ART LIKE YOU'VE NEVER SEEN IT BEFORE

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IMMERSIVE EXHIBITION

art apart

EMS entertainment

EDUCATOR RESOURCE GUIDE

DISCOVERY Center of Idaho

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HOW TO USE THE EDUCATOR RESOURCE GUIDE

This resource guide is intended to help educators and chaperones prepare for a meaningful, informative and fun visit to the Discovery Center of Idaho, one that provides relevant connections to classroom learning objectives. We've included ideas for both onsite interactions and follow-up prompts and activities. Educators can pick and choose which sections, activities or themes to focus on from the pre- or post-visit materials.

EDUCATION STATEMENT

The Discovery Center of Idaho is thrilled to bring the the extraordinary *Impressionists Immersive* experience to the Treasure Valley to promote the interdisciplinary nature of Impressionism. Throughout history, movements in the art world have been shaped by the new knowledge, ideas and capabilities resulting from technological innovations. The *Impressionists Immersive* exhibition gives viewers the opportunity to dive into the experience of bold, contrasting color palettes. It draws attention to the ways late 19th-century artists captured changing light and the natural world—inspired by the rise of photography and made possible by the invention of the portable paint tube. Each piece conveys movement and plays with perspective in new ways, allowing the viewer's brain to formulate a picture from a distance more readily than up close. This approach reflects a deepening understanding of how our eyes and our brains work together to process information. Every piece holds great interest, beauty and emotion on its own merit; learning about each artist's unique ideas and techniques enhances our understanding and appreciation of their work.

IMPRESSIONISTS OVERVIEW

IMPRESSIONISTS VIDEO

Impressionists Immersive is the first exhibition to encompass a whole artistic movement rather than a single artist. It brings to life a revolutionary art movement, the most important pictorial transformation since the Renaissance.

This exhibition covers many important Impressionist painters: Van Gogh, Monet, Morisot (the first woman painter to use her own name and an icon of the nascent suffragette movement), Manet, Degas, Pissarro, Gauguin, Cézanne and Toulouse-Lautrec.

VISITORS OF ALL AGES CAN:

- Learn about different Impressionist artists' inspiration and impact.
- Fully immerse themselves in a sensory adventure featuring the colors and images of Impressionist works. Music and audio enhance the experience.

IDAHO VISUAL ARTS STANDARDS

VA:Cr1.1: Generate and conceptualize artistic ideas and work; Creativity and innovative thinking are essential life skills that can be developed.

VA:Cr1.2: Generate and conceptualize artistic ideas and work; Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

VA:Cr2.1: Organize and develop artistic ideas and work; Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

VA:Pr.4.1: Select, analyze, and interpret artistic work for presentation; Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

VA:Re7.1: Perceive and analyze artistic work; Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

VA:Re7.2: Perceive and analyze artistic work; Visual imagery influences understanding of and responses to the world.

IDAHO SCIENCE STANDARDS

4-PS-2.2
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

MS-PS-4.2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

HS-PSC-3.1
Ask questions to clarify the idea that electromagnetic radiation can be described either by a wave model or a particle model.

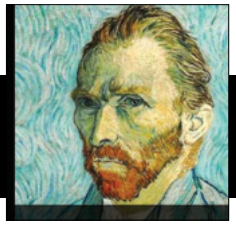
MS-ESS-3.3
Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment.

MS-ESS-3.5
Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history.

HS-ESS-3.4
Evaluate or refine a scientific or technological solution that mitigates or enhances human influences on natural systems.

HS-ESS-3.6
Communicate how relationships among Earth systems are being influenced by human activity.

INNOVATION & IMPRESSIONISM



Vincent van Gogh

Humans have shared information and culture through art since long before the advent of language. For millennia, art in its many forms has captured not only beauty and emotion, but also revolutionary ideas and important historical occurrences. Art continues to evolve over time as technological advances let us create in new and different ways.

Impressionism is a painting style popularized over 150 years ago, and it still resonates today. Its development owes much to technology. Photography, as a medium, entered the scene in 1822 and drastically reduced the amount of time required to capture an image. Furthermore, the 1841 invention of the transportable paint tube let artists become more mobile, painting more easily in an outdoor setting *(en plein air)* and at unusual visual angles. These two innovations were hugely influential in the rise of quicker, less precise paintings, which greatly differed from those of previous movements, such as the Renaissance. Using less formal techniques allowed artists to record their own individual experiences, capturing the passage of time and the changing angles of light. Impressionist artwork often features a sense of movement, created by bold brush strokes and integrating a variety of colors into one scene. Sometimes the viewer need to step back from the artwork to see what it's portraying, as the lines and brush strokes don't always form a definite image up close.

Some STEM factors to consider when viewing Impressionist art:

Contrast effect. Impressionism doesn't use much color mixing. Instead, artists place contrasting colors next to one another, which often makes them stand out and appear more vivid. Many Impressionist painters avoid using black paint; they create the illusion of darker colors by mixing contrasting colors together.

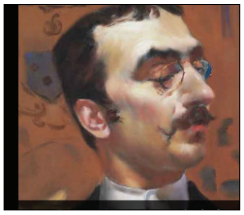
Lighting. Artists experiment with the way light alters color. They sometimes create multiple paintings of the same object shown in different light, or at different times of day (an example: Monet's *Roen Cathedral* Illustration).

Mobility. Paintings created outdoors *(en plein air)* at a specific time of day need to be completed quickly. Canvases get smaller for easier transportation, and less time is spent striving toward perfection. This calls for quicker, looser brush strokes.

Perception. The artist's personal perspective is more important in Impressionism than recognizable objects. This is because the late 19th-century scientific fascination with the brain helped distinguish between perception (in this case, what the eyes see) and the brain's processing of that information (how we interpret what we see). Similarly, this approach gives the viewer more room for interpretation.

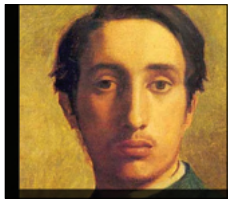
Relative color. Impressionist artists may avoid using the "actual" color of an object, choosing instead the color that the object appears under the circumstances.

RECOMMENDED RESOURCES

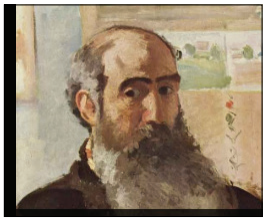


Henri Toulouse-Lautrec

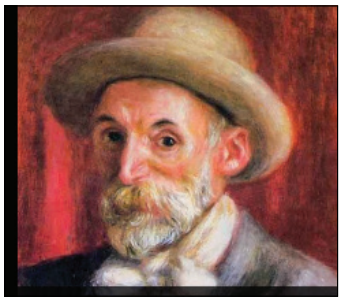
Claude Monet



Edgar Degas



Camile Pissarro



Pierre-Auguste Renoir

Berthe Morisot

INFORMATION ABOUT IMPRESSIONISM

Guide to Impressionism

The Art and Science of Impressionist Color

Curious Muse Video: Impressionism in 8 Minutes: How It Changed the Course of Art

(WARNING: includes several brief images of art portraying nude figures)

All about the Impressionist Art Movement 2-Minute Crash Course

LEARNING ABOUT COLORS

The Color Wheel

(Pre-K Elementary video)

Elements of Art: Color

(Upper Elementary–High School video)

"Colors": StoryBots Super Songs

How to Mix 3 Colors to Make a Rainbow–Science Experiments for Kids

OVERVIEW OF THE FIELD TRIP EXPERIENCE

Each student group will be welcomed by our Education Team and given a breakdown of field trip expectations. Students will break into smaller groups with their assigned chaperone (please assign these chaperone groups before your visit!) and will receive an activity guide to use as they move through the Center. Maximum group size is 50 students per field trip slot.

The onsite student learning experience has two versions you can choose from: a 60-minute, gallery-only exploration or a 90-minute visit which, in addition to the 60-minute gallery time, includes a classroom activity inspired by the exhibition.

PREPARING FOR YOUR VISIT

Preparing your students (and chaperones) for their visit

Our mission statement: The Discovery Center of Idaho inspires lifelong interest and learning in Science, Technology, Engineering, Math (STEM) and the Arts.

We believe learning is fun, but remember that we are not an indoor playground. Please remind your students to indulge their curiosity in ways that are safe, controlled and don't interfere with others' experiences.

To prepare your students for the best possible experience, we recommend integrating versions of this guide's activities or references into your lesson plans during the week before your visit.

Preparing your chaperones:
How well you prepare your chaperones can make or break your students' experiences. We created a short video to share with chaperones accompanying your group, so they can better understand their roles.

A Chaperone's Guide to Field Trips

In addition to *Impressionists Immersive*, students can explore our year-round exhibitions during their visit. Find video resources related to other exhibition content on our YouTube channel!

Discovery Center of Idaho - YouTube

Limited to 50 students per field trip:

Base Price:
60-Minute Gallery Exploration Experience

Admission cost:

$4 per student (for schools/districts with over 50% of students receiving Free/Reduced Lunch)

$10 per student (for schools/districts with 0–49% of students receiving Free/Reduced Lunch)

$12 per chaperone/teacher at 1:5 ratio (additional chaperones will pay full price)

Classroom Add-on:
60-Minute Gallery Exploration + 30-Minute Classroom Activity
*(extra 30 minutes as described above)**

***Cost of Classroom Add-on:**
extra $3 per student added to base prices listed above

Contact the Education Department for more information or to book a field trip

education@dcidaho.org
208-343-9895 x224

Impressionists IMMERSIVE EXHIBITION

PRE-VISIT ACTIVITY SUGGESTIONS

MATERIALS NEEDED:

- Watercolor paper (1 sheet per student)
- Markers (thick tip, bold colors, non-permanent)
- Spray bottles with water

Pre-Visit Activity #1: Create Your Own Impressionist Art!

Target age: Elementary (K – 4th grade)

Standards: VA:Cr1.1, VA:Cr1.2

Instructions:

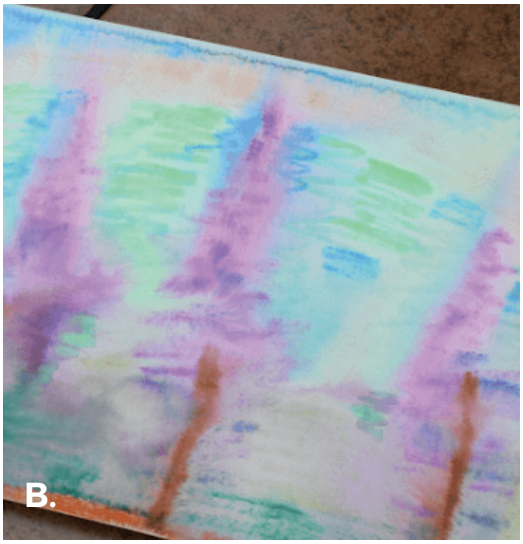
1. Introduce students to the idea of Impressionism. Use the resources listed on page 6 of this guide to share images of well-known Impressionist works; ask them to share thoughts, ideas and feelings they notice when looking at this art. Ask them to discuss similarities and differences between the style of different pieces.

2. Have students draw their own pictures using bold, scribbly strokes rather than exact lines. Encourage them to use bright, distinct colors, but to create something a bit generic, such as flowers, sunsets or bridges. Their drawing may look something like image A.

3. Once the marker drawings are complete, keep them on a flat surface and use the spray bottle to lightly spritz each picture with water. Use enough water to make the colors spread slightly, but don't spray too much so that the marker begins to run off of the paper (see image B. for the effect you're after). If the paper does get too wet, use a paper towel to blot the paper enough to stop the running.

4. Place the papers on a different flat surface to dry. Once the colors are set, enjoy and share each student's very unique Impressionist art!


A.


B.

EXTENSION OPTION: Van Gogh For Kids: Starry Night Art Project from 123 Homeschool

Pre-Visit Activity #2:
EXPLORING LIGHT IN ART

Target age: Upper Elementary through High School (3rd–12th grade)

This activity leaves a lot of room for creativity and personalization. Instructors: feel free to choose which medium your students will use, along with the objects you'd like them to use in the still life.

Standards: VA:Cr2.1, VA:Cr1.1, 4-PS-2.2, MS-PS-4.2, HS-PSC-3.1

Materials Needed:

- Sketchbook with multiple pages to use (1 per student)
- Your chosen medium (colored pencil, crayon, marker, paint)
- Objects for a still life (ex: basket of fruit, pile of art supplies, stacked blocks, other in animate objects)
- 1 (or more) large portable light
- Optional: mirror
- Optional: colorful lights or a colorful cover for the portable light

Instructions:

1. Explain the concept of a still life work of art to students. You might integrate a webquest where students find famous still life art pieces to explain and share with the class.

2. Set up a still life arrangement with objects in the center of the room. Students will set up work-stations with their sketchbooks and the chosen medium. If they're using paint, this may need to be a multi-day activity.

3. Place the portable light in one spot of the room and dim the overhead lights. Have students capture what they see with the light coming from that location. Encourage them to notice shadows and different hues. Remind students that each of them will see the objects from their own perspective.

4. Give students an allotted amount of time to complete their renderings of the objects from the first lighting location. Then either move the light to a different spot (such as the opposite side from the previous light source) or add an additional light to a new location. Repeat step 3, letting students capture what's visible to them now (which may have looked different before).

5. For best results, complete this multiple times with different lighting layouts; have students analyze the sequence of their work to see the changing perceptions of the same scene based on different lighting. As we mentioned above, you might also add a mirror or a colorful light for one or more of the sketch sessions.

EXTENSION OPTION: Have students go outside and complete this exercise *en plein air* at different times of the day—or even in different seasons—to experience how changing light alters perception and color.

Pre-Visit Activity #3:
TECHNOLOGY IN ART

Target age: Middle–High School (6th–12th grade)

Standards: VA:Pr.4.1, VA:Cr1.1, VA:Re7.1, VA:Re7.2 VA:Cr2.1, ESS3.C, ETS2.B, MS-ESS-3.3, MS-ESS-3.5, HS-ESS-3.4, HS-ESS-3.6

Materials Needed:

- Digital access to Smithsonian Magazine Article
- Digital or print access to Pollution Visualized Article
- Paper, dry erase board or smartboard for KWL chart/space to record ideas

Instructions:

1. Ask students to consider how technology is present in art. You may consider creating a KWL chart to measure their progress throughout the lesson.

2. Introduce this article from *Smithsonian Magazine* about how new technology is changing the art world. The article contains videos, so we recommend that students either receive a digital copy or can read/view the article as a group on a large screen to include the videos in the reading.

3. Have students reflect in small groups on what they learned from the article.

4. Revisit the section on Dmitry Morozov by reading this more in-depth feature article about how his arduino captures air quality and displays the findings artistically. Ask students to analyze how this art form combines technology, science and art to draw attention to an urgent global issue.

5. Have students decide on a problem they encounter in their daily lives or see in the world around them. Ask them to brainstorm (individually or in small groups) an idea for an art project that could address this issue and/or present a possible solution.




FOLLOW-UP ACTIVITIES & DISCUSSION PROMPTS

Your field trip may be over, but this doesn't mean your students' discovery time has to end! Keep the learning going by connecting classroom experiences to their Discovery Center of Idaho field trip. Reinforcing what they saw and absorbed over the next few days will help your learners retain valuable information.

Some tips for maximizing the learning from your Discovery Center of Idaho field trip:

1. Connect what your students experienced with what you are doing in the classroom. Remember that our galleries contain many different elements which can be tied into science, technology, engineering, math (STEM) and the arts!

2. Incorporate some of the post-visit discussion prompts listed below into an activity.

3. Include examples from the field trip on an upcoming assessment to reinforce what students experienced and relate it to their schoolwork.

4. If you didn't get to do all the pre-visit activities we provided, try them out after your visit! It's a great way to continue building physical memories of concepts that are difficult to understand on paper.

5. Challenge students to design a new exhibit or activity that shows off one or more of the concepts they experienced during their visit.

6. Have your students write us a letter! We love getting student letters about what they learned and remember from their field trip—and it helps us learn what future students will enjoy!

7. Finally, please complete the teacher survey we will email you after your field trip. Your feedback is so important in helping us find areas to improve and grow. Please share your thoughts and suggestions with us!

Impressionists Immersive Post-Visit Prompts:

- What was the most interesting piece of art you noticed? What do you think the artist was trying to convey with this piece?
- What colors stood out to you from the art you noticed today? Do you have a favorite color—or a color that caught your eye the most? Do you think certain colors or tones can make people feel a certain way?
- If you created your own piece of art based on your life experiences, what would you create? (Maybe you want to paint a picture of your favorite place, or draw a self portrait from your happiest memory.)

DISCOVERY CENTER OF IDAHO EDUCATION INFORMATION

The Discovery Center of Idaho's mission is to inspire lifelong interest and learning in Science, Technology, Engineering, Math (STEM) and the Arts because we believe learning is fun and expands minds and lives.

The Education Department at the Discovery Center of Idaho seeks to provide quality educational experiences and programs that reflect excellence in their development and mastery in their delivery, and to offer relevant and sustainable interactions that inspire lifelong interest and learning in STEM and the arts for a diverse local, regional and state-wide community.

Impressionists

IMMERSIVE EXHIBITION

If you have any questions or need help while planning your class trip to the Discovery Center of Idaho, please reach out to us at education@dcidaho.org.

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