

Full Experience Narrative (both in the classroom and at the museum):

The *Isolation and Community Visual Arts Field Trip Experience* is a thematic exploration of what it means to be part of a community, clique, or group, by looking at examples in the visual arts. During the pre-visit activity, teachers will introduce 9-12 graders to photographs and paintings from the 19th and 20th century that focus on group and individual identity. The museum tour will feature close examination of, and group discussion about specific objects, including decoding the works to consider narrative elements. Inspired by the work of Alex Katz, during the studio workshop students will create their own portrait weathervanes which they can choose to display solo or in groups. Back at school during the post-visit activity, teachers will guide students through discussion and a studio project that explores their own personal experience of isolation and community. High school students are deeply affected by changing feelings of inclusion and exclusion. This experience brings these issues out into the open in a safe way, by looking at examples in the visual arts that illustrate these common human experiences.

Descriptions of Tour and Studio at the Museum:

Artworks on the Guided Tour may include:

Title	Artist
Old Man Playing Solitaire	Duane Hanson
Palindrome #1	Glenn Ligon
Columbus Circle at Night	Richard Estes
Sideshow	Samuel Rosenberg
High-Jack-Game	Thomas Le Clear
The Wounded Scout	John Rogers

Studio Workshop (optional):

“Ada Vane” Workshop- Inspired by Alex Katz’ Ada (wind vane) recently installed in front of the Colby Museum, students will use mirrors, pencils, and paper, to draw life-sized self-portraits of the front and back of their heads. They will create a weathervane they can use to create outdoor compositions depicting isolation and community.

Description of Before and After Visit Lesson:

Before the visit, teachers will introduce 9-12 graders to photographs and paintings from the 19th and 20th century that focus on group and individual identity. After the visit, teachers will guide students through discussion and a studio project that explores their own personal experience of isolation and community.

Maine State Learning Results:

9-12 VISUAL AND PERFORMING ARTS

A: Disciplinary Literacy

A1 Research and explain how art and artists reflect and influence culture and periods of time.

A2 Identify, compare, evaluate and apply all features of composition.

A3 Compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

D: Aesthetics and Criticism

D1a Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline.

D1b Analyze and evaluate varied interpretations of works of art using evidence from observations and sources.

D1d Research and explain how art and artists reflect and shape their time and culture.

E Visual and Performing Arts Connections

E1 Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

BEFORE THE VISIT

Lesson Title: Reflecting on Images of Isolation and Community

Objectives:

1. Students will be able to articulate ways artists have responded to issues of isolation and community, including issues of identity, in a variety of media.
2. Students will be able to articulate ways artists from different time periods reflect social issues of isolation and community, including use of varied media from different periods
3. Students will identify use of metaphor and symbolism used in artworks in the Colby collection in reference to this theme.

Materials: Images of artworks, including photography, that document isolation and community

Duration: 80 minutes one class, then 10 minutes follow-up next class.

Procedures:

- Introduce the lesson: examining the themes of isolation and community as portrayed in the visual arts.
- Background: Throughout history, people have formed groups based on shared identity, activities, and to survive. Ask students to identify different facets of identity, both visible and invisible.
- At the same time, with the sense of identity, there is a sense of exclusion towards others not in the group.
- Why would this exclusion occur? (competition for resources, power, money, land, etc.)
- Those in the power group may not adequately understand issues facing those outside the power group (lack of empathy)
- Show photos and artworks
- Hand out list of questions (see Appendix)
- Assign as homework or discuss in class

Assessment: Class discussion of answers to questions; review of answers.

Differentiation: Work in pairs or groups. Have class discussion instead of asking students to write down answers to questions.

Extension: Ask students to research visual arts or musical works illustrating different facets of identity (religion, age, race, sexual identity, physical ability, gender, social class, etc.)

Interdisciplinary Connections: Social studies- U.S. and World History; English/Language Arts

Resources:

- http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/
Photos of Civil Rights-era demonstrations, attempts at integration and counter-protests
- <http://iipdigital.usembassy.gov/st/english/gallery/2011/03/20110329171637su0.4543988.html#axzz48pZrZpMc>
Photos of the work of Martin Luther King, Jr.
- <http://iipdigital.usembassy.gov/st/english/gallery/2013/06/20130611275955.html#axzz48pZrZpMc>
Photos of people that portray isolation and community, specifically immigrants to the U.S.
- <http://www.edwardhopper.net/>
Paintings by Edward Hopper

Appendix:

Reflecting on Images of Isolation and Community Questions:

1. What is a group that is portrayed as “the other” in our current society, or in the past 30 years?
2. Do you ever see derogatory statements or descriptions of groups of people in news or social media? How might someone feel if identified in that way?
- 2B. How can this affect our understanding of people as individuals?
3. What does it mean to be an ally?
4. Do you think each of us has a responsibility to stand up for the rights and freedoms of others, no matter our background? Why or why not?
5. How are allies important in the continued fight for equality and civil rights? What might be examples of allies in our current world?
6. Have you been, or could you be, an ally to someone else?
7. Have you ever put yourself in an uncomfortable position to stand up for what you believe in?
8. Consider: Do you believe that everyone should have equal access to a good public (free) education? Why or why not?
9. How does music help create a sense of belonging and identity to those who listen to it, and perform it?
10. How did photography in the 1960’s help advance the cause of the Civil Rights movement?
11. What are two current issues you think you know something about through photography or social media?
12. How does photography, video, and social media help or hinder social issues in today’s world?

AFTER THE VISIT

Lesson Title: An Artistic Response to Isolation or Community

Objectives:

1. Students will be able to articulate ways artists have responded to issues of isolation and community, including issues of identity, in a variety of media.
2. Students will be able to articulate ways artists from different time periods reflect social issues of isolation and community, including use of varied media from different periods
3. Students will identify use of metaphor and symbolism used in artworks in the Colby collection in reference to this theme.

Materials: Depends upon the types of media students will be offered to use for their artistic response.

Duration of Activity: 80 minutes one class, then 10 minutes follow-up next class.

Procedures:

1. Group Discussion based on questions in Appendix
2. Introduce Project Activity- Create an artistic response on the theme of isolation or community. This can be a short film (interviews about real-life situations; a reading of a piece of writing on the theme, etc.); a drawing or painting; a poster with examples from history; an original piece of writing on the theme (poem, short story)
 - a. Start planning sketches or writing in class.
 - b. Complete project for homework.

Assessment: Group discussion assessment is based upon whether students meet the objectives identified for this activity.

Teachers may also want to create and distribute a separate rubric for the Project Activity.

Differentiation: Students may choose the media and approach to the project.

Extensions: Have a class exhibition of works based on identity. Seek out a field trip to a local museum or gallery featuring works with the theme of identity, and isolation or community.

Interdisciplinary Connections:

Social studies, English/Language Arts

Appendix:

Group Discussion Questions for Activity- An Artistic Response to Isolation or Community:

1. What are some works that you identified relating to the concept of community/connectedness?
2. How did the artists portray this idea?
3. What kinds of actions, activities and visual identities might lead to a sense of connectedness and community?
4. What new ideas about community/connectedness did you get from the museum visit?
5. What are some works that you identified relating to the concept of isolation/separateness?
6. How did the artists portray this idea?
7. What kinds of actions, activities and visual identities might lead to a sense of isolation/separateness?
8. What new ideas about isolation/separateness did you get from the museum visit?