

SCHOOL PROGRAMS

FLEMING MUSEUM OF ART • SPRING 2019



New opportunities for K-12 tours

Inside this brochure, you'll find a new pilot program of K-12 tours at the Fleming Museum of Art. As the new Curator of Education and Public Programs—as a fellow educator—I'm excited to share some of the pedagogical values we're using to guide this pilot program.

Cross-curricular connections

We've designed these tours so that classes from across the curriculum and grade levels can use these tours to deepen their understanding of their subject areas, even if you're not studying ancient Egyptian history or European art. On the Trading Technologies STEAM tour, for example, a science class might make connections among different forms of ceramic technology; a social studies class might learn about technologies as a way to explore cultural encounters across the continents.

The tours are adaptable to grade levels and class interests. Younger students might act out stories together on the Art and Storytelling tour, while older students might write independently on a few prompts and then share a flash of their inspiration with the group. Fleming educators are eager to brainstorm with you about thematic connections to make these tours relevant to your class's inquiries.

Tours emphasize observation and conversation

I understand the desire to see as much of the museum as possible on your short visit: field trip opportunities are limited in a busy school year. We focus on 3-5 stops, rather than broad coverage, because we value how students learn from high-quality conversation.

Recent studies about the educational value of field trips to museums have shown that students' information recall about an object is enhanced by the emotional memories they build when they feel like their perspectives are valued in the museum. Museum field trips are rich opportunities to practice:

- observing details,
- synthesizing new sensory information with prior knowledge,
- critical thinking to test one's assumptions and ask questions,
- acknowledging the diversity of human experiences across time and place,
- social learning opportunities to notice, validate, and expand on other points of view, and
- personal reflection.

These pedagogical values take time to practice in the galleries.

Object-based learning lets students appreciate multiple perspectives

We'll put these values into practice with object-based learning strategies to explore parts of the Fleming's collection. These tours are not intended to be general overviews of a culture or time period; no object can tell the story of an entire culture.

Rather, the objects in the Fleming's collection tell a variety of stories: about their making, the roles they played in people's lives, and their collection and display history. The ways they are understood have changed over time as different people have interacted with them. Students can use these discussions to reflect on their relationships with objects in their own lives.

Scheduling, feedback, & future plans

After reading through the tour descriptions in this brochure, sign up for a tour on our new website. This program is a pilot, so we'll be using your feedback to adapt them—and offer new tours—next year.

Alice Boone

Curator of Education and Public Programs

NEW!

K-12 Tours

In the single-gallery and thematic tours, students will visit 3-5 objects so there is ample time for them look closely at objects, share their curiosity, and engage in conversations about the questions and themes framed in the tour descriptions. These conversations are led by students' shared observations about an object; in response, the educator will weave in information about the stories the object tells through its materials, making techniques, and context. The thematic questions framed in these brief descriptions give

an idea of how we'll structure the conversations driven by student interests.

After you submit a tour request through the website (www.uvm.edu/fleming/education), Fleming educators will contact you to confirm the scheduled date and send any additional information. Please submit your request at least two weeks in advance of your desired visit so we can check availability of staff and spaces. Fleming educators will email teachers a few days before the tour to see if there are any special requests, so the

experience feels relevant to your class's interests and inquiries.

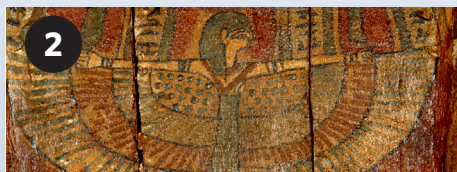
Programs address the educational goals of the Vermont State Board Adopted Standards, including the Common Core State Standards, the C3 Framework for Social Studies State Standards, and the National Core Art Standards.

See the back page of this flier for scheduling, fees, and contact information.



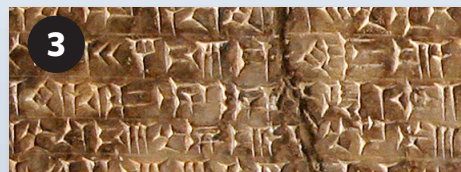
Small Worlds and Global Miniatures exhibitions

Miniatures are irresistible for how they inspire curiosity, wonder and sometimes even uneasiness. Looking at them together helps us appreciate the many possible perspectives and reactions to these peeks into artists' imaginations. How do they spark our imaginations to discover new interests in familiar places? We hope students will leave the exhibit excited to turn everyday tiny objects into artworks of their own.



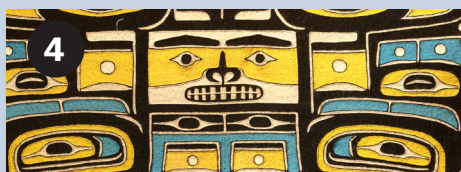
Ways of Knowing in Ancient Egypt

Investigate images, hieroglyphs, and the important objects used by the ancient Egyptian people to understand life and the afterlife. Students will discuss how our understanding of these objects and their meaning has evolved since their excavation. How do we see the objects differently from the way the ancient Egyptians did? How does our knowledge of these ancient objects change through new approaches, technologies, and perspectives?



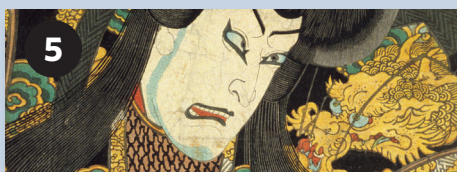
Ancient Writing and Communication

Is writing more than words? As students look at Assyrian cuneiform and Egyptian hieroglyphs on objects that have vivid picture-based stories, they will consider the interplay between writing and images. They will learn about scribes and cultures of writing to communicate authority, spiritual beliefs, and historical storytelling for future generations—like us—to interpret.



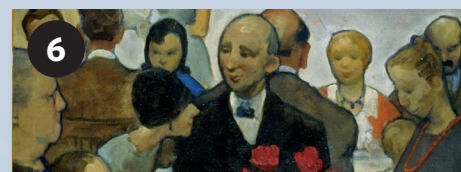
The Life of an Object in Native American Art

Objects have a long journey before they arrive at the museum and an even longer journey in the traditions of their makers. Students will look at projectile points, pots, ritual garments, blankets, and baskets made by indigenous peoples of North America, as they consider the past and present lives of these objects as they're crafted, used, obtained, and displayed.



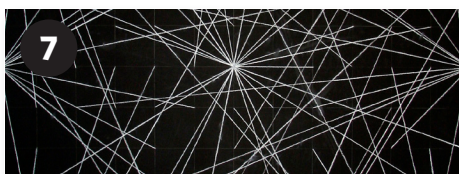
Storytelling in Asian Art

Does the story create an object, or the other way around? Students will investigate how sculpture, watercolor, ceramics, costumes, and masks create different experiences with the stories being told. These objects from India, Burma, China, and Japan can help us understand the variety of personal experiences we can have with a work of art, depending on its qualities: if it's large or small, 3-D or 2-D, performed, worshipped, or buried, and more.



Art and American History

The visual culture of an era gives us evocative pictures of how people participated in history as it was happening: how they saw themselves and others; how they constructed fantasies, propaganda, and memories about events; and more. Based on a class's interests in a social studies or language arts class, students will look at artworks from the period as a means of investigating multiple perspectives about a historical or cultural event, so as to re-examine our own ways of understanding the past and present.



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Lines, Shapes, and Patterns

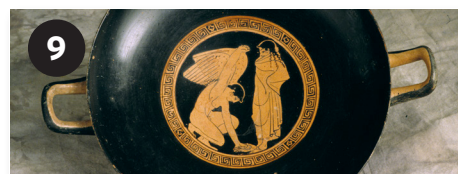
Students will visit the Native American, Islamic, Asian, and contemporary art galleries to trace the way that people have used repetition to create designs in a variety of artistic forms. Students will practice tracing and drawing their own designs as a creative response to these designs, as they consider concepts of repetition, spacing, patterning, and scale.



8

Natural Wonders of Vermont

Trace the long history of Vermont's deep relationship with the natural world, as seen by artists and makers. As they visit the Native American galleries, the New England gallery of landscape paintings, and special exhibitions that show Vermont in miniature, students will write poetry and sketch as a means of exploring their personal relationship with nature.



9

Legacies of the Ancient World

Specially designed for classes that are studying Greek and Roman history and culture, this tour will spend time in the small special exhibition *Behind the Schemes: When Helen of Troy Came to UVM*, an innovative performance of a classical myth using an electric lyre and 3D-printed masks. Students on the tour will discuss how those classical stories and ideas gain new relevance through their contemporary adaptations in performance, art, and architecture.



10

Portraiture and Identity

If someone painted a portrait of you, what would you want them to highlight as the face you present to the world? What kind of portrait would you paint of yourself? What kind of mask would let you hide part of your public face, while also revealing other qualities in a creative way? As students explore how artists let us display and perform different facets of identity, they'll select and share artworks that let them talk about what matters to them personally.



11

Art and Storytelling

Every object in the museum tells a story—but every visitor tells one, too. Students will get to know works of art in the collection through brief creative prompts designed to create surprising, outside-the-box responses to works of art they may never have considered deeply before. These creative responses highlight the value of our personal connections with a work, so it becomes a catalyst for our own storytelling.



12

Animals in Art

Dogs, fish, snakes, cats: these animals appear in artworks across time and place. What can we learn about a culture's values and beliefs from seeing the way they depict—and use—animals in the objects they hold dearly? Students will visit Egyptian, Asian, pre-Columbian, and European art galleries as they practice making comparisons and distinctions as a way of understanding the varieties of human-animal relationships.



13

Science and Technology in Ancient Egypt

What can we learn about ancient Egyptian culture by studying its scientists and engineers? Students will explore how ancient Egyptians experimented with different materials like wood, linen, clay, and stone as they crafted objects for both everyday and ceremonial use. This tour features hands-on interactions with artifacts and materials, so students study through touch, making, and drawing.



14

Trading Technologies

Take a deeper look at the science of ceramics to learn how Chinese, Japanese, Persian and European scientists and artists have sought out each other's technologies to make exquisite vessels. As they're shaped, painted, and glazed, these vessels tell stories of their technologies that have been transmitted, adapted, and refashioned over centuries. Their designs let us study how cultures encountered and interacted with one another as they sought out objects for trade across continents.



Art activities enhance learning!

Make the most of your visit with a two-hour museum tour + art activity. Students will spend one hour on one of these listed tours, followed by a related art activity in the museum's classroom. Art activities are designed for students to creatively explore materials and making techniques discussed on the tour. Activities include bookmaking, weaving, print-making, and more.

FLEMING

SCHOOL PROGRAMS

Fleming Museum of Art
University of Vermont
61 Colchester Avenue
Burlington, VT 05405-0064

www.flemingmuseum.org

Schedule your tour today!

Tour Options

There are three options for visiting the Museum with your students:

- **One-hour guided tour:** Select a tour theme from the options listed inside this booklet
- **Two-hour Museum Workshop is a one-hour guided tour + one-hour art activity:** Select a tour theme from the options listed inside this booklet. Students will spend one hour in the galleries, followed by a one-hour art activity related to the tour's theme in the museum education classroom.
- **Self-guided visits** by teachers are welcome, but must be scheduled in advance with the Education Department.

Program Fees

- **One-hour guided tour:** \$4 per student [\$32 minimum for the group]
- **Two-hour Museum Workshop guided tour + art activity:** \$7 per student [\$63 minimum / 9 students]
- **Self-guided visit:** \$2 per student

Chaperones

- The museum requires one chaperone for every seven students. Chaperones are admitted free of charge; additional chaperones after the 7:1 ratio is fulfilled pay \$5 each. There is no charge for teachers or school staff.

Scheduling

To schedule a visit, submit a tour request form on the Fleming's website: www.uvm.edu/fleming/education. Please submit your request at least two weeks in advance so that we can check availability of staff and spaces.

Fleming educators will then contact you to confirm scheduling, payment, and accessibility information. Any questions about scheduling or connections to standards? Send an email to flemingtours@uvm.edu or call (802) 656-0549 to speak with a Fleming educator.

Other Information

- The galleries can fit 18 students at one time, so larger groups will be split up to tour with multiple Fleming educators. If you have a group larger than 36 students, we recommend the self-guided tour option.
- For students to pursue their own interests after a guided tour, schedule an extra half hour of self-guided time.
- Students can use pencils only—no pens or art supplies—in the museum galleries.
- There is limited space for lunch in the museum education classroom.
- If you have questions about accessibility for your group, we will actively look to address your needs for interpreters, elevators, quiet spaces, and other needs.