

Author: Chrissy O'Shea

Event Response – Faculty Exhibition and World of Yugen August 28th 2008
Exhibition Opening: This event was very interesting since there was so much going on at once. Both the Faculty Exhibition and World of Yugen opened this night. The Faculty Exhibition was more like other exhibits that I have seen before. There were pieces hanging around the room from different artists along with some pieces throughout the room standing on pedestals and on the floor. The World of Yugen exhibition was set up a little differently. There were paper works throughout the room in a more interactive way. It was hard to tell if the pieces were separate from each other or dependant on each other. Another interesting part of this exhibit was the addition of performance. There was a dancer, a violinist and a cellist who performed a piece among the objects in this gallery, sometimes even bumping into and moving the paper objects. The audience seemed to be staff and students from the university. I felt like I either knew or could recognize most of the audience. This makes it feel very exclusive for the art department of the university. The audience was pretty equally represented based on age, but most of the people attending this event were white. What I found most interesting about this opening was the fact that most people didn't seem too concerned with the artwork. When I got there I was surprised with how many people were standing in the link gallery just talking, eating and drinking. When I actually went into the exhibit spaces most people were standing in the middle of the rooms as far away from the art work as possible talking in little circles about topics not related to the artwork. This was more present in the World of Yugen more than the Faculty Exhibition. I don't know if this is because the objects were more nonrepresentational and therefore the observers felt like they had less to talk about, or because they didn't personally know this artist, but there were definitely more people observing and talking about the artwork in the Faculty exhibition. There still were more people chatting about life than the artwork though in both exhibits.

Art Exploration: This artwork depicts a woman in a white gown resting her left elbow on a table. A young boy is looking over her shoulder at an image or text that she is holding with her

right hand. The boy is wearing a brown jacket. Their dress and attitude suggests wealth. In the background there is a nature scene with blue sky, white clouds and some trees and grass, half of the background is a flat black color. My initial reaction to this artwork is a very peaceful feeling. They seem to be engaged in leisurely activities, have lots of money, with no cares. At first I enjoyed this work very much. It reminded me of the movies and stories I enjoyed watching and reading when I was young. After looking at this image for a while it gave me an almost sad feeling. The woman looks a little sad or lonely and the boy seems to be trying to figure out what is on the paper. This work is made of oil on canvas. It has a soft feel, It seems like the artist used some sort of technique to get a softer feel.

The composition is asymmetrical. The woman makes a triangular shape in the center of the painting. Her body makes a diagonal going from the right top corner to the bottom left. The colors are very muted, there are lots of browns and creams and reds being used. The texture is very soft and almost blurred. When looking at this piece my eyes move from the face of the woman down her body and then up to the boys face and then back to her face. This movement from the woman to the child make a connection between these characters. It is very obvious that this painting is about the people in the painting rather than the nature in the background or the elaborate furniture.

This piece makes me think of a story of a family where the husband is away. The paper she is holding is either an image of her husband or a letter from him. The son looking over her shoulder is trying to see what is making his mom so sad. I feel like this artwork may have been talking about the problems in society during the time. For the viewer today it opens up a window to the life of people during the early 1900's.

Keywords:

Object Guide: This Peruvian Jug is typical of Chancay pottery. This Jar with handles has a fairly ornate pattern covering the entire exterior of the jar. This geometric pattern uses squares,

and circles to create a checkerboard pattern that is interrupted by a x shaped band going across it. This band has another pattern inside of it consisting mostly of triangles. Near the top of the jar there are a set of parrots in relief. It is uncertain whether these birds are in combat or courtship. The band of the jar has a third pattern on it consisting of circles, triangles and lines. The handles are lower center and seem very small for the size and shape of this jar. The jar itself is over a foot in height. All together many of the elements are awkward, and it is obvious that this jar doesn't have the best craftsmanship, But there is a very strong feeling of the artisan and their culture in this piece.

Chancay pottery has received very little recognition from archaeologist and collectors because of its poor craftsmanship, but the ones who do write about this culture always comment on its unique depictions, and simplicity of design. These types of jars are usually found at burial sites in the Chancay area. It is not fully understood what these jars would have held during life, or what their purpose was for during death. One idea is that they were made to hold chichi, a sort of beer common to the area, or they may have been used in some sort of fertility ceremony. It is hard for archeologist to figure out what these jars specifically meant since the Chancay people were conquered by the Incas in the 15th century and therefore much of the actual Chancay culture was lost. Today, Chancay is an archeological site on the cost of central Peru.

Annotated Description, formal analysis, technique:

Question Plan: • What does this artwork seem to be?

Student possible answers: A jar, A jug, A pot, A vase, A container...

My answer: A Jar with geometric patterns, small parrots, and handles.

• Can you see any designs or images on this work?

Student possible answers: Lines, the parrots (birds), An X, A checkerboard.

My answer: The several different geometric patterns and the parrots.

- What shapes can you see?

Possible student answers: Squares, lines, circles, rectangles...

My answer: Squares, circles, and triangles.

- What materials do you think the artist used to make this artwork?

Student possible answers: Clay, dirt, mud...

My answer: This piece is ceramic, it was made with earthenware and slip.

Interpretation and cultural context:

- What do you think this work could have been used for?

Student possible answers: Holding water, carrying food, cleaning the house...

My answer: Holding liquids, some sort of fertility jar.

- Are there any symbols you can see that would make you think that?

Student possible answer: It's a jar, my mom uses a bucket like that, I saw in a movie people carrying water...

My answer: The two parrots could be some sort of fertility symbol if they are in courtship and not combat. Otherwise, the size and shape of this object makes it something people would think of as holding liquids.

- What do you think the two parrots are doing?

Student possible answer: Killing each other, kissing, talking to each other, scratching each other...

My answer: The parrots may be fighting or dating.

Evaluation/Judgment:

- How does this Jar make you feel? Why?

Student possible answer: Scared, the birds are fighting, like its old, happy, because there is water...

My answer: It makes me feel like I'm more connected to the Chancay people and like I'm very aware of the presence of the artisan who made this piece.

- Can you tell anything about the person who made this jar just by looking at it?

Student possible answer: They liked parrots, They drank a

lot of water, They had a big family...

My answer: You can feel their presence. It has a very hand made feeling to it, you can see where their hands were and how they drew the lines and molded the clay.

• Why do you think the artist put the parrots on this jar?

Student possible answers: They liked parrots, Parrots are cool, parrots were important to the Chancay people...

My answer: It is uncertain why the artist chose to put parrots on this jar, its possible if they are courting they put it on so it will help with fertility, but it is hard to tell since so much of this culture is lost.

Tour Stop: Christin O'Shea
Tour Stop

Overview:

Students will explore Model Funeral Cortege from the Pervian Chimu-Chancay culture. They will engage in a conversation about the details of the piece and possible narratives. Then they will make lists describing the work in groups. Finally a volunteer will act as a newscaster describing the work as a news report.

Artworks:

Peruvian, Chimu-Chancay, 1200-1450

Model Funeral Cortege

Metalwork: Silver Alloy

Gift of Fred Olsen and the Art Acquisition Fund
1967-29-303

Supplies:

- List of descriptive words handout
- Pencils
- Clipboards
- Prompt for newscast

Procedure:

1. Have students sit around Model Funeral Cortege. Say: "What is happening in this artwork?"
2. Have students develop ideas on what this artwork may depict...

- Funeral
 - Parade
 - Pig roast
 - A king coming to town
3. Tell the students that we are going to look at the artwork a little closer.
 4. Hand out description word lists.
 5. Divide students into groups
 6. Tell them they need to pick out the top 10 words as a group. They should have a conversation debating the word choices.
 7. Let students debate
 8. Have each group share their lists, note the differences between different groups lists.
 9. Say: “Good Job everyone! You did a great job looking at this artwork, now that you know a lot about it does anyone want to volunteer to do an acting activity?”
 10. Choose two students, tell them they are news anchors and they are reporting on the artwork as an event.
 11. Give one student the prompt: Today we have a high of 72 with sunny skies, Tomorrow will be 74 and partly cloudy. Now over to _____ with more news.
 12. Have students role play as the news anchors.
 13. Say: Thank you so much! Great job! Everyone did a good job looking at this artwork! Does anyone have any questions?

Angry
Bad
Bizzare
Boring
Bright
Broken
Brown
Bubbly
Cheep
Cheerful
Cold
Common
Concave
Cruel
Dark

Diagonal
Drooping
Electric
Elegant
Fat
Female
First
Flat
Fluffy
Frail
Full
Funny
Gentle
Good
Graceful
Hanging
Happy
Hard
Healthy
Heavy
Hollow
Important
Large
Last
Left
Long
Loud
Male
Married
Military
Narrow
Natural
New
Opposite
Oval
Pink
Political
Private
Public
Purple
Red
Religious
Rough

Round
Rubbery
Rustic
Sad
Secret
Separate
Serious
Sharp
Short
Silver
Simple
Small
Smooth
Soft
Solid
Special
Spotted
Sticky
Stiff
Strange
Sudden
Sweet
Swollen
Thin
Tight
Tranquil
Ugly
Vibrant
Violent
Warm
Wide
Wrong
Yellow
Young

Today we have a high of 72 with sunny skies, Tomorrow will be 74 and partly cloudy.

Now over to _____ with more news.
(Put other students name in)

Audience Study – Kids@Krannert: This Kids @ Krannert was very successful. The purpose of this event was to get students into the museum, build a positive relationship with the museum and make some connections between the artworks on the walls and the fun activities they participate in. There were many more students there than the last event. The events included an art and music scavenger hunt, paper doll making, comic storytelling, comics tours, marble painting, and shadow acting. The biggest hit was definitely the shadow acting. The kids loved dancing and wearing all of the costumes. All of the events were very successful, but the shadow acting was the kids favorite by far. The audience seemed to be children and their families. There were a lot of Saturday school children there. This was because the Saturday school exhibition was going on at the same time as our event. I noticed the children were only interested on the activities, but the parents were really interested in the artworks. All of the parents I talked to were very interested in one or more of the exhibitions.

I was really amazed with the parents I interviewed. They seemed to be very excited about art and really wanted to instill a love for art in their children. One thing I found very interesting was that all of the parents I interviewed came with only one child and no spouse. I know that one woman had another child, but the daughter was busy with another event. I think that the other two parents only had the one child. All of the parents I talked to had been to the Krannert before for other events and by themselves to look at the artwork. They all loved the Kids @ Krannert event. Some of the parents talked about how this event brings art into their childrens' lives, but as one father said he liked the event because, "We did all of the hard work" he took this event as a time to relax as his daughter was engaged in the activities. All of the parents had been to some type of museum within the last year. One mother couldn't remember an art museum, although she had been to many museums within the last year and said she probably forgot if she did go to an art museum. All three of the parents said that they thought the only way the Krannert could improve was if they changed the exhibitions more frequently or if the museum had a wider range of art shown.

All of the parents I interviewed loved the event. All of the

people I observed as I worked in the scavenger hunt also seemed to be enjoying the event. I loved seeing the parents walking around and enjoying looking at the art as the children were able to create paper dolls and find paintings in a scavenger hunt.

Audience Development of College Students: I was very shocked to see how little the students I interviewed knew about the Krannert Art Museum. I tried to interview all students who were not art majors to get a better understanding of students who do not need to visit the Museum. None of them actively went to the museum. If they knew about it it was because they had a class in the lecture hall in the basement. The students who actually looked at the artwork before only did so after class. The lack of visiting the museum was not the most shocking for me. I thought the answers about what the purpose of a museum was and who it was for was more interesting. I felt like the students were trying to create some sort of profound answer, the answer they thought I wanted. They would answer with how the museum was a place for artist to get inspiration and that the purpose of the Krannert Art Museum was to help improve the education of the art students here. After they would go on like this for a while, they would end with a short, “and everyone else”. I really think this is detrimental to the museum, the students didn’t seem to think they were welcome there, even though they were aware they were allowed, it was as if they would have to act differently and it wouldn’t be much fun.

The museums they visited in the last year (if any) were always very active, fun museums. There were lots of zoos, entertainment museums, and places like the planetarium that have a lot going on to entertain the guests. I think this is very different from how art museums are set up, and probably why people feel so scared in art museums. I think getting people to noisy, entertaining, fun events can change their views on art museums and hopefully get a more diverse crowd into the Krannert.

The feeling like art museums cater to specific people was echoed in one girl who actually had visited an exhibit before. She stated, “ Once I realized there was an exhibit, I walked through it with a friend who though the exhibit

looked interesting... I enjoyed looking at the pieces created by the students here at the University of Illinois, some pieces I didn't understand..." It needs to be understood that artworks don't need to be understood. I know from experience and from comments from people I know that when they don't feel like they understand an artwork they feel like they don't belong. This shouldn't be the case; artwork doesn't have one meaning and should be enjoyed by everyone. Maybe the Krannert could come up with some aspect to the events to let this be known, and then hopefully gain more guests.

Audio Guide Script: "The Holy Family with Saint John," by Andrea del Sarto. Early 16th century.

Alyssa: This oil-on-canvas work is a product of the workshop of Andrea del Sarto, and exhibits some of the earliest emergences of Mannerism in European art. The beginnings of Mannerism, primarily founded in Rome and Florence, can be found in this work through the contorted poses of figures, elongated forms, and high-contrast lighting.

Chrissy: In this work, we see Joseph, Mary, Saint John, and on the bottom right, a young Jesus. The Jesus figure exhibits the classic elongated, somewhat contorted Mannerist human form. His body, forming an "S" shape, is strikingly different from the other figures in the painting that appear comfortably seated, or rather, "more Renaissance." This combination of Mannerist and Renaissance technique in a single painting signifies how current the shift from the former to the latter was during the time this work was created.

Alyssa: The darkness of this work is important to consider, as well, as the original documented work was not as highly contrasted. "Theatrical lighting" was another typical characteristic of Mannerism, in which light appears to come from a strong singular source, creating many dark shadows over and around the figures. It is possible that this painting was made darker on purpose to fit with the fashion of the time.

Chrissy: In this painting Mary may actually be the image of Andrea del Sarto's wife. He is known to use image in his paintings

Alyssa Venere and Chrissy O'Shea, Museums In Action, Fall 2008.

Audience Study – ARTzilla: Artzilla seemed to be a hit. A lot less people showed up than I thought would show up, but the ones that were there really seemed to enjoy themselves. The small attendance could be due to illinights going on, the rain, or the late emails and facebook invitations. The people that were there were obviously mostly art students. I overheard a non-art student complaining about how the place was full of weird art majors. That's probably due to the fact that it was held in an art museum and also due to the advertising. Art students were in charge of the advertising, which means we put up fliers where art majors go. The events that seemed to draw the biggest crowds were the hair, the food and the comic walls. No one wanted to get their make up done, probably because it was all face paint and no one would want to go out after artzilla with their faces painted. With the Twister people would only play if someone else was already playing. I don't think I saw anyone watching the films or the theater thing going on. I think this is because no one knew it was going on. A decent amount of people did the origami, which surprised me since it was such a quiet activity. Overall I think people did whatever they saw other people doing. The responses from my questioners were interesting. The people seemed to be enjoying the event, but as an event, they didn't really spend a lot of time with the artwork. A lot of the responses I got didn't really make sense. One student said they didn't look at any artwork but later said that they still liked comics after looking at the out of sequence exhibit. Another student described the out of sequence exhibit as funny. Most of the people I interviewed seemed to be interested in art, all but one went to another art museum within the last year. Most of them came because of a friend, and several said that the event needed better advertising. The activities that the

people I interviewed liked the most were the giant twister, the comic wall, hair and make up, charactures, and the food.

Overall the people I interviewed and the people I observed while walking around and the ones I talked to while doing there make up seemed to be having fun. I feel like the event was a success, even if there were less people there than planned.

Event Response – Additional Event: I wasn't sure what to expect when I went to Rashelle's presentation. The audience confused me. I noticed some of the audience was friends of the presenters, I think some of the people were very interested in conducting social research., maybe some of the people were professors, but I'm not really sure who they were. They varied in ages and ethnicity a lot. I was surprised to see so many undergrads, especially the freshman and sophomores giving presentations. I thought their projects were important to our society and the way we all function in relation to our ethnicity. I had no idea that this campus was as segregated or as culturally limiting as it is. The presentation that stuck out the most to me was the three girls who talked about the universities Chinese population. This is probably because there were three of them talking about it, so I heard it three times as much as any of the other presentations.

Rashelle's presentation was different from the rest. She seemed much more professional and I think she was doing the research for a different purpose than the other students. It seemed like the other students were fulfilling a requirement for a class, I believed Rashelle's interest in the topic more that the others. I think the way Rashelle conducted her research was probably different than the others also. It seemed like the others made a list of questions and administered them and that was it. The way Rashelle talked about her research it sounded like she had more of a discussion with her subjects.

I enjoyed hearing the different projects people did (some more than others). I learned a lot about this campus. I'm not sure if the different topic brought up were hurtful or beneficial to the students on this campus, but its good to be aware of these ideas.

Final Paper: Museum Education and Art Education: Necessities to education in the arts

As an art education major coming into a museum education course I was immediately drawn to the differences between the two forms of education. Both have an enormous ability to have an impact on a student's learning. They can teach students about not only the art world, but also the world as a whole, different cultures, the history of people and many many other things. At first the differences seem very small. I thought that maybe the only difference was location, but as I looked deeper into museum education I began to see many differences. Each of these two types of education gives unique opportunities for students, they are very different, but necessary for a well rounded education in the arts.

The purpose of the two forms of education seemed to be the most drastic difference to me. The purpose of art education is to create a group of students who are able to appreciate art, to help build the art skills of the students, and to give the students an understanding of the history of art. These goals can change depending on the classes an art student takes and the priorities of the educator. As stated by Gude, "The structures on which each art teacher, school, or district elaborates unique curricular approaches should have in common that they investigate big questions about the uses of art and other images in shaping our interactions with the worlds around us" (6). Art education is not a definitive thing. Its purpose is up for debate and each educator will conduct his or her classroom in a different manner. Although some of the purposes are more commonly understood. Art education can also be used to bring up topics not found in other classes. Art forms like land art can be an easy link to the environment. Computer and digital art can make connections to the media and visual culture. The art classroom is very open to subject matter and topics to discuss.

Museum education is very different from art education. The purpose of museum education is to gain more support for the museum in the community, build the reputation of the museum, and educate museum goers. I don't see museum education as open to change as art education. This could

be to the limited amount of works within a museum or the history of museums being the holder of higher information. The two different forms of education do share the desire to educate and inform people about art. The purposes of these educations vary due to the strengths and limitations they have.

Another difference between art education and museum education is the way the education is administered. Museum education uses tours, audio guides, plaques, outreach programs, and events to educate its audience. These forms of education are all very different from each other, but they all focus on the artworks within the museum. Usually when using these methods a museum visitor would only look at a selected number of artworks. Tours, audio guides, and outreach programs all are very controlled by the museum, the artworks the people look at are chosen by a museum staff member and then the person learns about those specific artworks.

Art education uses many different sources for lessons. Some common sources are artists' examples, cultural examples, teachers' artworks, past students' works, and anything else the teacher can get their hands on. These experiences are also controlled but in a very different way. The educator has much more freedom since they can use anything they want to help teach their lesson. The educator is still in control of what the students look at, but usually shows a much larger scope of images.

Art education and Museum education usually have different audiences. This can be problematic to the two functioning together. Art education usually happens in a school setting. This means most of the art students are children. Museum visitors are usually adults and families. These differences in audience change who the different educations cater to.

An obvious difference between the two is the real object compared to a reproduction or digital image. It only takes a visit to Michaels or any other store with prints to see how much an image can be changed. One time when I was searching for a print of starry night I came across multiple copies. When I put them next to each other I saw that the colors, sizes, cropping, and even proportions were dramatically different. This made me think about all of the paintings and artworks that I've never seen in real life. How

much different were the photos I saw from the real artwork? I had seen *Starry Night* in real life before this incident. Even after seeing the real image, I was confused with so many options. I couldn't tell which reproduction was most like the real image. Seeing reproductions so often can actually change a person's understanding of what the artwork really looks like. Museums hold the real artwork. When a person visits a museum they have a unique opportunity to see this artwork. Museums should have object-based education. As stated by Myers, "The very element that makes the museum an ideal location for aesthetic experience is the presence of the art object, the real thing, not a reproduction. Museum educators must have an object-centered approach to education in order best to utilize the museum environment" (103). In the art classroom most of the time teachers are limited to reproductions and digital images that often are far from the real artwork.

Although the context of the art world is always under criticism and being reconstructed Museums have an authority of being a higher power. They stand as being the truth. When a person enters a museum they are entering authority. When a student is in the classroom they only have the teacher to listen to. The teacher is authority, but usually conducts discussions with the understanding that different opinions will be explored and encouraged. The museum gives information to its audience and it is taken as the truth. When visiting a museum it is not uncommon to see a herd of people crowded around the one painting that has an audio guide connected to it, all of them listening to the information the guide is giving them and staying completely silent. When a museum goer puts on the headset for an audio guide they take in the information for each painting and then move on. Rarely do they consider whether the information and interpretations of the audio guide are correct and develop their own opinions. Since museums have a long history of holding knowledge they also have a long history of giving information as the only interpretation. In the art classroom students are allowed to think about an artist's intentions, develop their own ideas about the topic and debate about the artwork. This difference can create a confusion. Although many museums are trying to move away from the idea that art

has one meaning and that the museum is the holder of that information it is very difficult since that perception of museums has been around for such a long time. Many people believe that museums are for the knowledgeable middle and upper classes, many people believe you need an extensive knowledge of art to enjoy a museum experience. All of these myths about museums inhibit a lot of the learning that can happen in the museum space. A similarity between the two forms of education is the ability to educate a student about the history of art, people and cultures. Its important that any educator makes sure their students know the difference between ancient cultural artworks and current cultural artworks. This way students know that cultures change and that different cultures today function in a modern way.

Artwork has been important to people across time and across cultures. Having students see how artwork functioned and still functions within these different contexts is hugely important to their education. While they are so surrounded by modern western culture and ideas its always important to show examples from different cultures and time periods. As stated by Shen Kuan Chung, “[Cultural objects] can be used to support a substantial learning experience. In–depth explorations using a variety of cultural objects can help students understand themselves and the visual world around them” (13). Seeing so many examples of different types of artwork can help a student widen their understanding of not only what art is, but their understanding of history and the current world. Museum education and art education are incredibly similar and drastically different. It’s very important for people to get a little bit of both. They both teach people about art, they both have opportunities to share human history and culture. But they both have faults. Luckily these faults can be covered by each other. When art education falls short because of its lack of real artworks museum education can fill in the gaps. When museum education can’t facilitate a broader interpretation of the artworks art education can teach students that they are allowed to argue their opinions. These two forms of artistic education are crucial to the development of a well–rounded and artistically knowledgeable person.

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