

Minneapolis Institute of Art

October 29 and  
November 1,  
2024



Mia

# Agenda

- VTS: Points to remember
- Anatomy of a Tour
- Tour Routes
- Practice of K-1 inquiry
- Small Group Presentation

# Visual Thinking Strategies (VTS)

“Pure” VTS does not introduce information beyond what the participants have observed. “Hybrid” VTS allows the facilitator to introduce cultural and societal context before or during the discussion, as related to the participants’ observations.

In either version, paraphrasing is a key action to support what students offer. Avoid praising individual students, but move praise to the group overall.

Avoid asking the question “What do you see going on in this picture/sculpture?” when the artwork lacks narrative content or may be culturally specific and not open to multiple interpretations.

Any questions on how best to select an artwork or sculpture on which to use VTS?

# Visual Thinking Strategies (VTS)

How to redirect: In opening up comments to what students see and think, comments you receive may reflect stereotypes children become familiarized with in the media or perhaps encounter in their community--or reflect their life experiences. It is important to step in and redirect the conversation appropriately.





# Anatomy of a Tour

- Introduction
- Theme and related artworks
- Key ideas
- Open-ended questions
- Transitions
- Conclusion



# Introduction

- Welcome to the museum
- Set the tone
- Importance of names
- Discuss the rules

# Select a Theme

- Provides **purpose**: What are we going to do today?
- Provides **focus**: Which artworks, what will we talk about related to those works?
- Provides **context**: Why these artworks? How are they connected and what might the students already know?
- Stimulates **curiosity**: What's next; what are we going to discover?

# Highlights tour

## **Topic: Introduction to Mia**

Experience splendid art from around the world and throughout time in Mia's collection. Sample memorable highlights from Africa, the Americas, Asia, and Europe as students explore the museum and learn through observation and discussion.

## **Theme: Traveling Around the World with Art**

Today we're going to travel around the world and throughout time talking about art works and the places they come from. We'll look for clues that will help us learn about these places. I want to hear from all of you! I hope we'll discover some surprises along the way!



# Selecting artworks

- 6-8 works with 1-2 alternates in mind
- Diverse materials, cultures, functions
- Different time periods in history
- Logical tour route that gets you around the museum
- Suitable for the age group
- Appealing to the age group
- Easy for a group to gather around

# Key Ideas: relate to the theme

- What are the main “big ideas” I want to discuss?
- Why these artworks? How do they connect to the key ideas and each other?
- What ideas might students already know or can speculate about?
- How do these ideas help in understanding the work and how it reflects the culture?



Gallery 207

China, *Two camels and a groom*, 618-907,  
Earthenware with pigments, 2004.205.1.1





Silk Road:

<https://www.worldhistory.org/uploads/images/8327.jpg?v=1629986404>





<https://cdn.britannica.com/57/7057-050-33CEB562/Bactrian-camel.jpg>



<https://www.britannica.com/story/do-camels-store-water-in-their-humps>





# Tang dynasty tomb



Governor Liu Ji's final resting place  
Source: [3w.news.cn](http://3w.news.cn)  
[Archaeology.wiki](http://Archaeology.wiki)



# Open-ended questions

- **Description** - What's going on . . . ? What do you see that makes you say that? What words would you use to describe . . . ? What's the same? What's different?
- **Interpretation** - How do you think . . . ? What do you think . . . ?
- **Association** - What do you like most about . . . ? If you could choose . . . , what would you do?





Image from Smithsonian Magazine





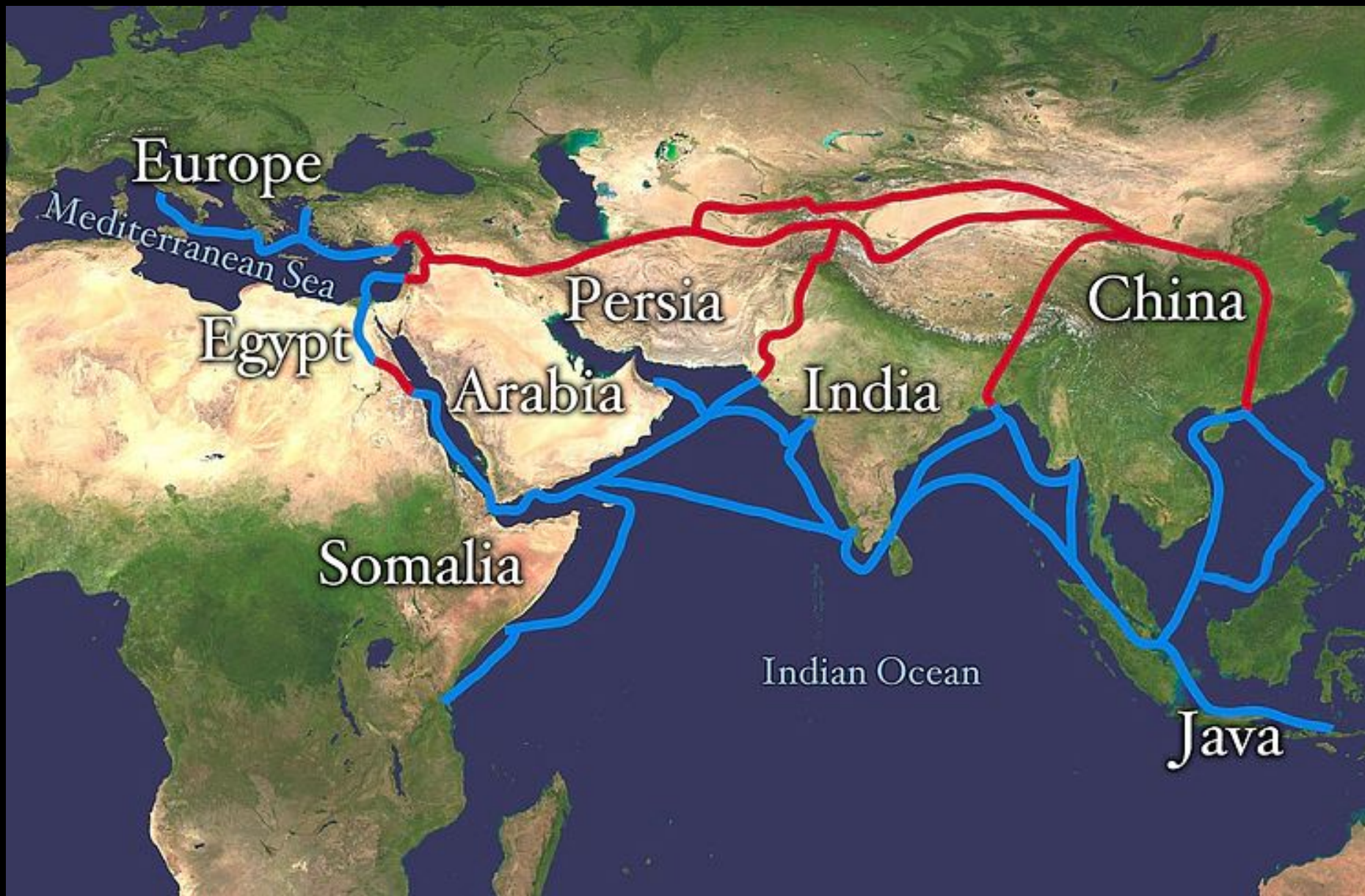
<https://cdn.britannica.com/57/7057-050-33CEB562/Bactrian-camel.jpg>



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Silk Road:

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# Tang dynasty tomb



Governor Liu Ji's final resting place  
Source: [3w.news.cn](http://3w.news.cn)  
[Archaeology.wiki](http://Archaeology.wiki)



# Transitions

- Provide links between the objects; show how they relate to the theme
- Reinforce the theme
- Indicate it's time to move
- Pique curiosity

# Transitions

**Question:** “We’re going to continue on our trip around the world. Next we’ll see a way we could travel with our family and I’m going to ask you: How would it be different from traveling on a camel?”



Hans Ledwinka; Manufacturer:  
Ringhoffer-Tatra-Werke AG, Czech  
Republic, 1878–1967, Tatra T87 four-door  
sedan, 1948 (designed 1936), All-metal  
construction 2005.138

# Transitions

**Statement:** “We’ve looked at how a Dutch city leader (“mayor”) dressed up to get his portrait painted and show how important and wealthy he was. Now let’s see what an Anishinaabe man might wear for a special occasion, such as a family or social event or a religious ceremony.”



Attributed to Bartholomeus van der Helst,  
*Portrait of a Burgomaster*, c. 1665–70, Oil  
on canvas 35.7.106

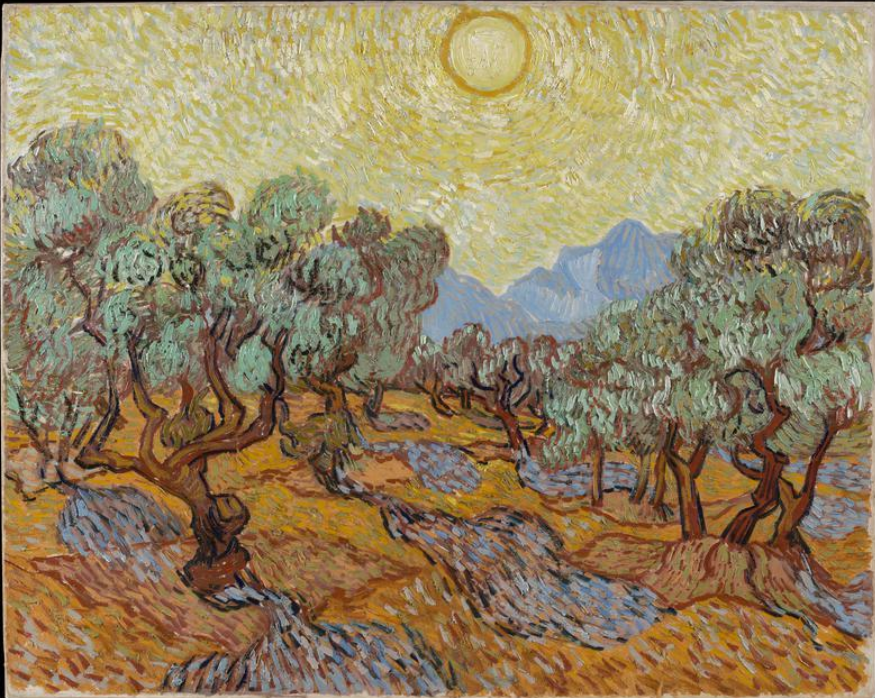


Anishinaabe (Ojibwe), Cape, 19th-20th century,  
Cotton, glass beads, fur, metal, mirrors 91.85.7



# Transitions

**Activity:** “This artist used straight lines to give the impression of a very tall building (O’Keeffe). Now let’s walk in wavy lines to our next object and see what’s different about using those kinds of lines in a painting. (Van Gogh)”



Vincent Van Gogh, *Olive Trees*, 1889, Oil on canvas 51.7



Georgia O’Keeffe, *City Night*, 1926, Oil on canvas 80.28

# Conclusion

- **Summarize** what you have seen and talked about: What was your favorite artwork?
- **Inspire** further learning about this subject: Where could you learn more?
- **Show** how they can use their new skills: Bring your grownups and show them your discoveries!

# Break



# Tour Routes

- Art Adventure Routes are kept updated each month, and the [latest update is always posted](#) on the guide website (just search Art Adventure routes).

**Art Adventure Routes (updated 10/25/2024)**

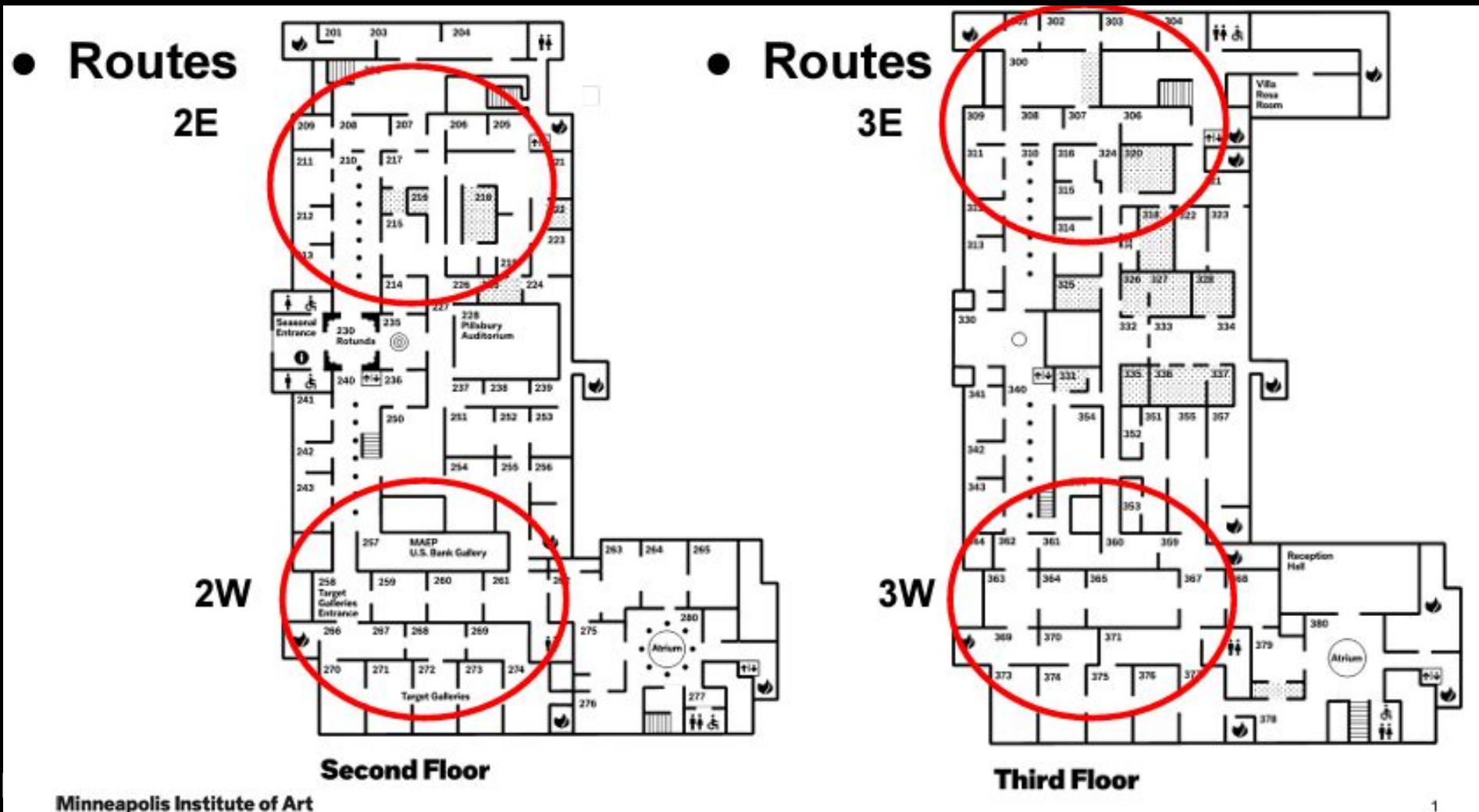
Amazing Animals in Art							
1		2		3		4	
Leopard Aquamanile	250	Vessel in the form of a fish	250	Gold Lion Statuette	243	Flock of Cranes	
A "Bear" Chance	301	Flock of Cranes		Vessel in the form of a fish	250	Gold Lion Statuette	243
Horse	208	A "Bear" Chance	301	Leopard Aquamanile	250	Vessel in the form of a fish	250
Gold Lion Statuette	243	Horse	208	A "Bear" Chance	301	Leopard Aquamanile	250
Flock of Cranes		Leopard Aquamanile	250	Horse	208	A "Bear" Chance	301
Vessel in the form of a fish	250	Gold Lion Statuette	243	Flock of Cranes		Horse	208

American Stories							
1		2		3		4	
Winter Count		Kids Playing, Frogtown		Billboard		Evening Concert	
Housetop Quilt	304	Winter Count		Evening Concert		Portrait of George Washington	322
Evening Concert		Housetop Quilt	304	Portrait of George Washington	322	Kids Playing, Frogtown	
Kids Playing, Frogtown		Portrait of George Washington	322	Housetop Quilt	304	Billboard	
Portrait of George Washington	322	Billboard		Winter Count		Housetop Quilt	304
Billboard		Evening Concert		Kids Playing, Frogtown		Winter Count	

# Tour Routes

For any non-Art Adventure tour, the routes are based on geographic starting areas in the museum:



# Tour Routes

Here are the collection areas in each of these designations:

- 2E--Asia (China, Japan, Korea, South/Southeast Asia)
- 2W--Americas, Africa, Islamic, Greek/Roman, Latin America (P.S. check out the Atrium Rotunda!)
- 3E--American/Regional, Europe and America, 1600-1800
- 3W--Europe, 1200-1600, Impressionism, Modern, Contemporary, Photography, Design

Lead guide chooses a direction to circulate (e.g., clockwise or counterclockwise)

Modify this approach as needed (e.g., Native American art tours)

# Small Groups

## Tuesday

Group 1: Beth Lewis, Dan Stein, Deb Malmo

Group 2: Eliana Lane, Elisabeth Holod, Emma Marron

Group 3: Jules Pivec, Kylie Foss, Mary Baremore

Group 4: Susan Giordana, Mary Gitschier McCarthy

## Friday

Group 1: Amy Lundell, Deb Katz, Elise Linehan

Group 2: Hazel Nahan, Julia Paulsen Mullin, Johanna Boller

Group 3: Kari Vacura, Laura Laptsevich, Mary Worley

Group 4: Michelle Schuleman, Therese Blaine



# Practice Inquiry for K-1 students

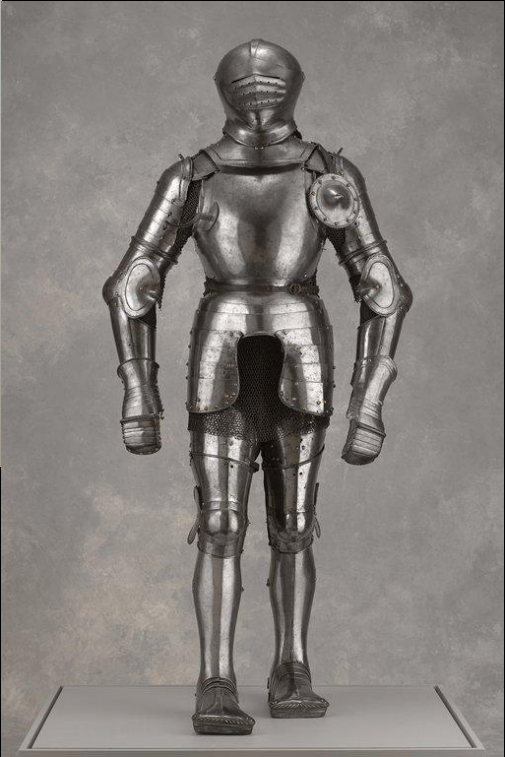
- Come up with a description question for two artworks.
- Pick a work for an association question.
- Think of a movement activity for two artworks.





# Small Group Presentations: Dressed for the Occasion

Presentations will be  
November 12 and 15.





## Next class

- Continue to work on the Wayfinding assignment, due next week.
- Work on Small Group Presentations
- Read Dressed for the Occasion set

Thank you! Please fill out the check-in form.

