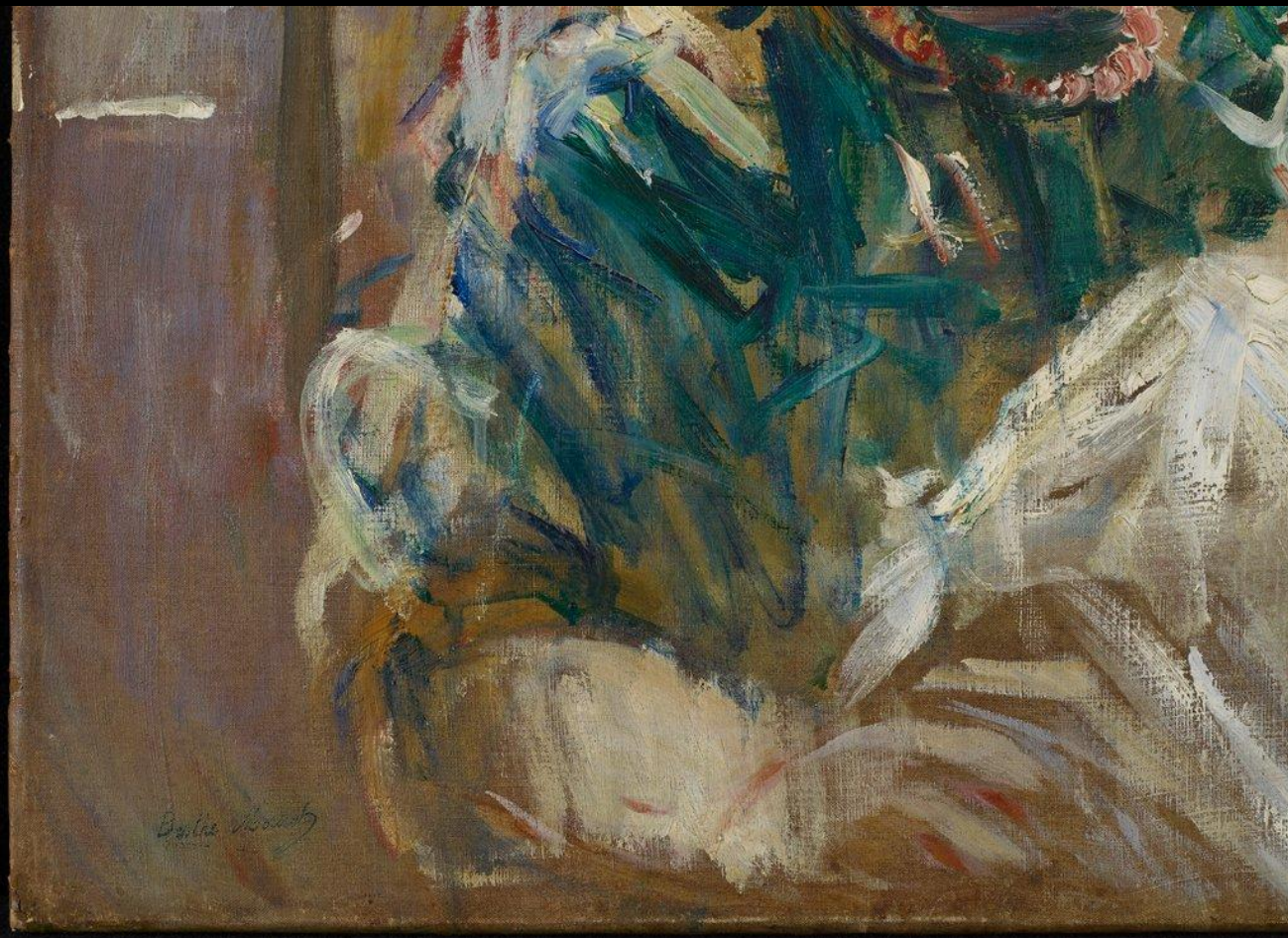
Minneapolis Institute of Art

# Questions/Approaches (1st grade)

How does Berthe Morisot show that they are moving their hands?

Let's pretend we have a paintbrush. Try in the air to make some of these brushstrokes.

Tip: To better engage students try an "I spy" game of looking at colors, shapes, lines. "I spy with my eye a color that starts with b." (or a shape that begins with t, or a line that begins with z.)



# Questions/Approaches (1st grade)

People can show they care about you in many ways.

What do we see that shows Julie and her nanny care about one another?

Tip: Ask students to tell a story about what they see.

What are some things an older person has taught you because they care about you?

Tip: Thumbs up, thumbs down, thumbs sideways or use each answer to mimic those actions.

# Questions/Approaches ( 1st grade)

What might we hear if we were there in the room with Julie and her nanny?

What might they be saying to each other?

What are some ways you show you care about someone?

How do people who are not in your family take care of you?



Berthe Morisot, France, 1841–95,  
*The Artist's Daughter, Julie, with her  
Nanny*, 1884, Oil on canvas, The  
John R. Van Derlip Fund, 96.40

# Key Ideas (5th grade)

1. Julie's mother, Berthe Morisot, the artist, loved painting her daughter Julie. At this time female artists were restricted to painting scenes of family and home life.
2. The nanny and child are unrelated, but they are in a way their own family. While her parents worked, the nanny helped care for Julie.
3. Morisot used fast brushstrokes that look blurry up close, but they form a clearer picture when viewed from a few steps back. She was an Impressionist painter.



Berthe Morisot, Left, Portrait  
by Edouard Manet, 1872;  
Right, Morisot

[TheParisReview.org](http://TheParisReview.org)



# Questions/Approaches (5th grade)

Julie's mother, Berthe Morisot, the artist, loved painting her daughter Julie. At this time female artists were restricted to painting scenes of family and home life.

Look at the painting. What's going on in this painting?

What do you see that makes you say that?

The artist tells us they are doing needlework a type of sewing.

How does Morisot show the action of sewing?

Who knows how to sew or do needlework?

Where do you see evidence of sewing on your clothes?

How is sewing important to us all?



[sewforhome.com](http://sewforhome.com)



Berthe Morisot, France, 1841–95,  
*The Artist's Daughter, Julie, with her  
Nanny*, 1884, Oil on canvas, The  
John R. Van Derlip Fund, 96.40

# Questions/Approaches (5th grade)

The nanny and child are unrelated, but they are in a way their own family. While Julie's parents worked, the nanny helped care for her.

How do we tell there's an age difference in the two people?

Who are some people in your life, outside of your family, who show they care about you?

How might they show it?

# Questions/Approaches (5th grade)

What are some things you have learned from an older person? Can do think/pair/ share or whole class response.

What are some things you have taught to a younger person?

When you are teaching or learning something new, how does it make you feel?

Think of something you learned that was challenging. Now make a face to show how you felt after learning it.

# Questions/Approaches (5th grade)

Berthe Morisot used fast brushstrokes that look blurry up close, but they form a clearer picture when viewed from a few steps back. She painted in a style called Impressionism.

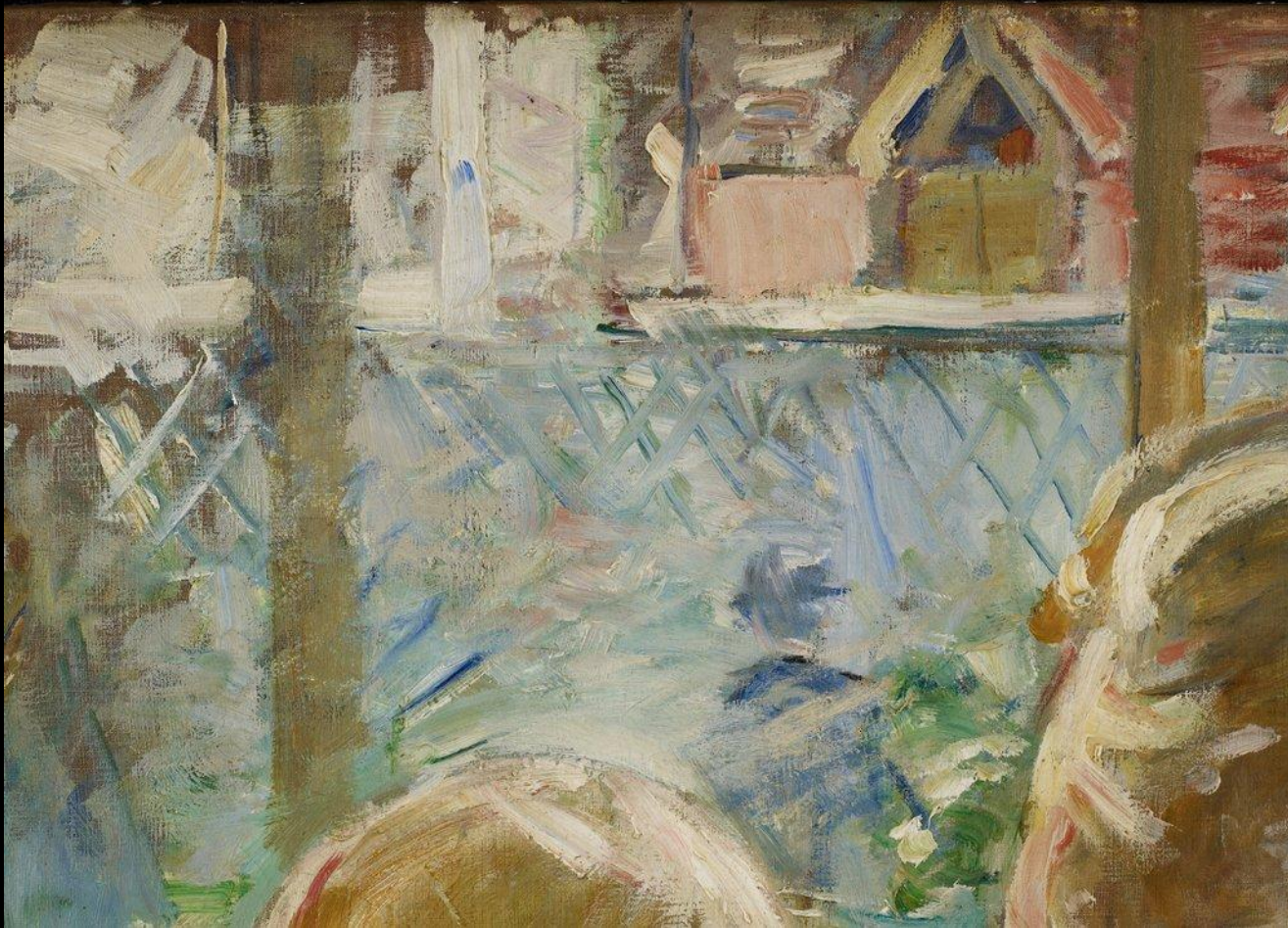
Look from close up and from far away. Discuss Impressionism and other impressionist painters.

How did Morisot show us light coming in from outside? Point to parts of the painting where students see evidence of light.

Does light affect color? How? Possibly talk about the science of light.

How might this look different if it was a photograph instead of a painting?

Possibly talk about emergence of photography.



# Questions/Approaches (5th grade)

Further looking ideas:

What shapes do you see?

Name them, draw them in the air, tell or show with a flashlight where they are in the painting.

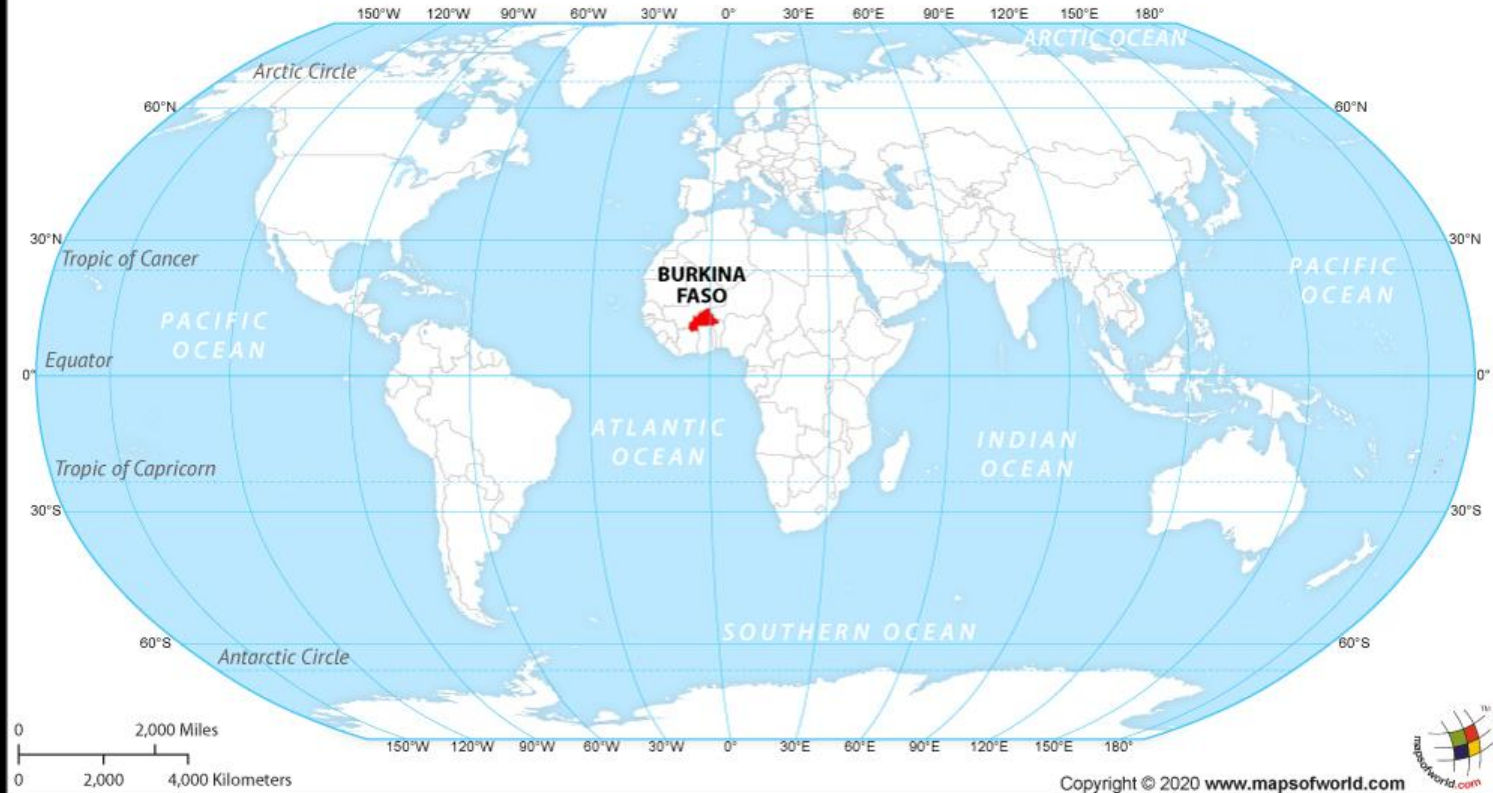
What else do you see?

Discuss the man and reasons he might be outdoors.





# BURKINA FASO LOCATION MAP





Bwa, Burkina Faso, Africa,  
Plank Mask, 1960, Wood,  
pigment, The William Hood  
Dunwoody Fund, 98.2

# Key Ideas (1st grade)

1. The shapes and colors on the mask are a way of telling important stories for the Bwa people.
2. Bwa plank masks are worn in a ceremony that celebrates young people becoming adults. As part of this celebration, the young people must first learn from older people how to be good adults in their community.



Bwa, Burkina Faso, Africa,  
Plank Mask, 1960, Wood,  
pigment, The William Hood  
Dunwoody Fund, 98.2

# Questions/Approaches (1st grade)

In their celebrations the Bwa people tell stories using dance, song, music, and these large plank masks.

Let's look at the Bwa mask starting at the top and work our way down, describing what shapes we see and, if you discussed them in your classroom, the meanings of the shapes and colors.

**Minneapolis Institute of Art**



<https://en.wikipedia.org/wiki/Hornbill>



[https://upload.wikimedia.org/wikipedia/commons/thumb/0/06/B%C3%BAho\\_chico\\_\(https://es.wikipedia.org/wiki/Asio\\_o\\_tus](https://upload.wikimedia.org/wikipedia/commons/thumb/0/06/B%C3%BAho_chico_(https://es.wikipedia.org/wiki/Asio_o_tus)



# Questions/Approaches (1st grade)

In a virtual presentation ask the students “what looks like a real owl and what does not look real?”

In person ask “what about the face looks like an owl?”



**Minneapolis Institute of Art**

<https://library.the-possible.org/post/119251438497/bwa-plank-masks-burkina-faso-c-1960>

# Questions/Approaches (1st grade)

After looking at the mask, do you think it would be hard to learn all the stories and meanings on the mask, and how to hold that big mask and dance with it in the costume? Thumbs up/thumbs down. Why?

Yes, it would take a long time and they need older people to teach them about the ceremony and about how to become good adults.

# Questions/Approaches (1st grade) (simplified)

Do you think it would be hard to learn all the stories and meanings of the mask OR do you think it would be hard to dance with it?

Thumbs up/thumbs down. Why?

# Questions/Approaches (1st grade)

Here in the United States different communities also celebrate children growing up into adults - Bar/Bat Mitzvahs in the Jewish faith, Quinceañera in Latino communities, the Sweet Sixteen - when children can learn to drive, and high school graduations.

I want you to pretend that you're a grown up, what is something you might tell a teenager that is graduating from high school or moving out of the house into their own apartment?

# Questions/Approaches (1st grade) (simplified)

Here we also celebrate children growing up into adults - Bar/Bat Mitzvahs in the Jewish faith, Quinceañera in Latino communities, Sweet Sixteen birthdays, and high school graduations.

Pretend that you're a grown up and that you want to pass along some good advice to younger people. What is something you might tell a teenager who is graduating from high school or moving into their own apartment?

# Key Ideas (5th grade)

1. The Bwa culture does not have a written language, so the shapes and colors on the mask are symbols that express important stories and meanings.
2. Bwa plank masks are sacred. In the ceremony in which they are worn, the wearer connects with the community's elders, ancestors and the spiritual world.
3. This mask was used in a celebration of young people becoming adults. Learning to become an adult took time and dedication.



Bwa, Burkina Faso, Africa,  
Plank Mask, 1960, Wood,  
pigment, The William Hood  
Dunwoody Fund, 98.2



# Questions/Approaches (5th grade)

The Bwa culture did not have a written language. Some ways they told stories and lessons was through art, dance and music. These plank masks are made of shapes and colors that have meaning. Let's take a moment to look and then describe the plank mask, what do you see?

- Shapes - what do they mean, take it deeper with 5th graders
- Size - how much training goes into learning how to hold it and dance with it. How is a plank mask made and stored.
- Colors - what do they mean, what would it look like if it was a lot of colors, how do these colors make you feel?



**Minneapolis Institute of Art**

<https://library.the-possible.org/post/119251438497/bwa-plank-masks-burkina-faso-c-1960>



<https://www.youtube.com/watch?v=I7c3iy9pBJc>

# Questions/Approaches (5th grade)

Bwa plank masks are considered sacred. In the ceremony in which they are worn, the wearer connects with the community's elders, ancestors and the spiritual world.

In this sacred ceremony, the individual person wearing the costume and the mask can no longer be seen, they are completely covered up. Why do you think that is?

# Questions/Approaches (5th grade)

In this ceremony, the young people take time to learn from their elders stories about their culture, their ancestors, their spiritual beliefs and how to be good adults in the community.

Life is very different today for young people like you compared to when your elders were young. Why is it still important for us to listen to the stories of our elders? What can we learn from our elders?

# 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





*Suiza agradecido a su amigo Arrieta por el cuidado y comero con el lestrado la vida en su agüda y poligrama enfermedad, padecida a fines del año 1819 a los setenta y tres de su edad. Lo pintó en 1820.*

Francisco José de Goya y  
Lucientes, Spain, 1746–1828,  
*Self-Portrait with Dr. Arrieta*,  
1820, Oil on canvas, The  
Ethel Morrison Van Derlip  
Fund, 52.14

# Notes on my approach with this artwork

To create safe space for wonder, compassion and empathy:

- simple, non-narrative transitions to and from the artwork
- Visual Thinking Strategies (VTS)
- Slow Looking / Artful Thinking
- remembering a detail



# Key Ideas (1st grade) (choose 2 to 3)

- Francisco de Goya made this painting to say thank you to his friend, Dr. Arrieta, who helped him get better when he was sick.
- (For some children, e.g. from parochial schools) This kind of "thank you," with pictures and words, is also a Catholic (or church) tradition in Goya's country (Spain).
- We do not know who the ghost-like figures in the background are; there are many ideas.
- Goya uses red and green, dark and light, basic shapes (like a circle, a triangle and a rectangle), a simple scene and a close-up view to show us how important a "friend-in-need" can be.
- This is a beloved painting at Mia, often put in a spacious room, where many of us can see it and be with it for awhile.

# Questions/Approaches (1st grade)

- What is going on in this picture? What do you see, that makes you want to say that? What else do you see? What else can you find? (Go slowly, especially since the painting is about a tender topic...invite comments from different vantage points—e.g., close and far--to include more voices in the conversation, increase our understanding and empower the students in their seating choices...bring in key ideas, as part of the conversation)

# Questions/Approaches (1st grade) (continued)

- Have you ever felt really sick and had someone care for you? (Tip: Acknowledge nods or raised hands with eye contact; no need for further questions.)
- How do you like to say thank you? Do you like to use words, or pictures, or maybe both?
- In this last moment, change where you sit (optional; chaperones may need to help), then please look closely at the painting again and pick one thing you'd like to remember about it.

# Key Ideas (5th grade)

- In 1819, Goya became very ill, and his doctor, Eugenio Arrieta, nursed him back to health. When Goya got better, he painted this picture showing Dr. Arrieta helping him, and then gave it to the doctor as a thank you gift.
- Goya was a famous painter who worked for two kings of Spain. He painted many portraits of the royal family. He also painted himself, as here. This was the last self-portrait he painted in his life.

# Key Ideas (5th grade) (cont.)

- The Spanish inscription at the bottom gives the painting the look of an “ex-voto,” which is a type of religious painting still popular in Spain. “Ex-votos” express gratitude for surviving a crisis.

Tip: Read the inscription, “Goya gives thanks to his friend Arrieta for the expert care with which he saved his life from an acute and dangerous illness which he suffered from at the close of the year 1819 when he was seventy-three years old.”

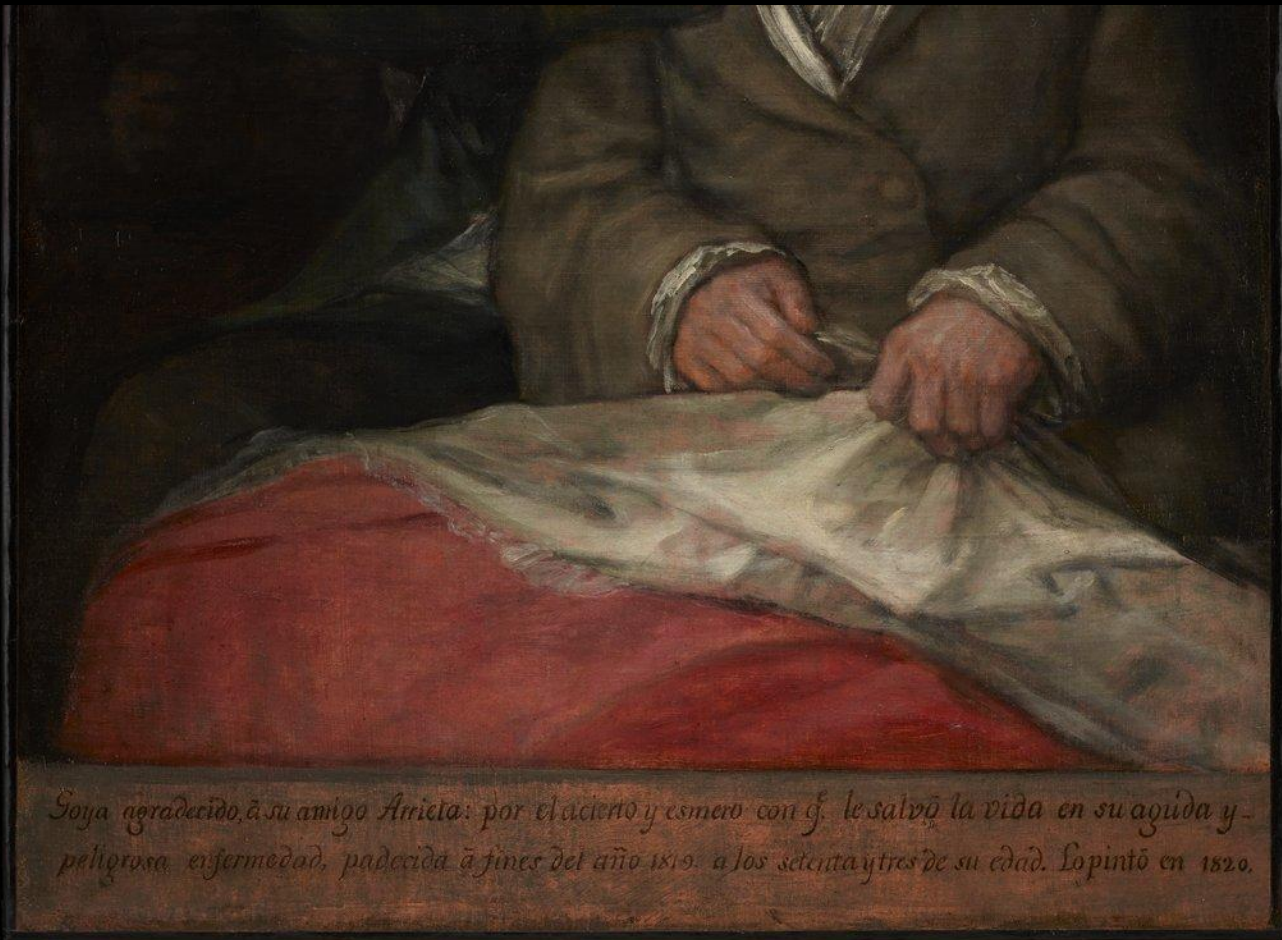
- Goya painted this when he was disturbed by human cruelty in the world. He uses light and dark, complementary colors, basic shapes, a simple scene and a close-up view to show us how important a “friend-in-need” can be. A range of brushstrokes and many layers of oil paint create a rich painting surface.

# Questions/Approaches (5th grade)

- What is going on in this picture? What do you see, that makes you want to say that? What else do you see? What else can you find?  
(Tip: Go slowly, since the painting is about a tender topic...invite comments from different vantage points—e.g., close and far--to include more voices in the conversation, increase our understanding and empower the students in their seating choices...bring in key ideas, as part of the conversation)

## Questions/Approaches (5th grade) (cont.)

- Let's do an exercise to help us appreciate the choices Mr. Goya made, in making this painting. What colors do we see? What kinds of shapes do we see? What kinds of lines do we see? (Tip: this could be done by dividing the students into 3 groups. Use a flashlight to serve as a pointer while you facilitate.)
- How do the colors, shapes or lines contribute to our experience of the painting? One example: how might the painting be different, if the border between the red blanket and the white sheet was a straight or jagged line?

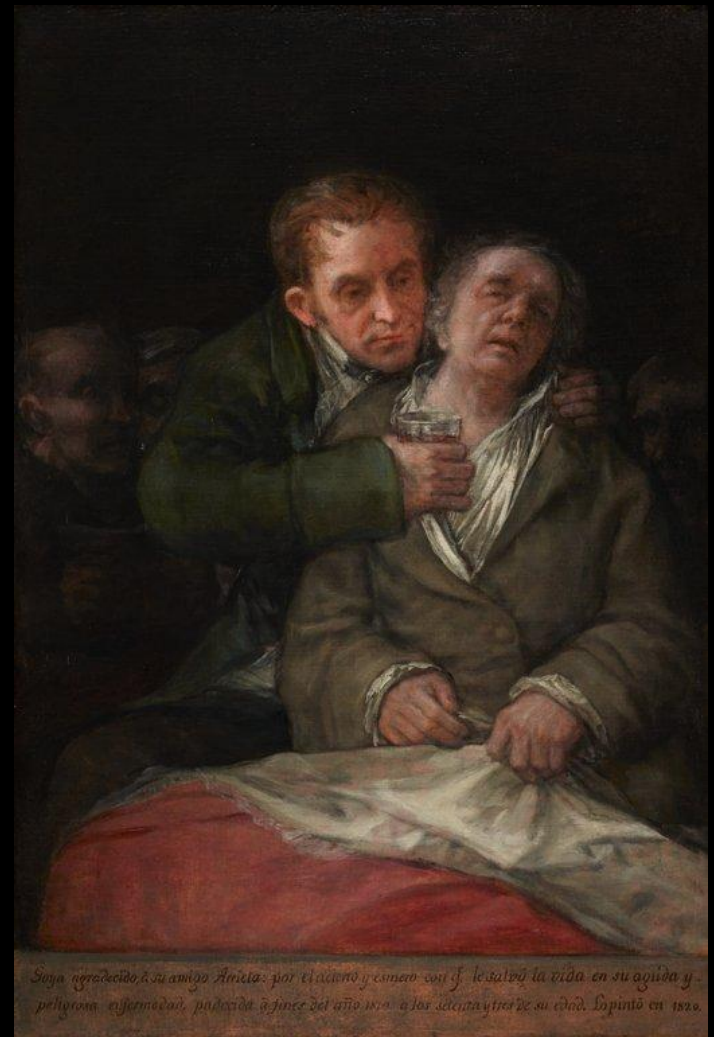


*Soya agradecido, à su amigo Arieta: por el acierto y esmero con q. le salvò la vida en su aguda y-  
peligrosa enfermedad, padecida à fines del año 1819. a los setenta y tres de su edad. Lo pintò en 1820.*



# Questions/Approaches (5th grade) (cont.)

- Take a moment now, before we leave, to focus on one or two details of this painting that you'd like to remember.





John Singer Sargent, United States, 1856–1925, *The Birthday Party*, 1885, Oil on canvas, The Ethel Morrison Van Derlip Fund and the John R. Van Derlip Fund, 62.84

# Key Ideas (1st grade)

- The artist painted this picture for his friend as a gift.
- It shows the friend's family together on the son's birthday. (Note: Often kids comment on the featureless father.)
- There are many ways to celebrate birthdays. Often people have special foods.
- The artist uses strong colors in this painting to communicate feelings.

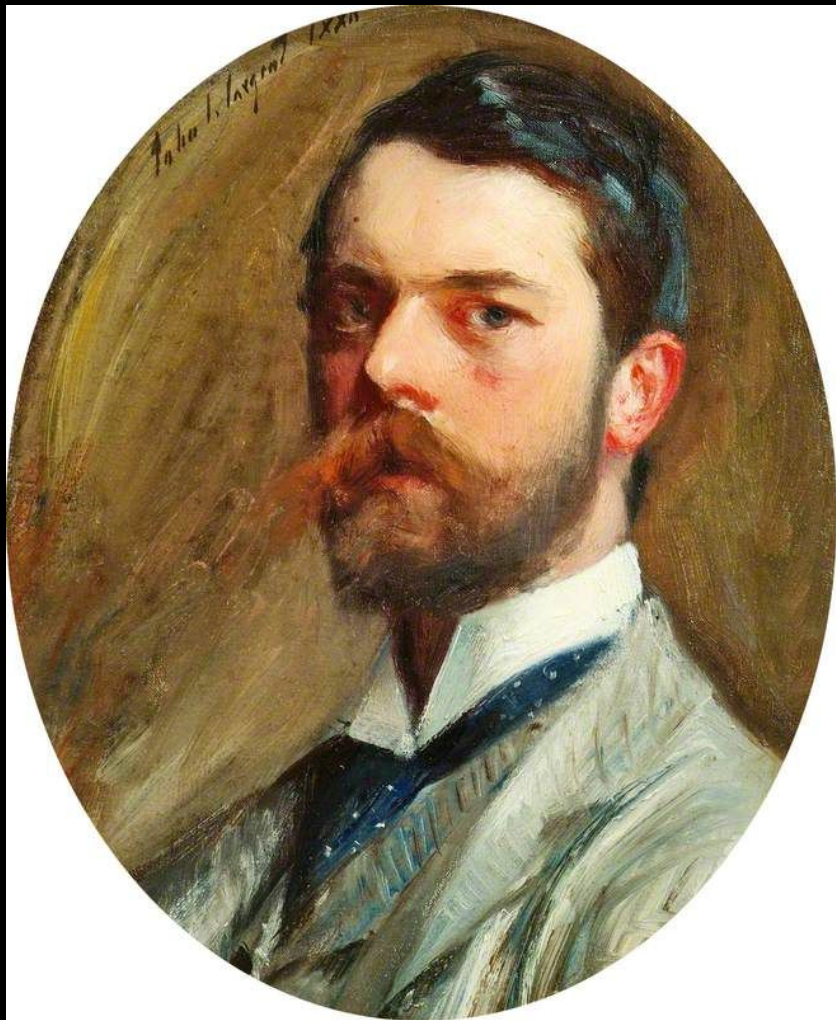


# Questions/Approaches (1st grade)

- What do you notice in this picture?
- Use a few words to describe why you think that caught your eye.
- Raise your hand if you'd like to be at this birthday party. Raise your hand if you'd like a piece of that cake, then go jump around in a bouncy castle.

# Key Ideas (5th grade)

- The artist's name is John Singer Sargent. He painted many beautiful portraits for wealthy and famous people, which is one of the ways he earned his living. He painted this picture for his friend, a fellow artist, as a gift. It's a different kind of family portrait.
- It shows the friend's family together on the son's birthday.
- There are many ways to celebrate birthdays. Often people have special foods.
- Sargent wanted to focus on ideas and feelings, rather than details. He experimented with different views and angles.



John Singer Sargent,  
Self-portrait, 1886 and  
photo (Wikipedia)





# Questions/Approaches (5th grade)

- What's going on in this picture? What do you see that makes you say that?
- What colors do you see? How do you think this painting would change if the woman was wearing a yellow dress, or if the wall was bright blue?
- Would you like to be at this birthday party? What would you like to do for your birthday?

Questions?  
Comments?



# 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

