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**Event Response – Faculty Exhibition and World of Yugen: Japanese Paper Exhibition Opening:** Artworks by Kyobo Ibe The event started at 5 pm on Thursday the 28th of August. I arrived there at about 6:15 pm.

**Art Exploration:** Jar, Peru  
Moche IV or V, c.500 A.D.  
Modeled Portrait head  
Earthenware with slip  
67-29-91

It is a round jar, with the shape of a head, but at the instead of the hair there is a big hole. The hole is it that, what makes the sculpture to a jar. Its color goes from orange to brown. I think it was partly colored orange and the passed time left marks on it. It seems to me that the object was often used, probably several generation used it. So it may was a very important object or it was a daily life utensil.

The jar has extraordinary big pierced ears, but it was noticeable that there where no earrings to be found. The head wears a helmet, could be an fighters helmet or some kind of workers helmet. Or the figure has an accurate haircut.

The back of the head is quite flat and his nose so much bigger.

The object finishes with the neck, which is also quite widish. That's probably just for the static of the jar.

The heads eyes are very attentive and concentrated and they are painted on with white color. And lips are quite sharply shaped, kind of slender. He looks a little bit down and to the left. On a level with it, its look is a little bit threatening.

The pieced ears could be an indicator for a certain position or is characterizing the tribe belonging.

Te jar could have been used as a pot for food or for beverages. Maybe it was an important part of a ritual and

there was a special food or drink presented or carried in.

It could also been a special prize or present for, example, a brave person.

### Set of Questions

Describe this object, what colors and shapes do you see?  
What kind of material can you identify?

Do you think it shows a man or a woman?  
How would you describe the face`s expression? What kind of feelings do you see in its face? Is the expression on its face important to find out more about the function?  
Does the portrait show the personality of the subject?  
Look closely to the ears, what can you figure out?

Based on your serendipities have a guess about what this jar may have been used for? How does the shape relate to its function? What do you think the people in ancient Peru used it for? What could have been stored in it?

What does the person wear on its head?  
Tell the children that it is likely, that it was used in rituals and that it shows some kind of leader or warrior. What again could have been stored in it?

### Keywords:

**Object Guide:** 1. Label Information  
Jar, Peru  
Moche IV or V, c.500 A.D.  
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### 2. Object Description and Interpretation

Portraits in the form of symmetrical ceramic containers, have played an important role in the culture of the Moche (or Mochica) in ancient northern Peru. These are examples of the creative ability of the Moche craftsmen. They were capable of a remarkable realism and it is likely that individuality was an important aspect of Moche

political culture. Portrait head, like this one, often show Moche dignitaries and leaders. Some believe that the Moche were organized in groups of autonomous polities, all sharing a common culture.

Moche pottery is one of the most common ancient pottery in the world. It could be, that this jar was colored simply with yellowish cream, as they often were. Sometimes black and white color was also used. The jar shows a man with distinctive sideburns and pierced ears. This figure's eyes are colored white around the iris. The figure has extraordinary big pierced ears, but it is noticeable that there where no earrings to be found. The head wears a helmet, which could be a fighters` helmet or some kind of workers helmet. The eyes are very attentive and concentrated and they are painted on with white color. And its lips are quite sharply shaped and kind of slender. He looks a little bit down and to the left. The object finishes with the neck, which is quite wide. This is probably to stabilize the jar.

The Moche craftsmen gave careful attention to the headgear and the ornaments in their earthenware jars. But here, we can notice a lack of finery in comparison to other jars found in the region. This could indicate that the man portrayed was a captured enemy leader. The artist of this work is not known since Moche craftsmen did not sign their work. So no biographical information can be provided.

The function and purpose of these jars in Ancient Moche society is not completely clear yet. Rituals were really important for the Moche. The wide distribution of these kinds of heads could indicate that they were used to honor rulers and were given to selected followers for outstanding exploits. And it may be that they were placed in their graves as symbols of prestige and to assure the accompany of the patron into the next world.

#### Annotated Question Plan

Describe this object, what colors and shapes do you see?

What kind of material can you identify?

Do you think it shows a man or a woman?

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Does the portrait show the personality of the subject?

Look closely to the ears, what can you figure out?

Based on your serendipities have a guess about what this jar may have been used for? How does the shape relate to its function? What do you think the people in ancient Peru used it for? What could have been stored in it?

What does the person wear on its head?

Tell the children that it is likely, that it was used in rituals and that it shows some kind of leader or warrior. What again could have been stored in it?

#### Classroom Activity

Ask the students which person they would portrait. And why? Is it a loveable person, or any kind of enemy? Which one is more important for them?

What would they do with a jar of a loved person? What with a portrait head showing an enemy?

Tell them to draw a sketch of a portrait head. Ask them which colors they would use and how big it would be. And what they would do with it? Ask if they would keep it in order to be reminded of the person or if they would give it to somebody as a present.

**Annotated Question** What kind of material can you identify?

**Plan:** Can you describe this object, what colors and shapes do you see?

Do you think it shows a man or a woman?

How would you describe the faces expression? What kind

of feelings do you see in its face? Is the expression on its face important to find out more about the function? Does the portrait show the personality of the subject? Look closely to the ears, what can you figure out?

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**Tour Stop:** Jar from Peru – Pre-Columbian Art  
Krannert Art Museum Tour Stop

### Overview

Students explore the formal aspects of the jar and as a consequence they learn something about Pre-Columbian Culture in Peru. As an activity, they can design their own jar. The students are asked to make a drawing of a person they want to portrait and pin it onto a paper cup.

Furthermore they should explain why they choose the person and what they would do with the jar.

## Artworks

Jar, Peru

Moche IV or V, c.500 A.D.

Molded Portrait head

Earthenware with slip

67-29-91

## Supplies

Paper

Pencils

Paper Clips

## Procedure

Ask the students to walk around the Jar and have a close look at it. Ask them then to sit down and to tell you what they saw and noticed about the Jar.

Make sure they noticed the pierced earrings. If they did not see it, ask them to have a look at the Jar again. If they could see something nobody noticed.

Ask them then about the material, the shape, the facial expression and the colors.

If they didn't notice tell them about the helmet, the white color around the iris and about the yellowish color.

Provide the information that the Moche pottery is well known and about the extraordinary ability of the Moche craftsmen for realism.

Based on what they figured out and what they learned so far, ask them: "What do you think was the function and purpose of the Jar in Moche Culture?"

Ask them what kind of persons were portrayed and why. What did these persons do to be so important.

Tell the students that for the Moche culture rituals were very important and if they didn't suggest that already, tell them that it is likely that the Jar represents a warrior or a leader or dignitary.

Ask them how the form is related to its function.

Now have students design their own personal jar. Provide paper and pencils for every student and tell them to make a drawing of a person they want to portrait. And then hand out paper cups on which they can pin on their drawing.

When finished, let every one of them tell you who the person is, why they choose their person and what they would do with the jar. Ask them about the Jar's special meaning for them.

Tell them how you enjoyed being with them.

**Audience Study – Audience Study “Kids at Krannert” December 6th 2008  
Kids@Krannert:**

Kids@Krannert focuses on the family experience in an art museum. Children should have the opportunity to experience art through different activities. Art is an important part of education and it is important to start early to bend a connection to art. The museum wants to help with this approach and wants kids to connect the museum with associations like fun and happiness. So that they come back again and again, therefore they have the great chance to learn in the art museum.

The target audience for Kids@Krannert is kids between 2 and 12 years I would say. There have been mostly parents with their kids, but also a bunch of grandparents and hardly any teenagers. It was quite mixed ethnically audience, Afro-Americans, Asian-Americans, Russians, but mostly white people.

The audience was very involved with the activities. I saw a lot of parents and children interact with artworks and the supplies of the activities. It was very lively!

A lot of the parents and their kids came because the kids were students of the Saturday art class. I think the Kids@Krannert should always take place at the same time as the Saturday art class exhibition. This is a very clever and successful move! A lot of parents mentioned that they had been to several other art exhibitions at the Krannert Art Museum before and that they came with their children because they really like it. Therefore a big part of the

audience that showed up was already familiar to the Museum. Not so many explored it for the first time. That indicates that there is a need for more Marketing and advertising for people who are not familiar with it. Another very interesting fact I found out is that the kids tend to talk a lot about the activities, the artworks etc. after the event. Especially when they brought home crafts they produced there, they tend to play with it after. And they recognize the Museum when they drive by it with their parents, which I find a very interesting fact and which is great. They already know where the art museum is. Most college students do not know that. None of the interviewees wanted the Museum to change anything. That's a really great feedback!

**Audience Development of College Students:** What I discovered about the thoughts and opinions that college students have about the Krannert Art Museum:

Only the Art and Design Students really knew about the Museum. They had to go there for classes and they went there because it is in the same building. These students have a lot of experience with art museums in general and especially with the Krannert. All of them had attended a few exhibitions and have been there a several times. Almost all the other students I interviewed have never been to the Krannert Art Museum and two out of three thought it is placed at the Krannert Art Center. I think this is a huge problem! If most college students do not even know where it is located, there is not a big chance that they will go and see one of the permanent exhibitions. The only way to get them into the museum is to make more publicity about the events. The most interviewees who do not study Art and Design haven't heard of the Artzilla for example, which is the only event, which is dedicated to college students.

The impression of those who know it was always a positive one and connected with good experiences. I think people who ever visited it really like it and come again and again. Therefore the biggest problem is the advertising and the lack of general information about the Museum people have. One girl told me the only things she knew

about the museum is that bags are not allowed and that it is for free.

The interviewees told me that they find out about events and about places to go mostly through e-mail, friends, the Buzz and the 217.com and the UI website. I also asked them for good advertising strategies: they mentioned free beer, newspapers, more flyers, facebook and an event at the beginning of the semester for the new students on campus. Some of these are already done by the museum, but obviously not outstanding enough.

**Audio Guide Script:** Ida Kielmansegg & Rashelle Roos  
Audio Guide  
November 4, 2008

Sultanabad, Iran, Persian  
Glazed ceramic bowl, 14th c.  
Courtesy of Ararat Babakhanian

Ida:

Look at this bowl! It must be very old! Parts of the glaze are chipped off.

Rashelle:

Can you imagine how vivid the colors must have been when it was made, 700 years ago!?

Ida:

Yes! The polychrome glazed ceramic bowl must have been much more brightly colored! And we would be able to see more of the horse. The horse looks like a Mongolian horse, because it is small, yet heavy boned.

Rashelle:

That makes sense, because it is a Persian bowl from the 14th c., and the Mongolian horse was instrumental to the Mongols as they swept westward, across Central Asia in the 13th c.

Ida:

In that case, the horse can be seen as a carrier of cultures, since artistic traditions from East Asia were absorbed into existing Perso-Islamic traditions! Here he has a rider. What do you think is going on with the rider?

Rashelle:

The first thing I notice is his halo. I wonder if he is a real person or a saint? I know that in Islamic cultures, the halo signifies that he is a Muslim saint or an Imam.

Ida:

What is an Imam?

Rashelle:

An Imam is a male Muslim leader of a mosque or a community.

Ida:

That's interesting, because in Byzantium art, the halo often signifies a Christian saint.

Rashelle:

Yeah. Islam and Christianity actually share a lot in common! What about his face?

Ida:

His face reminds me of a Seljuq figure from the 11th c. The Great Seljuq Empire was a medieval Sunni Muslim empire that took control of some of the eastern Islamic lands, which are known today as Iran, Iraq and most of Turkey.

Rashelle:

But this bowl was made in the 14th c., not the 11th c.

Ida:

True. But remember, in the 13th c., the Ilkanids, a branch of the Mongol dynasty took control of the region. So they embraced previous artistic styles and also added their own.

Rashelle:

That's right! I heard that Sultanabad ware reached its peak

in the 13th and 14th c. And this was made in the city Sultanabad, which is still a city, today, in Iran.

Ida:

What do you think about the skeletal snakes around the edges?

Rashelle:

Well, they could represent a variety of things. Maybe the conquer of war.

Ida:

I wish I knew what the script around the edges said.

Rashelle:

So do I. I asked a lot of specialists about the script, but nobody knew for sure. We do know that cursive script of this kind has its roots in the Arabic script, but many societies adopted the script to write their own language.

Ida:

The Turks adopted the Arabic script, right?

Rashelle:

Yes, they did, but they no longer use it. Most of the people I talked to think it probably is Turkish written in Arabic, but it is stylized, which is common –just like we stylize fonts today– so even if one can read Turkish in Arabic script, they can't necessarily read all forms. Some people thought they could make out words such as "The great one" and "Conqueror."

Ida:

This bowl really is a melting pot of cultures, isn't it!? It is the manifestation of several centuries of cultural exchange! Seljuq, Ilkanid, Mongolian, Persian, Arabic, Turkic, Islamic influences! I wonder how it ended up at the Krannert?

Rashelle:

So do I. I'm glad it is here, though, because it gives us a small glimpse into another place and time!

Audience Study – ARTzilla – 11/14/2008 – 7-11 pm

ARTzilla:

The purpose of the event ARTzilla is to advertise the museum as a place, where you can meet people, have fun and at the same time learn something about art. The audience should experience that museums are not boring, old fashioned places. The event is supposed to change people's perception of the Krannert Art Museum and to bring in a diverse audience.

There were several stations with different activities. In the basement was a huge Twister game, a 80's Hair and Make Up Makeover, a Comic Mural and Film Series. In the Link Gallery a reading took place, in the café Cocktails, Crackers and Cheese were served and a DJ played 80's music.

The first visitors arrived around 7 pm when doors opened, between 7 and 8 most people stayed in the café, or walked around in the museum and looked at the art works. The activities started later, because I think people were shy and needed some time to explore everything before they wanted to do any activity. I was stationed at the huge Twister game from 7 to 9 pm. We could not lead a game until 8 pm I think. For the Twister game it would have been beneficial if it was not stationed in the basement. It was a little bit hard to find. But overall the audience was engaged, they responded a lot to the Comic Mural for example and drew a lot. Also the Hair makeover was a success. I can't really say a lot about the other activities because I could only stay until 9 pm.

The audience contained mostly of college students, especially Art majors, according to the interviews most of them heard about ARTzilla through friends and liked it a lot. And some of them have attended ARTzilla last year already.

Some improvements interviewees suggested: less security, better advertising and live music.

I would suggest inviting people earlier on facebook, this site has power in advertising events. And I think a known Band, or some kind of live music could help to bring people into the museum.

But overall I really enjoyed ARTzilla and if I could I would attend it next year again.

**Event Response –** Event Response: Concert in context of the Pygmalion  
**Additional Event:** Music Festival  
Thursday, September 18th 2008

I am an exchange student from Austria and one of the events going on in Urbana–Champaign I heard first of was the Pygmalion Music Festival. I just heard about it, thought it was really cool that there is something like that.

One day I came out of class and realized that there was sound coming out of the Link Gallery of the Krannert Art Museum. I was curious what was going on and went there to see. And there was a concert, and I realized that it must be the Pygmalion, I just forgot about it. I stayed there for the whole night and really enjoyed it.

The event was focused on a young crowd, who is interested in culture, art and music I think.

I saw a lot of Art and Design Students. The audience was overall quite young, what I mean is, in the age of college students. The ethnicity was mixed, I could not give a detailed description.

These bands were playing: Oceans, Catfish Haven, Oxford Collapse, Evangelicals, Murder By Death. The headliner Murder By Death was obviously well known because people told me about them before and I saw the audience singing along with the band. I would guess there were about 150 people at the last concert. The audience barely danced, but they were really interested and concentrated in what they saw.

The only thing which was outstanding in a negative way was the sound quality. The windows were shaking and really noisy and the overall acoustic of the room is not made for concerts. But I think most people did not care about that and therefore I think it is a really good idea to let these concerts happen. The atmosphere was a really nice and convenient one without alcohol.