

Minneapolis Institute of Art

Brown Bag

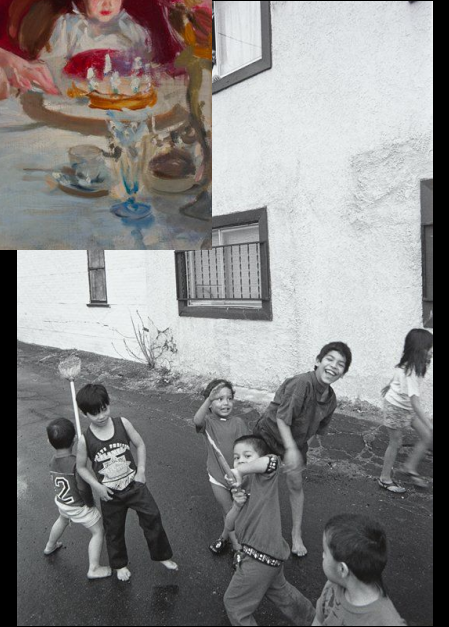
School Tours



Mia

Agenda

- **Discovery Days**
- **Spring tours update**
- **Re-energizing groups**
- **Engaging middle and high school students**
- **Behavior management**



Update: May 27th is the last day of Reimagining Native/American Art.

Check the guide website for most recent AA [routes](#) and [locations](#).

Minneapolis Institute of Art

Discovery Days



Mia

Welcome to Discovery Days at Mia!



Arts of China



Arts of Africa



Arts of the Americas



Art Studios

Welcome!

1. Map & Routes
2. Materials
3. Gallery and Group Rules

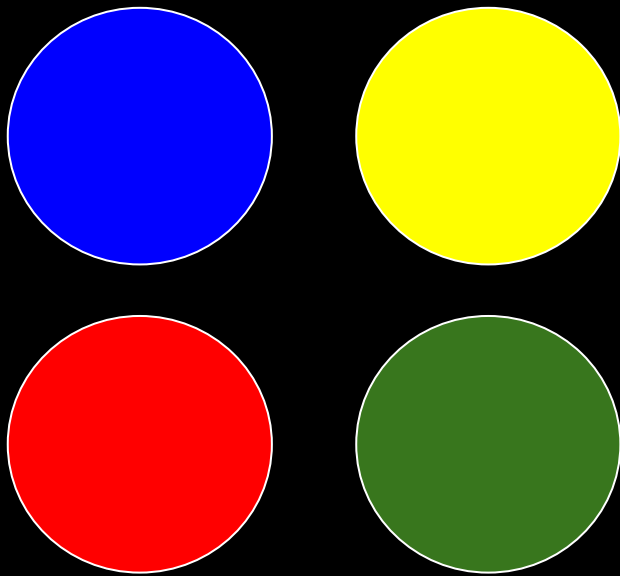
Then...










Divide and Discover!

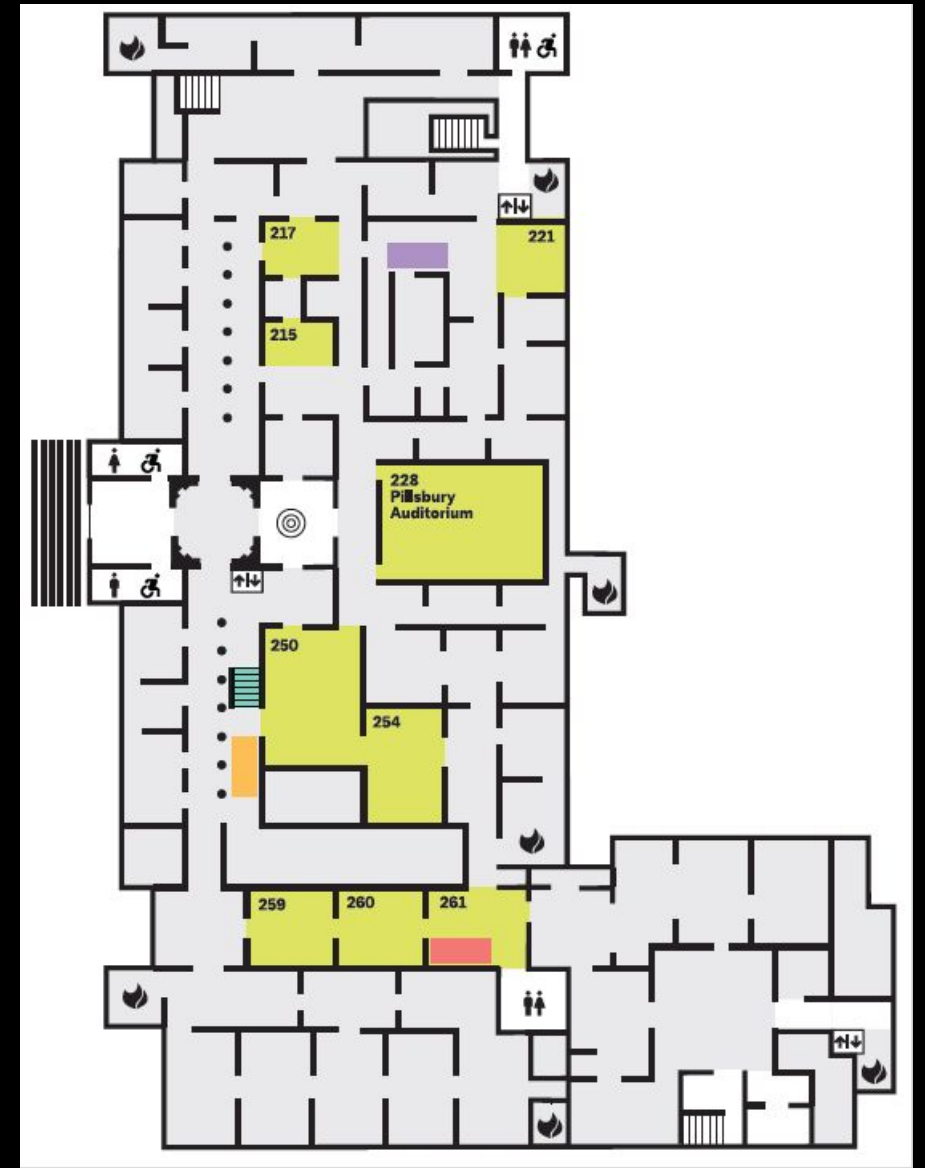


Apsaalooke or Dakota, United States, North America, Beaded panel, 19th century, Wool, beads, The Jane and James Emison Endowment for Native American Art, 2020.36

Maps & Routes



-  Discovery Day Zone
-  China Station
-  Americas Station
-  Africa Station
-  Stairs to First Floor Studios
-  Elevators
-  Restrooms
-  Accessible
-  Emergency Exit



Materials

Chaperones:

- Tote bag—what is in it?
 - Pencil and notepads
 - Map with rules
 - Your route
 - *(Blue, Red, Green, or Yellow)*
 - Studio artwork

Students:

- Notepad
- Pencil
- Discover sheets (At tables)



Gallery Group and Rules

Gallery Rules

- Chaperones stay with your groups **at all times**.
- Be mindful of your surroundings, please don't run.
- Classroom voices are best.
- Please be patient and wait your turn at the tables.

Helpful tip for Chaperones: Regroup in the space outside the auditorium or at your first stop. Hand out pencils and notepads.

Students, write your name inside your notepad.

Divide and Discover!



Moche, Peru, South America, Vessel in the form of a Duck, 1st–8th century, Ceramic, pigment, Gift of the Weiser Family Foundation, 2002.197



China, Asia, Figure of a Rabbit, 8th–9th century, Porcelain under a cream glaze with details in black pigment, Gift of Ruth and Bruce Dayton, 2004.132.4

- School tours are being scheduled through the first two weeks of June. If you plan to be away in the summer, please check out in StaffSavvy.
- Aisha is out of office April 25-May 12. Contact Kara or Debbi in her absence.



Helena Hernmarck, Sun Worshippers, 1964,
2008.57.6

- What happens if you can not give your tour?
 - If it is an emergency (short notice, or you are too sick to find a sub), email Aisha, copy Kara and Debbi. An extra shift can be generated.
 - If you have advance notice of your inability to give a scheduled tour, please reach out to your buddies to see if anyone will cover for you. If you find a sub, send a message to Aisha, to transfer the shift.



Goya, Self-Portrait with Dr. Arrieta, 1820

Tips for energizing second tour groups (the 11:15 bunch!)



Left:

https://www.huffpost.com/entry/how-to-make-museums-fun-for-kids_b_8333862

Right: NPR, [Science says teens need more sleep. So why is it so hard to start school later?](#)

Now that the weather is nicer, take them across the Target Park courtyard to get to the east galleries. Or look at some outside art (architecture)! (Check with Johana to do this.)



Minneapolis Institute of Art

Take your group into one of the period rooms...and perhaps let them have a rest break.



For the younger kids, do some movement exercises.
Stretch and move like Pulse! Play the music of Cosmic
Connection.



Movement:

- Play the tuba or the drum (make the sounds)
- Be the conductor (play or hum a JP Sousa melody)

Brewer, *Evening Concert*



Movement:

- Pick up your paint brush and become an artist
- Make the strokes and add sound: whoosh, swish, zip, etc.

Hartigan, *Billboard*



Other ideas?

Tips for engaging middle and high school students

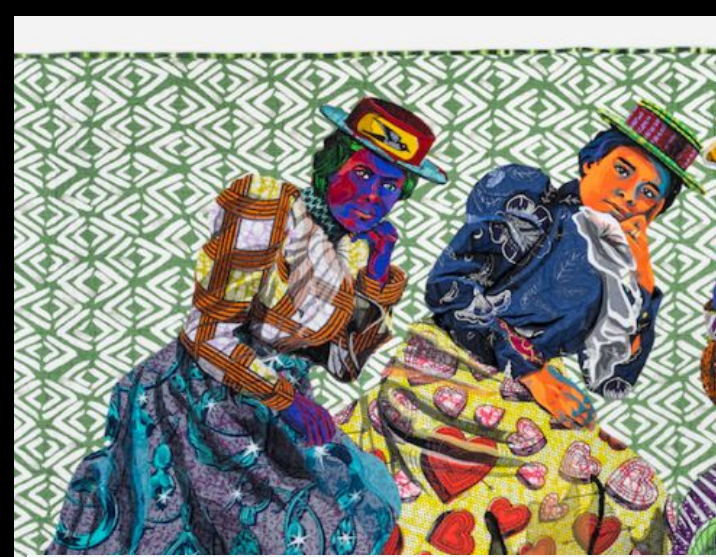
Watch our training again for other tips:

<https://ipevolunteers.org/11-4-21-school-guide-session-touring-teens/>

Talk to other guides who love to tour middle and high school students!

With older students, scaffolding questions is helpful to build trust and communication within the group.

Start with some easy descriptive questions, then move to questions that require more critical thought or reflection. (interpretive or associative questions)



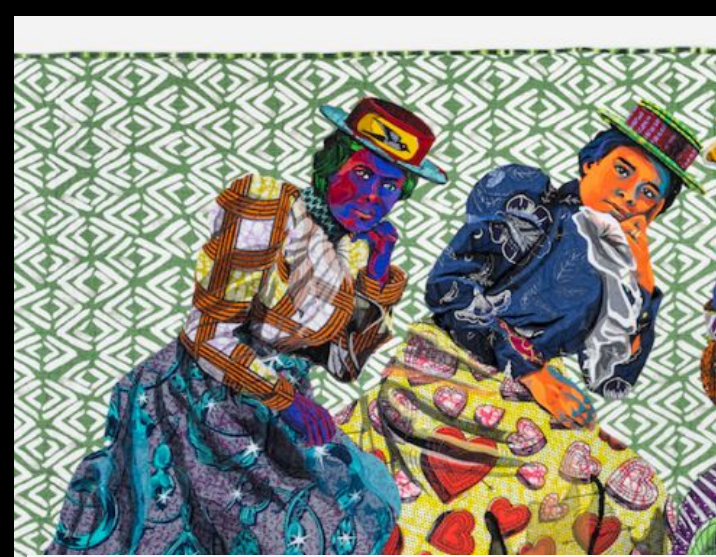
Think of questions that may be relevant to teen experience:

When looking at a portrait, would you choose to follow this person's

Instagram? Why or why not?

Or perhaps in the Kunin portrait gallery:

Choose who you would follow on Instagram. Why? Pair share.



If you can, include contemporary works that really address current issues of concern--like climate change or social and racial justice. Ask them to think about how the artist approached the issue--what works well? What would they want to improve? (Ask opinions.)



Pair up the students and give them some agency:

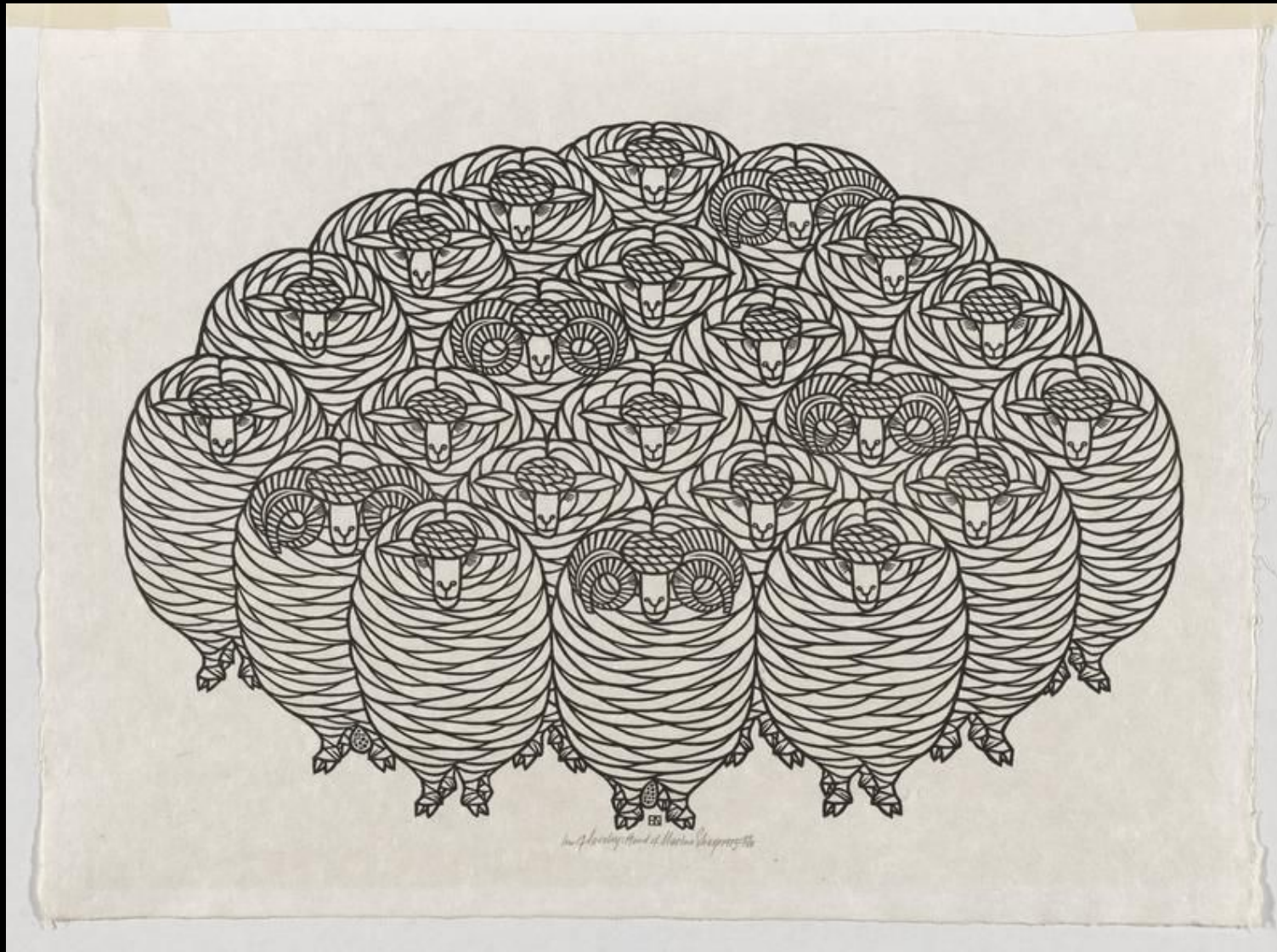
- Pick a defined space with colorful or expressive works
- Each pick a work that expresses how they are currently feeling and share that with one another
- Ask a few pairs to share out to the group
- Connect with artists' desire to express their feelings

Beckmann, *The Skaters* (G371); also G301-303



Other ideas?

Discussion of behaviors in the galleries



Jacques Hnizdovsky, Herd of Merino Sheep, 1975, Woodcut

If you have a group that is too active or oppositional, endangering themselves and the artworks, take the following actions:

- Tell the students it's time for a check-in. Reach out to the tour chaperones for help in communicating expectations for behavior once more. (Refer to the Mia Guidelines on the Chaperone Badges.)

India, Shiva Nataraja (Lord of the Dance), 1100, Bronze, 29.2



- If the group remains overactive, now it's a "Time out." Move to an area away from the art, have the group sit, and find a guard to repeat the expectations for behavior. (If you can't find a guard, go over the rules again yourself.)
- Ask what the group can do together to have a successful experience and prevent having to end the tour (a few students' behavior does affect everyone).
- Let the group know that their behavior determines if the tour will continue, or the group will return to the first floor of the Target Atrium.

- If behavior doesn't change, return the group to the first floor of the Target Atrium and wait with them until they leave.
- or
- If you have one or two students who remain non-compliant after the second check-in, they could leave the group with one of the chaperones (if you have more than one chaperone). The chaperone can take the kids to the Community Commons or return to Target Atrium. If you only have one chaperone, you'll have to stop the tour and bring the entire group back to the Target Atrium.
 - **Let us know if you encounter this type of challenge on a tour.**

Questions?

Egon Schiele, Austria, Portrait of Paris von Gütersloh, 1918, Oil on canvas, 54.30

Minneapolis Institute of Art



Thank you!

