

### **Self-Guided Visit Instructions for Teachers and Chaperones**

We recommend selecting 3 activities to complete with students in grades 9-12 during a 1-hour visit. Each activity includes simple instructions for teachers and chaperones to encourage students to look closely at the artworks on view in the Fowler Museum’s exhibition *Intersections: World Arts, Local Lives*.

#### **For Teachers: Preparing for Your Visit**

Before you enter the gallery, review the activities and note which ones you would like your students to complete. Decide which activities each chaperone’s group will do, and indicate the order on the chaperone’s sheet. The “Location” listed next to the activity’s name indicates which section of the exhibition is recommended for this activity. Review the guidelines below with your chaperones and let them know about any other expectations you have for their visit.

#### **Visit Guidelines**

- These activities are intended to help you facilitate meaningful conversations and learning opportunities with students.
- Read the activities before beginning. Your teacher may have indicated preferred activities.
- Divide students into groups of 15 or fewer. Each group should *always* be accompanied by a non-student chaperone over the age of 18.
- To avoid crowding the galleries, only one group is permitted in each section of an exhibition at a time.
- Be flexible! If a section is occupied, move on to another area that is free.
- Do not point at artwork with fingers or pencils. Instead, encourage students to use descriptive language (such as, “I see a horizontal line in the middle of the artwork.”).
- Each group is required to provide their own paper and pencils.
- Unless otherwise noted, photography is permitted in the exhibitions. Flash photography is not permitted in any exhibition.

#### **Need Assistance?**

Ask any Fowler staff member for help—security guards and volunteers circulate in the Museum. You may also ask the front desk attendant in the Fowler Museum’s lobby for assistance. We are more than happy to assist you!

We recommend high school students complete three activities during a 1-hour visit.

| # | Activity                       | Location               | Description  |
|---|--------------------------------|------------------------|--|
|   | <b>Examining Intersections</b> | Joss Gallery Entrance  | Invite students to spend 3-5 minutes looking closely at each of these five artworks in the beginning of the exhibition. Ask students to work in pairs or small groups to identify how each artwork is similar to or different from the other artworks. Invite a volunteer from each group to share their observations. Ask, “How do these artworks represent the idea of ‘intersections,’ as indicated by the exhibition’s title, <i>Intersections: World Arts, Local Lives</i> ?” |
|   | <b>First Impressions</b>       | Art and Action         | Ask each student to select an artwork in this room and respond to the question, “What is the most important part (dominant visual element) of this artwork?” Instruct students to share their responses with a partner or in small groups. Did any students think of the same thing? If so, ask students what the artist did to make this single element stand out during their first impression. If not, ask them why they were drawn to different elements.                      |
|   | <b>What’s the Message?</b>     | Art and Knowledge      | Choose an artwork in this room. Ask students to brainstorm what this artwork might have communicated to its original or intended viewers (the artist’s local community, potential buyers, or museum visitors). Ask them, “What information would you need in order to ‘read’ this artwork the way its artist intended?”  |
|   | <b>Ask A Curator</b>           | Art and Power          | Curators play a very important role in museums, as they carefully select each artwork that is presented in an exhibition and decide where it will be placed in a gallery. Instruct students to explore the artworks in this gallery for several minutes. Ask, “What questions would you like to ask the Fowler’s curator to better understand their reasoning for this gallery’s design?”  |
|   | <b>Exploring Relationships</b> | Art and Transformation | Instruct students to look closely at an artwork that illustrates a relationship between two or more figures. Invite volunteers to recreate the poses. Ask, “How does this pose make you feel? How does embodying the artwork’s composition impact your interpretation?”  |